

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

McFarland Unified School District

Contact Name and Title

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2017-20 Plan Summary

The Story

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

OUR COMMUNITY PROFILE

McFarland is a small, rural and predominantly agricultural community located in northern Kern County. Our community's population is 13,985 with over 91% identified as Hispanic or Latino based on the US Census Bureau of 2015. Our unemployment rate is 15.8%, but often exceeds the county average which is 10.2% per the Employment Development Department's Monthly Labor Force Data for 2015. Despite the agricultural basis for most employment, the mobility rate remains low creating a relatively stable community. Our local service organizations, the Lions Club, McFarland Police Department, McFarland Parks and Recreation and several local churches, promote community involvement. The Family Resource Center, under the McFarland Unified School District, provides a variety of support for our families that struggle financially. Henrietta Child Guidance Clinic also provides additional services for our students and their families.

OUR DISTRICT PROFILE

McFarland Unified School District Mission:

McFarland Unified School District is committed to providing all students a safe academic environment where they will be taught 21st Century skills to make them effective communicators, innovators, and participants in the global economy.

McFarland Unified School District Vision:

All McFarland Unified School District students will graduate with the skills necessary to be college and/or career ready.

Our work to achieve this mission and vision is guided by our student needs. Our priority, is our students; therefore we have high expectations set not only for ourselves, but also for our students. District priorities, actions and allocations of resources are driven by our mission and vision and guided by research based data of our students.

We serve approximately 3,521 students Transitional Kindergarten-12th grade with 90.75% identified as unduplicated per CALPADS Free/Reduced Meal Eligibility Counts Report. There are seven schools: three elementary schools, one middle school, two high schools, and one alternative high school.

In order to achieve the district goals for all students, as well as to reach more aggressive goals for the identified high need student groups, the LCFF/LCAP includes an accounting of the funding sources working together to fund programs and services. Furthermore, each of our individual school sites has developed the state mandated Single Plan for Student Achievement and has identified additional actions and expenditures in support of these goals for the students at their school.

The decision to use our LCFF/LCAP funds in this manner is based on the input from multiple stakeholder groups consisting of employee, parent, community and student groups. A significant number of these programs are supported by evidence-based practices that ensure staff is properly serving the targeted youth and aimed at achieving improved academic outcomes.



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 all stakeholders, we identified our focus areas to be addressed to achieve our vision: All McFarland Unified School District students will graduate with the skills necessary to be college and/or career ready. Based on this process, the Actions/Services in the LCFF/LCAP fell into the following areas of influence:

GREAT TEACHERS:

All teachers will be supported in teaching Common Core State Standards with the integration of technology to ensure all students have access to curriculum and technology necessary to be successful.

- Goal 1

Action/Services: 1, 2, 3, 4, 5, and 6

- Goal 2

Action/Services: 1 and 5

- Goal 3

Action/Services: 1

LITERACY SKILLS:

Our students will demonstrate grade level proficiency in literacy with third grade performance serving as the district indicator for progress toward the goal. The 2016-17 school year provided a baseline for our 3rd grade literacy performance per Dynamic Indicator of Early Literacy Skills (DIBELS).

- Goal 1

Action/Services: 1, 2, 3, 5, 6, 7, 8, and 9

- Goal 2

Action/Services: 2, 5, and 8

MATH SKILLS:

Our students will demonstrate grade level proficiency in math with eighth grade performance serving as the district indicator of progress toward this goal. The percentage of eighth graders scoring "Standard Met" and/or "Standard Exceeded" on the state standards mathematics assessment will increase by 2% or more for all students.

- Goal 1

Action/Services: 1, 2, 3, 4, 5, 6, 7, 8, and 9

- Goal 2

Action/Services: 2, 5, and 8

- Goal 3

Action/Services: 4

TECHNOLOGY SKILLS:

Our students will demonstrate grade level proficiency in International Society for Technology in Education (ISTE) Standards with sixth grade performance serving as the district indicator for progress toward the goal. The 2016-17 school year will provide a baseline for our sixth grade literacy performance.

- Goal 1

Action/Services: 1, 2, 3, 5, and 6

- Goal 2

Action/Services: 2, 4, and 8

- Goal 3

Action/Services: 3

COLLEGE & CAREER READINESS:

Graduation Requirement-Our students will successfully complete graduation requirements with an increase of 2% each year.

Completion of A-G Requirements-Our students will successfully complete A-G courses with an increase of 2% each year.

Career Technical Education-Our students will successfully complete Career Technical Education (CTE) Pathways with an increase of 2% each year.

Dual Enrollment-Enrollment of students in a dual enrollment course will increase by 2%. The percentage of students successfully completing a dual enrollment course will increase by 2% each year.

- Goal 1

Action/Services: 1, 2, 3, 5, 6, and 9

- Goal 2

Action/Services: 4 and 8

ENGLISH LANGUAGE DEVELOPMENT:

Our English Language Learners will demonstrate at least one year of progress toward English fluency as measure by the state English proficiency test.

Our English Language Learners will meet reclassification requirements with an increase of 2% each year.

- Goal 1

Action/Services: 1, 2, 4, 5, 6, and 8

- Goal 2

Action/Services: 1 and 5

- Goal 3

Action/Services: 1

SOCIAL-EMOTIONAL TOOLS & MENTAL HEALTH:

Our classroom instruction for TK-12th Grade will include curriculum for social and emotional life skills, and additional support as needed, such as mental health services.

- Goal 1

Action/Services: 2, 7, and 10

- Goal 2

Action/Services: 1, 2, 3, 5, 8, and 9

- Goal 3

Action/Services: 2, 3, and 4

FULL ENGAGEMENT WITH SCHOOL:

The number of students who are chronically absent (more than 18 days) will be reduced by 2% each year.

- Goal 1

Action/Services: 2, 7, and 10

- Goal 2

Action/Services: 1, 2, 3, 5, 8, and 9

- Goal 3

Action/Services: 2, 3, and 4

FAMILY ENGAGEMENT:

The percentage of families and students reporting connectedness to their school and access to school resources will be at 75% or above Strongly Agree/Agree.

- Goal 1

Action/Services: 2, 7, and 10

- Goal 2

Action/Services: 1, 2, 3, 5, 8, and 9

- Goal 3

Action/Services: 2, 3, and 4

Review of Performance

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

Greatest Progress

ELEMENTARY PROGRESS

1. This year, we received a grant that provides for more parental engagement. We provided parents at all elementary sites and the middle school the opportunity to participate in a parent leadership course provided by Parenting Partners and funded via the grant. Unlike previous parent trainings offered, this course is designed to have parents become trainer of trainers so that parents provide the training to other parents in the school. This is our baseline year for this program. We had 55 parents participate in the program, and 76% graduated from the program. Our goal is to increase the amount of participants and graduates by 10% next year. Again, due to our stakeholder input we will continue to offer parent leadership at all elementary sites and the middle school for the 2018-19 school year. See: Goal 3

2. To support student academic growth our elementary sites analyzed and reviewed our Common Formative Assessments (CFAs) in English-language arts and math with the goal of implementing Pre-CFAs to highlight student progress from Pre-CFAs to Post-CFAs. We have identified an area of need in English Language Arts and Mathematics based on our Performance Level of Red on the California School Dashboard for Fall 2017. This data will continue to be shared with our stakeholders at our LCAP Meetings as well as "Next Steps" to meet the needs of all students. See: Goal 1

3. Percentage of students who scored Met/Exceeded on our 2017 English Language Arts (ELA) and 2017 Math California Assessment Performance Progress (CAASPP) increased districtwide. California School Dashboard for Spring 2017 has identified that our English Only and our Reclassified students both Increased in ELA and Mathematics for Kern Avenue Elementary and identified that our English Only and our Reclassified students both Maintained Mathematics for Browning Road Elementary and Increased for ELA at Browning Road Elementary. This was Horizon Elementary's first year taking the CAASPP since opening August of 2016. Our elementary sites will continue to provide additional time to analyze student academics to meet the needs of all students. See: Goal 1

2017 ELA CAASPP, all students:
27.33% met or exceeded standard, increase of +1.33%

2017 Math CAASPP, all students:
19.17% met or exceeded standard, increase of +1.17%

4. in 2017, the percentage of students who scored Healthy Fitness Zone on our Physical Fitness Test (PFT) increase by +4.3% in 5th grade.

5. This year the overall percentage of students who were Redesignated Fluent-English-Proficient (RFEP) decreased at all elementary sites. All of our elementary school sites will receive additional support to review data of our English Language Learners for the 2018-19 school year. See: Goal 1

MIDDLE SCHOOL PROGRESS

1. In 2017, the percentage of students who scored Healthy Fitness Zone on our Physical Fitness Test (PFT) increase by +8% in 7th grade. Our middle school will receive additional time to analyze student physical fitness to meet the needs of all students. See: Goal 1

2. This year the percentage of students who were Redesignated Fluent-English-Proficient (RFEP) decreased at our middle school. We redesignated 18.4% of our middle school students. Our middle school will receive additional support to review data of our English Language Learners for the 2018-19 school year. See: Goal 1

3. Percentage of students who scored Met/Exceeded on our 2017 English Language Arts (ELA) and 2017 Math California Assessment Performance Progress (CAASPP) increased districtwide. California School Dashboard for Fall 2017 has identified that all student groups declined or declined significantly in ELA and Mathematics. Our middle school staff will be provided additional time to analyze student academics to meet the needs of all students as well as maintaining the new position: Student Affairs Specialist. In addition we are providing an Americorp Mentor, and a Marriage and Family Therapist at the middle school. See: Goal 1 pages and Goal 2 pages

2017 ELA CAASPP, all students:
23.82% met or exceeded standard, increase of +1.82%

2017 Math CAASPP, all students:
18.45% met or exceeded standard, increase of +1.45%

HIGH SCHOOL PROGRESS

1. In 2017, the percentage of students who scored Healthy Fitness Zone on our Physical Fitness Test (PFT) increase by +4.7% in 9th grade. Our high school physical education teachers will receive additional time to analyze student physical fitness to meet the needs of all students. See: Goal 1

2. Our percentage of students who met UC and/or CSU entrance requirements was 44%. Our high school will continue to offer a modified seven block schedule to meet the needs of all students. See: Goal 1

3. The chronic absenteeism at our high school decreased by 1% for the 2015-16 school year. Our high school will continue to monitor student attendance, especially students who are absent 10% (18 days) or more of the school year. See: Goal 1

4. The 2017, the high school dropout rate decreased to 0.06% for all students and 0.01% for English Language Learners. Additional time will be provided to our high school counselors to continue decreasing the amount of high school dropouts. See: Goal 1 and Goal 2
5. Our high school graduation rate is the highest in the county for the 3rd time in a row. Graduation rate is 99.4% for all students and 97.9% for our English Language Learners. Additional time will be provided to our high school counselors to continue monitoring and increasing the amount of high school students who graduate. See: Goal 1 and Goal 2
6. This year the percentage of 11th grade students who scored Met/Exceeded on our California Assessment Performance Progress (CAASPP) 2017 Math increased by +1.7% and the percentage of 11th grade students who scored Met/Exceeded on our California Assessment Performance Progress (CAASPP) 2017 ELA increased by +17.3%. Our teachers will continue to have additional time to analyze and support the needs of all students. See: Goal 1 and Goal 2
7. Last year we implemented a new course at McFarland High School, Career Choices, that is now a McFarland Unified School District graduation requirement for all freshman. This course is also a dual enrollment course made possible with the partnership of Bakersfield Community College and Porterville Community College. McFarland Unified School District will continue to partner with our local community colleges to provide dual enrollment courses. See: Goal 1
8. McFarland High School implemented a new College Pathway, Logistics, that includes dual enrollment courses with Bakersfield Community College. Stakeholder input from parents, students, community and industry partners made implementing pathways a priority to ensure our students are college and career ready. MHS also implemented a new welding course for students last year. In 2018-19, MHS will implement a Computer Science Pathway and an AG Science Pathway. See: Goal 1

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

Greatest Needs

THE STATE INDICATOR FOR SUSPENSION RATE IN RED OR ORANGE

1. MUSD's Suspension Indicator shows we maintained our suspension rate for all students, with a decrease in the suspension rate for all student groups. There are no groups that are two levels below all students.

Although there are no gaps that need to be addressed, the suspension indicator and data illustrate a need to provide training to all school sites in the area of behavior and social-emotional education. As a district we are fully implementing Multi-Tiered Systems of Support (MTSS) which includes, but is not limited to PBIS, Restorative Practices, Alternative to Suspension (ATS) Program and SEL. Research indicates students who are actively involved in school are less likely to have behavior concerns and are more likely to outperform students who are not actively involved in school.

- MUSD will be investing in targeted support with MTSS, Positive Behavior Interventions & Supports (PBIS), Restorative Practices, ATS at MMS and two new positions, a Marriage

and Family Therapist and an Americorp Mentor at McFarland Middle School to promote an actively involved campus cultural for students, parents and staff.

LCAP Goal 2

- Our students who are struggling and placed in Tier II and Tier III interventions will receive additional funds to provide specific academic support and promote school involvement.

LCAP Goal 1

LCAP Goal 2

- MUSD will continue to provide and expand our Robotics and Engineering Club at our middle school, promoting school involvement for students, parents and staff.

LCAP Goal 1

- Our Director of Alternative Options- Child Welfare and Attendance will receive funds to provide additional support at our middle school focusing on at-risk behavior students.

LCAP Goal 2

LCAP Goal 3

THE STATE INDICATOR FOR ENGLISH LEARNER PROGRESS INDICATOR IN RED OR ORANGE

1. MUSD ELPI is Orange. McFarland Middle School's and McFarland High School's English Learner Progress State Indicator on the California School Dashboard shows our English Language Learners are Orange with a Change Level of "Decline." To address the gap, MUSD LCFF/LCAP includes the following actions and services:

- Building staff capacity is one of the leading indicators supporting student academic achievement. For the 2018-19 school year we will be providing targeted support for our English Language Development Teachers as well as all content area teachers at MMS and MHS with a focus on implementing our newly adopted ELA/ELD Intervention program, designated, and integrated ELD strategies. MUSD will provide this support to all sites since Kern Ave maintained and only Browning Road showed an increase. MUSD will also continue to provide a Resource Teacher for English Language Learners to provide additional support academically, socially and emotionally.

LCAP Goal 1

LCAP Goal 2

THE STATE INDICATOR FOR ENGLISH LANGUAGE ARTS IN RED OR ORANGE

- Overall, MUSD's English Language Arts State Indicator on the California School Dashboard indicates all students group is orange. Overall, we declined by 6.8 points for all student, with all student groups declining. Building staff capacity is one of the leading indicators supporting student academic achievement. For the 2018-19 school year we will be

providing targeted support for our English Language Arts Teachers at McFarland Middle School, Kern Avenue Elementary and Browning Road Elementary with a focus on implementing our newly adopted ELA/ELD Intervention program. MUSD will also provide additional time to analyze data to support extended learning courses with a focus on each sites targeted student subgroups identified below. We will also provide targeted intervention at Tiers I, II, and III for all students. The ELA/ELD Coach will provide targeted assistance to teachers at each site through PD offerings and coaching.

1. McFarland Middle School's English Language Arts State Indicator on the California School Dashboard indicates all students group is orange. Overall, we declined by 6.8 points for all student, with all student groups declining. To address the decline, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

LCAP Goal 2

2. Kern Avenue School's English Language Arts State Indicator on the California School Dashboard indicates all student groups are Red and declined from the previous year. To address the decline, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

LCAP Goal 2

3. Browning Road School's English Language Arts State Indicator on the California School Dashboard indicates all student groups are Red and declined from the previous year. To address the decline, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

LCAP Goal 2

THE STATE INDICATOR FOR MATHEMATICS IN RED OR ORANGE

- Building staff capacity is one of the leading indicators supporting student academic achievement. For the 2018-19 school year we will be providing targeted support for our Math Teachers at our McFarland Middle School, Kern Avenue Elementary and Browning Road Elementary with a focus on implementing a balance of procedural and conceptual math strategies. MUSD will also provide additional time to analyze data to support extended learning courses with a focus on each sites targeted student subgroups identified below. We will also provide targeted intervention at Tiers I, II, and III for all students.

1. McFarland Middle School's Mathematics State Indicator on the California School Dashboard indicates "English Learners" and "Students with Disabilities" are Red. All students and Socioeconomically Disadvantage are Orange. To address this, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

LCAP Goal 2

2. Kern Avenue School's Mathematics State Indicator on the California School Dashboard indicates all student groups are Orange. To address this, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

LCAP Goal 2

3. Browning Road School's Mathematics State Indicator on the California School Dashboard indicates all students groups maintained the Orange status, except Students with Disabilities which declined by 16.8 points. . To address this, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

LCAP Goal 2

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

Performance Gaps

THE STATE INDICATOR FOR ENGLISH LANGUAGE ARTS TWO OR MORE PERFORMANCE LEVELS BELOW "ALL STUDENTS"

Although our Fall Dashboard indicates that we have no groups performing two or more performance levels below "all students," our data indicates that we need to be intentional about the services we provide to our students since we see a decline in almost all areas on the dashboard.

1. To address the needs for Kern Avenue School's English Language Arts indicator, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

- 1 Additional release time to analyze data.
- 2 Maintaining a new position, Chief Academic Officer to support Kern Avenue Elementary in analyzing English Language Arts data and creating/implementing next steps for students.
- 2 Continue to provide a Learning Director to support students with disabilities, along side their parents and staff focusing on English Language Arts Standards by providing parent and staff meetings to review students progress on MUSD Common Formative Assessments in English Language Arts.
- 3 Continue to implement our newly adopted ELA/ELD Intervention program focusing on students with disabilities by providing training for our Resource Teachers.
- 4 Implement and analyze data from Renaissance to support next steps for all students.
- 5 Purchase specific English Language Arts supplemental supplies to meet the needs of our students who need Tiered supports.
- 6 Provide extended learning to support academic growth in English Language Arts for students who are struggling.

2. Browning Road School's English Language Arts State Indicator on the California School Dashboard indicates all student groups are red. To address the gap, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

- 1 Additional release time to analyze data.
- 2 Maintaining a new position, Chief Academic Officer to support Browning Road Elementary in analyzing English Language Arts data and creating/implementing next steps for students.
- 2 Continue to provide a Learning Director to support students with disabilities, along side their parents and staff focusing on English Language Arts Standards by providing parent and staff meetings to review students progress on MUSD Common Formative Assessments in English Language Arts.
- 3 Continue to implement our newly adopted ELA/ELD Intervention program focusing on students with disabilities by providing training for our Resource Teachers.
- 4 Implement and analyze data from Renaissance to support next steps for all students.
- 5 Purchase specific English Language Arts supplemental supplies to meet the needs of our students who need Tiered supports.
- 6 Provide extended learning to support academic growth in English Language Arts for students who are struggling.

3. McFarland Middle School's English Language Arts Indicator on the California School Dashboard indicates all students groups are Read and declined.

o address the gap, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

- 1 Additional release time to analyze data.
- 2 Maintaining a new position, Chief Academic Officer to support MMS in analyzing English Language Arts data and creating/implementing next steps for students.
- 2 Continue to provide a Learning Director to support students with disabilities, along side their parents and staff focusing on English Language Arts Standards by providing parent and staff meetings to review students progress on MUSD Common Formative Assessments in English Language Arts.
- 3 Continue to implement our newly adopted ELA/ELD Intervention program focusing on students with disabilities by providing training for our Resource Teachers.
- 4 Implement and analyze data from Renaissance to support next steps for all students.
- 5 Purchase specific English Language Arts supplemental supplies to meet the needs of our students who need Tiered supports.
- 6 Provide extended learning to support academic growth in English Language Arts for students who are struggling

THE STATE INDICATOR FOR MATHEMATICS TWO OR MORE PERFORMANCE LEVELS BELOW "ALL STUDENTS"

1. McFarland Middle School's Mathematics State Indicator on the California School Dashboard does not indicate any performance gaps. However, there is a need to address the overall decline in scores for all groups. To address the gap, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

- 1 Additional release time to analyze math data.

- 2 Provide targeted staff support for students by analyzing and implementing next steps in the area of math.
- 3 Implement and analyze data from Renaissance Learning, White Box and Revolution K12 to support next steps for students.
- 4 Purchase specific Math supplemental supplies to meet the needs of our students who need Tiered supports.
- 5 Provide extended learning to support academic growth in Math for students who are struggling.

2. Kern Avenue School's State Indicator on the California School Dashboard does not indicate any performance gaps. However, there is a need to address the overall decline in scores for all groups. To address the gap, MUSD LCFF/LCAP includes the following actions and services:

LCAP Goal 1

- 1 Additional release time to analyze math data.
- 2 Provide targeted staff support for students by analyzing and implementing next steps in the area of math.
- 3 Implement and analyze data from Renaissance Learning, White Box and Revolution K12 to support next steps for students.
- 4 Purchase specific Math supplemental supplies to meet the needs of our students who need Tiered supports.
- 5 Provide extended learning to support academic growth in Math for students who are struggling.

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

Increased or Improved services

Based on staff and stakeholder feedback and research on effective practices we are implementing more than twenty-eight LCAP Actions/Services to improve services for low income, English learners and foster youth including using Supplemental and Concentration funds. Three significant actions to improve services are:

- Continue to provide all 2nd, 6th, 10th & 11th grade students a Chromebook to empower all students to effectively use technology to enhance their learning at school and at home, thus preparing them for college and career.

LCAP Goal 1

- Additional opportunities for low-income, English Learners and foster youth to successfully graduate with college and career readiness skills. MMS and Browning Road will open a Fab Lab and MakerSpace, while Horizon will continue it's MakerSpace. Browning Road will fully implement their STEAM Academy as well. In addition, the high school will implement two new pathways: AG Science and Computer Science.

LCAP Goal 1

LCAP Goal 2

- Expanding our parent leadership, utilizing Parenting Partners, to all elementary sites and the middle school has provided our parents with the skills and knowledge needed to continue nurturing their child's growth academically, socially and emotionally.

LCAP Goal 3

- Adding an Americorp Mentor at the middle school and high school will increase their ability to assist and monitor students who need additional support in academics, behavior, and SEL.

LCAP Goal 2

- Adding a Marriage and Family Therapist for the district will increase their ability to assist and monitor students who need additional support in academics, behavior, and SEL.

LCAP Goal 2

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

\$48,460,435.00

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

\$10,268,726.05

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 2018-19 school year includes salaries and benefits for all certificated teachers, classified personnel and administrative staff members. In addition, other expenditures in this are included: books and supplies, services and operating expenditures (e.g. utilities), and capital outlay.

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$39,129,917.00

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

Full implementation of our state content standards to increase student achievement in ELA-ELD, Math, Social Studies, Science and Literacy as measured by multiple assessments including state and local assessments administered regularly.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 1-Basic Services
(A) Teachers appropriately assigned and fully credentialed for assignment

17-18

2017-18
Maintain 100% fully credentialed and appropriately assigned teachers

Baseline

100% are fully credentialed and appropriately assigned

Metric/Indicator

Priority 1-Basic Services
(B) Pupils access to standards-aligned materials

Actual

Priority 1-Basic Services

(A) Teachers appropriately assigned and fully credentialed for assignment

2017-18

Maintained 100% fully credentialed and appropriately assigned teachers

2016-17

100% are fully credentialed and appropriately assigned

Priority 1-Basic Services

(B) Pupils access to standards-aligned materials

2017-18

Maintained 100% students will have access to standards-aligned materials

Expected

17-18

2017-18

Maintain 100% students will have access to standards-aligned materials

Baseline

100% of students will have access to standards-aligned materials

Metric/Indicator

Priority 1-Basic Services

(C) School facilities maintained in good repair.

17-18

2017-18

Maintain all facilities having an overall rating of "Good" as indicated on the FIT Report

Baseline

All facilities have an overall rating of "Good" as indicated on the FIT Report

Metric/Indicator

Priority 2- Implementation of Common Core State Standards

(A) Implementation of CA academic and performance standards measured by the LCAP Survey and Administrative observations using C3

17-18

2017-18

Maintain LCAP Staff Survey "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."

Increase C3 Quick Snapshot

"Learning Objectives"
to 60% Fully Observed

Actual

2016-17

100% of students will have access to standards-aligned materials

Priority 1-Basic Services

(C) School facilities maintained in good repair.

2017-18

Maintained all facilities having an overall rating of "Good" as indicated on the FIT Report

2016-17

All facilities have an overall rating of "Good" as indicated on the FIT Report

Priority 2- Implementation of Common Core State Standards

(A) Implementation of CA academic and performance standards measured by the LCAP Survey and Administrative observations using C3

2017-18

Maintained LCAP Staff Survey "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."

Increased C3 Quick Snapshot

"Learning Objectives"
to 60% Fully Observed

2016-17 LCAP Staff Survey

"The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."
94% Strongly Agree/Agree

C3 Quick Snapshot

"Learning Objectives"
58% were Fully Observed

Expected

Baseline

2016-17 LCAP Staff Survey
 "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."
 94% Strongly Agree/Agree

C3 Quick Snapshot
 "Learning Objectives"
 58% were Fully Observed

Metric/Indicator

Priority 2- Implementation of Common Core State Standards
 (B) English learners ability to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation

17-18

2017-18
 Maintain 100% of our English Learners access to CCSS and ELD standards

Baseline

2016-17
 100% of our English Learners have access to CCSS and ELD standards

Metric/Indicator

Priority 4- Pupil Achievement:
 (A) Statewide Assessments as indicated by CAASPP Achievement Level Descriptor Results of Met/Exceeds of all students and by EL sub group

Actual

Priority 2- Implementation of Common Core State Standards
 (B) English learners ability to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation

2017-18

Maintained 100% of our English Learners access to CCSS and ELD standards

2016-17

100% of our English Learners have access to CCSS and ELD standards

Priority 4- Pupil Achievement:

(A) Statewide Assessments as indicated by CAASPP Achievement Level Descriptor Results of Met/Exceeds of all students and by EL sub group

2017 CAASPP ELA ALL Students Results

3rd grade 19.3%
 4th grade 22.34%
 5th grade 29.43%
 6th grade 26.98%
 7th grade 18.82%
 8th grade 25.4%
 11th grade 55.3%

2017 CAASPP ELA LEP Students

3rd grade 23.32%
 4th grade 4.41%

Expected

17-18

2017 CAASPP ELA ALL Students Results

3rd grade 21%
4th grade 34%
5th grade 34%
6th grade 22%
7th grade 25%
8th grade 25%
11th grade 40%

2017 CAASPP ELA LEP Students

3rd grade 17%
4th grade 14%
5th grade 9%
6th grade 4%
7th grade 3%
8th grade 2%
11th grade 5%

2017 CAASPP Math ALL Students

3rd grade 17%
4th grade 27%
5th grade 20%
6th grade 11%
7th grade 15%
8th grade 31%
11th grade 21%

2017 CAASPP Math LEP Students

3rd grade 13%
4th grade 12%
5th grade 6%
6th grade 4%
7th grade 2%
8th grade 8%
11th grade 2%

2017 CST Science ALL Students

5th grade 26%
8th grade 35%
10th grade 31%

2017 CST Science LEP Students

5th grade 7%
8th grade 8%
10th grade 6%

Actual

5th grade 0%
6th grade 1.19%
7th grade 0%
8th grade 0%
11th grade 9.52%

2017 CAASPP Math ALL Students

3rd grade 22.85%
4th grade 17.73%
5th grade 20.4%
6th grade 18.71%
7th grade 10.98%
8th grade 21.71%
11th grade 16.58%

2017 CAASPP Math LEP Students

3rd grade 6.75%
4th grade 5.88%
5th grade 2.94%
6th grade 1.19%
7th grade 1.37%
8th grade 1.85%
11th grade 0%

2017 CST Science ALL Students

5th grade 26%
8th grade 35%
10th grade 31%

2017 CST Science LEP Students

5th grade 7%
8th grade 8%
10th grade 6%

2016 CAASPP ELA ALL Students Results

3rd grade 19%
4th grade 32%
5th grade 32%
6th grade 20%
7th grade 23%
8th grade 23%
11th grade 38%

2016 CAASPP ELA LEP Students

3rd grade 15%
4th grade 12%

Expected

Metric/Indicator

Priority 4- Pupil Achievement:
(B) Academic Performance Index

17-18

N/A

Baseline

N/A

Metric/Indicator

Priority 4- Pupil Achievement:
(C) Percentage of pupils completing a-g or CTE sequence/programs

17-18

2016-17

1. Increase students who complete a-g courses to All Student at 47.7% and English Language Learners at 6.2%

2. Increase students who completed CTE sequence/programs to All Students to 17% and English Language Learners to 33%

Baseline

1. 45.7% All Students; 4.2% English Language Learners completed a-g courses in 2015-16

2. 15% All Students; 31% English Language Learners completed CTE sequence/programs in 2015-16

Metric/Indicator

Priority 4- Pupil Achievement:
(D) Percentage of English Language (EL) pupils making progress toward English proficiency as measured by the CELDT from DataQuest

17-18

CELDT 2016-17

Advanced: 7%

Early Advanced: 27%

Intermediate: 37%

Early Intermediate: 17%

Beginning: 14%

Actual

Priority 4- Pupil Achievement:
(B) Academic Performance Index

N/A

Priority 4- Pupil Achievement:

(C) Percentage of pupils completing a-g or CTE sequence/programs

2017-18

1. Increased students who complete a-g courses to All Student to 54.7% and English Language Learners at 16.6%

2. Increased students who completed CTE sequence/programs to All Students to 86.7% and English Language Learners to 77.2%

2016-17

1. 45.7% All Students; 4.2% English Language Learners completed a-g courses in 2015-16

2. 15% All Students; 31% English Language Learners completed CTE sequence/programs in 2015-16

Priority 4- Pupil Achievement:

(D) Percentage of English Language (EL) pupils making progress toward English proficiency as measured by the CELDT from DataQuest

ELPAC 2017-18 Summative (Waiting on Cut Scores to show percentage of students in Bridging, Emerging, Expanding)

Level 1 12.6%

Level 2 20%

Level 3 38.3%

Level 4 29.2%

CELDT 2016-17

Advanced: 7%

Early Advanced: 27%

Expected

Baseline

CELDT 2015-16
Advanced: 5%
Early Advanced: 25%
Intermediate: 35%
Early Intermediate: 19%
Beginning: 16%

Metric/Indicator

Priority 4- Pupil Achievement:
(E) English Learner reclassification rate

17-18

English Learner Reclassification 2017-18

1. KA 109 students
2. BR 57 students
3. HE 6 students
4. MMS 63 students
5. MHS 43 students
6. SJHS 3 students
7. MIS 1 students
8. MUSD English Learner Reclassification Rate 18.3%

Baseline

English Learner Reclassification 2016-17

1. KA 107 students
2. BR 55 students
3. HE 4 students
4. MMS 61 students
5. MHS 41 students
6. SJHS 1 students
7. MIS 0 student
8. MUSD English Learner Reclassification Rate 16.3%

Actual

Intermediate: 37%
Early Intermediate: 17%
Beginning: 14%

CELDT 2015-16
Advanced: 5%
Early Advanced: 25%
Intermediate: 35%
Early Intermediate: 19%
Beginning: 16%

Priority 4- Pupil Achievement:
(E) English Learner reclassification rate

2017 - 18 ELPAC Results

Level 1: 12.6%
Level 2: 20%
Level 3: 38.2%
Level 4: 29.2%
Based on state reporting results, waiting on cut scores.

English Learner Reclassification 2017-18

1. KA 22 students
2. BR 17 students
3. HE 17 students
4. MMS 51 students
5. MHS 15 students
6. SJHS 2 students
7. MIS 0 students
8. MUSD English Learner Reclassification Rate 8.5%

English Learner Reclassification 2016-17

1. KA 107 students
2. BR 55 students
3. HE 4 students
4. MMS 61 students
5. MHS 41 students
6. SJHS 1 students
7. MIS 0 student
8. MUSD English Learner Reclassification Rate 16.3%

Expected

Metric/Indicator

Priority 4- Pupil Achievement:

(F) Percentage of pupils passing AP exam with 3 or higher

17-18

2016-17

Increase of pupils passing AP Exam with a score of 3 or higher to 81%

Baseline

2015-16 AP Scores

79% pupils passed AP Exam with a score of 3 or higher

Metric/Indicator

Priority 4- Pupil Achievement:

(G) Percentage of pupils who participate in and demonstrate college preparedness on EAP

17-18

2016

1. Increase students demonstrating college preparedness in English to 10%

2. Increase students demonstrating college preparedness in Math to 4%

Baseline

2015

1. 8% students pupils demonstrate college preparedness in English

2. 2% students pupils demonstrate college preparedness in Math

Metric/Indicator

Priority 7-Course Access:

(A) Pupils have access to a broad course of study (Section 51210 and 51220(a))

Actual

Priority 4- Pupil Achievement:

(F) Percentage of pupils passing AP exam with 3 or higher

2017-18

Decreased of pupils passing AP Exam with a score of 3 or higher to 31.9%

2015-16 AP Scores

79% pupils passed AP Exam with a score of 3 or higher

Priority 4- Pupil Achievement:

(G) Percentage of pupils who participate in and demonstrate college preparedness on EAP

2016

1. Increased students demonstrating college preparedness in English to 10%

2. Increased students demonstrating college preparedness in Math to 4%

2015

1. 8% students pupils demonstrate college preparedness in English

2. 2% students pupils demonstrate college preparedness in Math

Priority 7-Course Access:

(A) Pupils have access to a broad course of study (Section 51210 and 51220(a))

2017-18

Maintained 100% of pupils having access to a broad course of study (Section 51210 and 51220(a))

2016-17

100% of pupils have access to a broad course of study (Section 51210 and 51220(a))

Expected

17-18

2017-18

Maintain 100% of pupils having access to a broad course of study (Section 51210 and 51220(a))

Baseline

2016-17

100% of pupils have access to a broad course of study (Section 51210 and 51220(a))

Metric/Indicator

Priority 7-Course Access:

(B) Extent to which unduplicated pupils have access and enrolled in programs and services

17-18

2017-18

Maintain 100% of unduplicated pupils having access and enrolled in programs and services

Baseline

2016-17

100% unduplicated pupils have access and enrolled in programs and services

Metric/Indicator

Priority 7-Course Access:

(C) Extent to which exceptional needs pupils have access and enrolled in programs and services

17-18

2017-18

Maintain 100% exceptional needs pupils having access and enrolled in programs and services

Actual

Priority 7-Course Access:

(B) Extent to which unduplicated pupils have access and enrolled in programs and services

2017-18

Maintained 100% of unduplicated pupils having access and enrolled in programs and services

2016-17

100% unduplicated pupils have access and enrolled in programs and services

Priority 7-Course Access:

(C) Extent to which exceptional needs pupils have access and enrolled in programs and services

2017-18

Maintained 100% exceptional needs pupils having access and enrolled in programs and services

2016-17

100% exceptional needs pupils have access and enrolled in programs and services

Expected

Baseline

2016-17

100% exceptional needs pupils have access and enrolled in programs and services

Metric/Indicator

Priority 8- Other Pupil Outcomes

(A) Measure literacy skills using Dynamic Indicator for Early Literacy Skills (DIBELS) TK-5th

17-18

2017-18

Composite Score for End-of-Year At or Above Target:

- Kindergarten: 79%
- 1st Grade: 10%
- 2nd Grade: 56%
- 3rd Grade: 69%
- 4th Grade: 76%
- 5th Grade: 76%

Baseline

2016-17 Baseline

Composite Score for End-of-Year At or Above Target:

- Kindergarten: 163 students = 77%
- 1st Grade: 24 students = 8%
- 2nd Grade: 144 students = 54%
- 3rd Grade: 202 students = 67%
- 4th Grade: 202 students = 74%
- 5th Grade: 213 students = 74%

Metric/Indicator

Priority 8- Other Pupil Outcomes

(B) Pupils access to physical fitness to improve overall health measured by Physical Fitness Test for grades 5th, 7th, 9th grade

Actual

Priority 8- Other Pupil Outcomes

(A) Measure literacy skills using Dynamic Indicator for Early Literacy Skills (DIBELS) TK-5th

2017-18

Composite Score for End-of-Year At or Above Target:

- Kindergarten: 67%
- 1st Grade: 53%
- 2nd Grade: 48%
- 3rd Grade: 47%
- 4th Grade: 39%
- 5th Grade: 43%

2016-17 Baseline

Composite Score for End-of-Year At or Above Target:

- Kindergarten: 163 students = 77%
- 1st Grade: 24 students = 8%
- 2nd Grade: 144 students = 54%
- 3rd Grade: 202 students = 67%
- 4th Grade: 202 students = 74%
- 5th Grade: 213 students = 74%

Priority 8- Other Pupil Outcomes

(B) Pupils access to physical fitness to improve overall health measured by Physical Fitness Test for grades 5th, 7th, 9th grade

2017-18

1. 5th Grade: 4% are classified in the Healthy Fitness Zone

2. 7th Grade: 3.6% are classified in the Healthy Fitness Zone

Expected

17-18

2017-18

1. Increase 5th Grade: 55.2% are classified as Healthy Fitness Zone for Body Composition
2. Increase 7th Grade: 51% are classified as Healthy Fitness Zone for Aerobic Capacity
3. Increase 9th Grade: 52.2% are classified as Healthy Fitness Zone for Body Composition

Baseline

2016-17

1. 5th Grade: 53.2% are classified as Healthy Fitness Zone for Body Composition
2. 7th Grade: 49% are classified as Healthy Fitness Zone for Aerobic Capacity
3. 9th Grade: 50.2% are classified as Healthy Fitness Zone for Body Composition

Actual

3. 9th Grade: 18.7% are classified in the Healthy Fitness Zone

2016-17

1. 5th Grade: 53.2% are classified as Healthy Fitness Zone for Body Composition
2. 7th Grade: 49% are classified as Healthy Fitness Zone for Aerobic Capacity
3. 9th Grade: 50.2% are classified as Healthy Fitness Zone for Body Composition

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 1 Continue to build staff capacity to support state content standards to increase student achievement using multiple measures. <ul style="list-style-type: none"> • ELA & Math CFAs • DIBELS • CAASPP 	G1. 1 Continued to build staff capacity to support state content standards to increase student achievement using multiple measures. <ul style="list-style-type: none"> • ELA & Math CFAs • DIBELS • CAASPP 	Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 61,330.00 Professional Development 3000-3999: Employee Benefits Supplemental and Concentration 27,598.50	Professional Development 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 56,166.26 Professional Development 3000-3999: Employee Benefits Supplemental and Concentration 16,520.26

<ul style="list-style-type: none"> Reading Lexile 	<ul style="list-style-type: none"> Reading Lexile 	Professional Development 4000-4999: Books And Supplies Supplemental and Concentration 6,000.00	Professional Development 4000-4999: Books And Supplies Supplemental and Concentration 1,785.00
		Conference Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 150,000.00	Conference Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 114,643.00
		Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 115,600.00	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 145139.69
		Staff opportunity to collaborate and communicate with other districts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 20,000.00	Staff opportunity to collaborate and communicate with other districts 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 2 Continue to provide support staff: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer, to support students academically.	G1. 2 Continued to provide support staff: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer, to support students academically.	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 601,322.50	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 637,746.38
		Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 270,595.13	Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 234,662.19
		Librarians 2000-2999: Classified Personnel Salaries Supplemental and Concentration 368,911.04	Librarians 2000-2999: Classified Personnel Salaries Supplemental and Concentration 182,628.84

		Librarians 3000-3999: Employee Benefits Supplemental and Concentration 166,009.97	Librarians 3000-3999: Employee Benefits Supplemental and Concentration 135,804.35
		Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 70,728.56	Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 209,440.26
		Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 31,827.86	Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 102,466.21

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 3 Continue to provide research based curriculum and supplies to increase student achievement.	G1. 3 Continued to provide research based curriculum and supplies to increase student achievement.	Supplies & Material 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00 ELA/ELD Intervention 4000-4999: Books And Supplies Supplemental and Concentration 500,000.00 Social Studies Adoption 4000-4999: Books And Supplies Supplemental and Concentration 1,200,000.00 Supplemental to Core 4000-4999: Books And Supplies Supplemental and Concentration 159,250.00 Additional Library Books 4000-4999: Books And Supplies Supplemental and Concentration 4,166.67	Supplies & Material 4000-4999: Books And Supplies Supplemental and Concentration 12572.00 ELA/ELD Intervention 4000-4999: Books And Supplies Supplemental and Concentration 211431.00 Social Studies Adoption 4000-4999: Books And Supplies Supplemental and Concentration 695,547 Supplemental to Core 4000-4999: Books And Supplies Supplemental and Concentration 72138.90 Additional Library Books 4000-4999: Books And Supplies Supplemental and Concentration 4745.85

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 4 Continue to recruit, hire, and retain highly qualified teachers and provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers.	G1. 4 Continued to recruit, hire, and retain highly qualified teachers and provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers.	Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000.00 Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 24,000.00 Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 36,083.00 Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits Supplemental and Concentration 16,237.35	Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00 Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 16,750 Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 39,408 Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits Supplemental and Concentration 39,408.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 5 Continue to provide technology materials and supplemental instructional supplies supporting	G1. 5 Continued to provide technology materials and supplemental instructional supplies supporting	Technology contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 262,900.00	Technology contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 115,800.00

state content standards to increase student achievement.

state content standards to increase student achievement.

TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 92,850.00

TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00

McFarland Achievement Pathway + (MAP+) 4000-4999: Books And Supplies Supplemental and Concentration 300,000.00

McFarland Achievement Pathway + (MAP+) 4000-4999: Books And Supplies Supplemental and Concentration 54990.14

Technology Enrichment by TOSAs 4000-4999: Books And Supplies Supplemental and Concentration 31,000.00

Technology Enrichment by TOSAs 4000-4999: Books And Supplies Supplemental and Concentration 0.00

Technology hardware/software 4000-4999: Books And Supplies Supplemental and Concentration 183,000.00

Technology hardware/software 4000-4999: Books And Supplies Supplemental and Concentration 128040.07

Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 75,601.24

Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 159,074.00

McFarland Achievement Pathway+ (MAP+) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 50,000.00

McFarland Achievement Pathway+ (MAP+) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 6,917.00

Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,000.00

Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 61013.12

		Technology (upgrade, replacement & internet) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 224,416.00	Technology (upgrade, replacement & internet) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 116793.05
		Technology infrastructure/network 6000-6999: Capital Outlay Supplemental and Concentration 140,000.00	Technology infrastructure/network 6000-6999: Capital Outlay Supplemental and Concentration 313066.50

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 6 Provide research based academic support that build toward college and career readiness to increase student achievement.	G1. 6 Provided research based academic support that build toward college and career readiness to increase student achievement.	Pathway Teacher - Logistics 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 50,049.00 Stipends for AVID Coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,274.00 Stipends for AVID Coordinators 3000-3999: Employee Benefits Supplemental and Concentration 26,695.35 AVID Support Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000.00 AVID Support Tutors 3000-3999: Employee Benefits Supplemental and Concentration 9,000.00 AVID curriculum supplies 4000-4999: Books And Supplies	Pathway Teacher - Logistics 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,718.00 Stipends for AVID Coordinators 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,274.00 Stipends for AVID Coordinators 3000-3999: Employee Benefits Supplemental and Concentration 26,695.35 AVID Support Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9,712.00 AVID Support Tutors 3000-3999: Employee Benefits Supplemental and Concentration 4856.00 AVID curriculum supplies 4000-4999: Books And Supplies

Supplemental and Concentration
3,400.00

College and career readiness
4000-4999: Books And Supplies
Supplemental and Concentration
53,450.00

College and career readiness
exams 4000-4999: Books And
Supplies Supplemental and
Concentration 24,724.00

AVID Conference 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration 17,050.00

College and career readiness
exams 5000-5999: Services And
Other Operating Expenditures
Supplemental and Concentration
2,200.00

AVID 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
7,600.00

Online a-g courses 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
15,000.00

College and career readiness
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental and
Concentration 14,850.00

Supplemental and Concentration
548.15

College and career readiness
4000-4999: Books And Supplies
Supplemental and Concentration
1493.68

College and career readiness
exams 4000-4999: Books And
Supplies Supplemental and
Concentration 4905.00

AVID Conference 4000-4999:
Books And Supplies
Supplemental and Concentration
23,578.00

College and career readiness
exams 5000-5999: Services And
Other Operating Expenditures
Supplemental and Concentration
22658.23

AVID 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
29,632.00

Online a-g courses 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
0.00

College and career readiness
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental and
Concentration 3927.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 7 Continue to provide enrichment for Special Education Students in all grades to increase student achievement.	G1. 7 Continued to provide enrichment for Special Education Students in all grades to increase student achievement.	Special Education supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 5,000.00	Special Education supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 2516.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 8 Provide additional support for our English Language Learners to increase student achievement.	G1. 8 Provided additional support for our English Language Learners to increase student achievement.	Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,728.44 Site Resource Teacher Stipend: ELAC 3000-3999: Employee Benefits Supplemental and Concentration 3,477.80	Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9274.00 Site Resource Teacher Stipend: ELAC 3000-3999: Employee Benefits Supplemental and Concentration 4294.51

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 9 Continue to provide additional support for core curriculum to increase student achievement.	1. 9 Continued to provide additional support for core curriculum to increase student achievement.	Camp K.E.E.P. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 15,000.00 Camp K.E.E.P. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000.00 Camp K.E.E.P. 3000-3999: Employee Benefits Supplemental and Concentration 11,250.00	Camp K.E.E.P. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,631.00 Camp K.E.E.P. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,575.00 Camp K.E.E.P. 3000-3999: Employee Benefits Supplemental and Concentration 11,250.00

		Additional support for core curriculum 4000-4999: Books And Supplies Supplemental and Concentration 15,000.00	Additional support for core curriculum 4000-4999: Books And Supplies Supplemental and Concentration 0.00
		Physical Education supplies & materials (elementary sites) 4000-4999: Books And Supplies Supplemental and Concentration 15,000.00	Physical Education supplies & materials (elementary sites) 4000-4999: Books And Supplies Supplemental and Concentration 0.00
		Camp K.E.E.P. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,400.00	Camp K.E.E.P. 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 13,728.00
		Camp K.E.E.P. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 84,600.00	Camp K.E.E.P. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 61471.08

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 10 Continue to provide enrichment courses to support students academically.	G1. 10 Continued to provide enrichment courses to support students academically.	Athletic Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 37,560.00 Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 59,000.00 Extended Learning Opportunities 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,150.00	Athletic Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 77,484.00 Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0.00 Extended Learning Opportunities 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0.00

		Extended Learning Opportunities 3000-3999: Employee Benefits Supplemental and Concentration 45,769.50	Extended Learning Opportunities 3000-3999: Employee Benefits Supplemental and Concentration 0.00
		Extended Learning Opportunities 4000-4999: Books And Supplies Supplemental and Concentration 33,188.00	Extended Learning Opportunities 4000-4999: Books And Supplies Supplemental and Concentration 4100.26
		Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,000.00	Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5500.45
		Ag Farm pending Bond passage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 150,000.00	Ag Farm pending Bond passage 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00
		Extended Learning Opportunities 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 52,000.00	Extended Learning Opportunities 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 950.00
		Ag Farm pending Bond passage 6000-6999: Capital Outlay Supplemental and Concentration 100,000.00	Ag Farm pending Bond passage 6000-6999: Capital Outlay Supplemental and Concentration 0.00
		Two vans to transport students 6000-6999: Capital Outlay Supplemental and Concentration 70,000.00	Two vans to transport students 6000-6999: Capital Outlay Supplemental and Concentration 91155.27

Action 11

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>G1. 11</p> <p>Maintain band and color guard course at our high school to increase student achievement.</p>	<p>G1. 11</p> <p>Maintained band and color guard course at our high school to increase student achievement.</p>	<p>Band Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 78,879.00</p> <p>Band Teacher 3000-3999: Employee Benefits Supplemental and Concentration 35,495.55</p> <p>Band supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 6,666.67</p> <p>Band supplies & materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,233.34</p>	<p>Band Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 77,055.00</p> <p>Band Teacher 3000-3999: Employee Benefits Supplemental and Concentration 32,310.49</p> <p>Band supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 34710.98</p> <p>Band supplies & materials 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 237.50</p>
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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.

Actions/Services for Goal 1 were generally implemented as planned with few exceptions.

Action/Services: 4

We were able to send representatives to multiple teacher recruitments and hold our own recruitment. We also utilized social media to post positions. As a result, we were able to hire 100% fully credentialed teachers without using the projected amount of funds set aside.

Action/Services: 7

In analyzing our data, we determined that our at-risk students who are placed in Tier II and Tier III interventions need more support and resources. In addition, we need to build the capacity of our staff to promote Multi-Tiered Systems of Support (MTSS) at a district and site level.

Action/Services: 11

The bond did not pass so no work was completed on the AG Farm.

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

Actions/Services 1-11 for Goal 1 were overall effective based on a variety of metrics used throughout the school year such as:

Actions/Services: 1 & 5

We provided staff planning time to analyze data and implement next steps. Having one-to-one devices in grades 2, 3, 6, 8, and 9 - 12 also allowed for students to have greater access to their learning at school and at home. The district will continue to provide one-to-one devices to our students, thus continuing with the following grade levels having one-to-one devices: 2 - 12.

Action/Services: 9

College and Career readiness continues to be a focus for McFarland High School. We have continued to offer pathways and dual enrollment. This year we also offered a dual enrollment Spanish course in a partnership between our middle school and high school, giving 30 middle school students a year of high school credit in Fine Arts. We plan to continue our focus on college and career readiness by working closely with our stakeholders, industry partners, and our community colleges.

Action/Services: 11

This year we offered Band at our high school and middle school. We plan to continue this next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Services: 2

50% of our Learning Directors salaries/benefits were placed in this goal, and 50% was placed in Title I. During our Fiscal Program Monitoring Review this year, it was determined that our Learning Directors job description did not meet Title I allowable expenditures. Therefore, we moved 100% of our Learning Directors' salaries/benefits to the LCAP. In exchange, we moved out our Social and Emotional Counselors to Title I from LCAP Goal 1.

We underestimated the costs of installing fiber for our wireless services to meet the needs of the school sites.

Action/Services: 3

We were able to purchase the necessary ELD curriculum in using funds from 2016-17.

Action/Services: 4

We underestimated the amount of first and second year teachers who would need Induction support.

Action/Services: 5

Technology expenses were over-budgeted.

Action/Services: 6

We over-budgeted for the Online a-g and College and Career expenditures.

Action/Services: 7

We used other monies to purchase these items.

Action/Services: 10

Our athletic stipends came in over-budget.

Our band supplies exceeded the amount we budgeted across goals one and two.

We used Title I money to provide extended learning opportunities before and after school.

We purchased 4 vans due to the amount of extra curricular activities offered to students this year that required transportation.

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/Services: 1

We did not have any opportunities for staff to collaborate with staff from other districts. However, next year we will provide for this with Title II funding.

Action/Services: 2

The salary of our Chief Academic Officer was spread across all three LCAP Goals making it difficult to track and appear non-transparent. As a result, we are moving that salary to Goal 1.2 only to promote clarity and transparency. In addition, our Learning Directors full salaries/benefits will be in Action 2 beginning next year.

Action/Services: 6

After our FPM review, we determined the best funding source for AVID stipends and the AVID conference was Title I so those expenses will not appear in the LCAP beginning next year. In addition, we are increasing the resources provided to our Pathway - Welding course. We are also creating a new AC Science CTE program and have added money to the LCAP Goal 1 budget for this beginning in 2018-19. This will be a three-phase project taking the course of the next three years to complete. This program will also include a new AG Science teacher.

Action/Service: 7

This action will be changed to reflect the need, based on local and state assessment data, for a MTSS framework in our district. The action will now read, "Continue to provide intervention and enrichment opportunities for our students in Tiers I, II, and III in all grades to increase student achievement."

Action/Service: 9

Sufficient PE equipment was purchased this year so the amount is reflected in the 2018-19 LCAP. In addition, we are adding a focus on STEM and STEAM related activities and programs, so we are adding funding for MakerSpaces, Fab Labs, and the STEAM Academy beginning in 2018-19.

Action/Service: 10

In an effort to be more transparent and clear with our stakeholders, we are streamlining actions into the goals in which those actions have the greatest impact. Therefore we are moving all athletic and extracurricular expenditures to Goal 2, Action 9 so it is easier for our stakeholders to see how the LCAP supports our extra-curricular activities. In addition, the AG Farm will be incorporated into the new AG Science Program.

Action/Service: 11

In an effort to be more transparent and clear with our stakeholders, we are streamlining actions into the goals in which those actions have the greatest impact. Therefore we are moving all band expenditures to Goal 2, Action 7.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 2

Create safe and welcoming learning environments where students attend and are connected to their schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 5-Pupil Engagement
(A) School Attendance Rates

17-18

2016-17

Increase District wide Attendance Rate: 94.09%

Baseline

2015-16

District wide Attendance Rate: 92.59%

Metric/Indicator

Priority 5-Pupil Engagement
(B) Chronic absenteeism Rates

Actual

Priority 5-Pupil Engagement
(A) School Attendance Rates

2017-18

Increased District wide Attendance Rate: 95.37%

2016-17

Increase District wide Attendance Rate: 94.09%

2015-16

District wide Attendance Rate: 92.59%

Priority 5-Pupil Engagement
(B) Chronic absenteeism Rates

2017-18

MUSD: 11.5%

BR: 7.7%

KA: 9.6%

Expected

17-18

2016-17
MUSD: 24.2%
BR: 8.1%
KA: 8.2%
MMS: 11.4%
MHS: 15.1%
SJHS: 60.5%
MIS: N/A

Baseline

2015-16
MUSD: 26.2%
BR: 10.1%
KA: 10.2%
MMS: 13.4%
MHS: 17.1%
SJHS: 62.5%
MIS: N/A

Metric/Indicator

Priority 5-Pupil Engagement
(C) Middle School Dropout Rates

17-18

2016-17
Decrease Middle School Dropout Rate: 0 Students

Baseline

2015-16
Middle School Dropout Rate: 2 Students

Metric/Indicator

Priority 5-Pupil Engagement
(D) High School Dropout Rates

Actual

HZ: 2.4%
MMS: 10.2%
MHS: 12.6%
SJHS: 5.8%
MIS: N/A

2016-17
MUSD: 24.2%
BR: 8.1%
KA: 8.2%
MMS: 11.4%
MHS: 15.1%
SJHS: 60.5%
MIS: N/A

2015-16
MUSD: 26.2%
BR: 10.1%
KA: 10.2%
MMS: 13.4%
MHS: 17.1%
SJHS: 62.5%
MIS: N/A

Priority 5-Pupil Engagement
(C) Middle School Dropout Rates

2017-18
Decreased Middle School Dropout Rate: 0 Students

2016-17
Decrease Middle School Dropout Rate: 0 Students

2015-16
Middle School Dropout Rate: 2 Students

Priority 5-Pupil Engagement
(D) High School Dropout Rates

2017-18
High School Dropout Rate

Expected

17-18

2016-17

Decrease High School Dropout Rate

1. MHS: All Students: 0%, EL: 0.1%
2. SJHS: All Students: 27.4%, EL: 12.3%
3. MIS: All Students: 55.1%, EL: 31.3%

Baseline

2015-16

High School Dropout Rate

1. MHS: All Students: 0.6%, EL: 2.1%
2. SJHS: All Students: 29.4%, EL: 14.3%
3. MIS: All Students: 57.1%, EL: 33.3%

Metric/Indicator

Priority 5-Pupil Engagement

(E) High School Graduation Rates

17-18

2016-17

Increase High School Graduation Rate

1. MHS: All Students: 100%, EL: 99.9%
2. SJHS: All Students: 49.1%, EL: 73.4%
3. MIS: All Students: 30.6%, EL: 35.3%

Actual

1. MHS: All Students: 0.5%, EL: 4%

2. SJHS: All Students: 37.5%, EL: 0%

3. MIS: All Students: 55.6%, EL: 0%

2016-17

Decrease High School Dropout Rate

1. MHS: All Students: 0%, EL: 0.1%
2. SJHS: All Students: 27.4%, EL: 12.3%
3. MIS: All Students: 55.1%, EL: 31.3%

2015-16

High School Dropout Rate

1. MHS: All Students: 0.6%, EL: 2.1%
2. SJHS: All Students: 29.4%, EL: 14.3%
3. MIS: All Students: 57.1%, EL: 33.3%

Priority 5-Pupil Engagement

(E) High School Graduation Rates

2017-18

Increase High School Graduation Rate

1. MHS: All Students: 99.5%, EL: 100%
2. SJHS: All Students: 67.9%, EL: 75%
3. MIS: All Students: 23.8%, EL: 14.29%

2016-17

Increase High School Graduation Rate

1. MHS: All Students: 100%, EL: 99.9%
2. SJHS: All Students: 49.1%, EL: 73.4%

Expected

Baseline

2015-16

High School Graduation Rate

1. MHS: All Students: 99.4%, EL: 97.9%
2. SJHS: All Students: 47.1%, EL: 71.4%
3. MIS: All Students: 28.6%, EL: 33.3%

Metric/Indicator

Priority 6-School Climate

(A) Pupil Suspension Rates

17-18

2017-18

Decrease Pupil Suspension Rate per Student Information System: Infinite Campus

KA: 3 students
BR: 8 students
HE: 7 students
MMS: 49 students
MHS: 55 students
SJHS: 10 students
MIS: Maintain 0 students

Baseline

2016-17

Pupil Suspension Rate per Student Information System: Infinite Campus

KA: 4 students
BR: 9 students
HE: 8 students
MMS: 50 students
MHS: 56 students
SJHS: 11 students
MIS: 0 students

Actual

3. MIS: All Students: 30.6%, EL: 35.3%

2015-16

High School Graduation Rate

1. MHS: All Students: 99.4%, EL: 97.9%
2. SJHS: All Students: 47.1%, EL: 71.4%
3. MIS: All Students: 28.6%, EL: 33.3%

Priority 6-School Climate

(A) Pupil Suspension Rates

2017-18

Decreased Pupil Suspension Rate per Student Information System: Infinite Campus

KA: 2 students
BR: 0 students
HE: 1 students
MMS: 21 students
MHS: 54 students
SJHS: 3 students
MIS: Maintain 0 students

2016-17

Pupil Suspension Rate per Student Information System: Infinite Campus

KA: 4 students
BR: 9 students
HE: 8 students
MMS: 50 students
MHS: 56 students
SJHS: 11 students
MIS: 0 students

Expected

Metric/Indicator

Priority 6-School Climate
(B) Pupil Expulsion Rates

17-18

2017-18

Decrease Pupil Expulsion Rate per Student Information System: Infinite Campus

KA: Maintain 0 students
BR: Maintain 0 students
HE: Maintain 0 students
MMS: 4 students
MHS: 2 students
SJHS: 1 students
MIS: Maintain 0 students

Baseline

2016-17

Pupil Expulsion Rate per Student Information System: Infinite Campus

KA: 0 students
BR: 0 students
HE: 0 students
MMS: 5 students
MHS: 3 students
SJHS: 2 students
MIS: 0 students

Metric/Indicator

Priority 6-School Climate
(C) Other Local Measures on Sense of Safety and School Connectedness

Actual

Priority 6-School Climate
(B) Pupil Expulsion Rates

2017-18

Decreased Pupil Expulsion Rate per Student Information System: Infinite Campus

KA: Maintain 0 students
BR: Maintain 0 students
HE: Maintain 0 students
MMS: 5 students
MHS: 4 students
SJHS: 2 students
MIS: Maintain 0 students

2016-17

Pupil Expulsion Rate per Student Information System: Infinite Campus

KA: 0 students
BR: 0 students
HE: 0 students
MMS: 5 students
MHS: 3 students
SJHS: 2 students
MIS: 0 students

Priority 6-School Climate

(C) Other Local Measures on Sense of Safety and School Connectedness

LCAP Stakeholder Survey 2017-18

1. Students results 87%

"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."

2. Parents results 93%

"My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."

LCAP Stakeholder Survey 2016-17

Expected

17-18

LCAP Stakeholder Survey 2017-18

1. Students results 87.4%

"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."

2. Parents results 97.3%

"My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."

Baseline

LCAP Stakeholder Survey 2016-17

1. Students results 85.4%

"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."

2. Parents results 95.3%

"My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."

Actual

1. Students results 85.4%

"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."

2. Parents results 95.3%

"My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 1 Continue to provide a safe and welcoming environment where students attend and are connected to their schools. <ul style="list-style-type: none"> Progressive Discipline Plan Provide Professional Development 	G2. 1 Continued to provide a safe and welcoming environment where students attend and are connected to their schools. <ul style="list-style-type: none"> Progressive Discipline Plan Provide Professional Development 	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1,131,338.84 Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 156,947.00	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 776,095.06 Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 168,480.27

<ul style="list-style-type: none"> Provide Support Staff 	<ul style="list-style-type: none"> Provide Support Staff 	Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 579,728.63	Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 391,683.31
		Support Staff Supplies 4000-4999: Books And Supplies Supplemental and Concentration 43,975.00	Support Staff Supplies 4000-4999: Books And Supplies Supplemental and Concentration 412965.49788.00
		Facilities improvement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 100,000.00	Facilities improvement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500704.07
		Support Staff Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 24,200.00	Support Staff Operating Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6298.65
		Support Staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,420.00	Support Staff 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 39258.00
		Facility Maintenance (Repair & Paint MHS) 6000-6999: Capital Outlay Supplemental and Concentration 500,000.00	Facility Maintenance (Repair & Paint MHS) 6000-6999: Capital Outlay Supplemental and Concentration 350,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G2. 2</p> <p>Continue to provide student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools</p>	<p>G2. 2</p> <p>Continued to provide student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools</p>	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 14,607.00</p>	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 16,230.00</p>

- McFarland Youth Performing Arts After School (MYPAAS)
- Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS)
- After School Programs

- McFarland Youth Performing Arts After School (MYPAAS)
- Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS)
- After School Programs

McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits Supplemental and Concentration 6,573.15

McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits Supplemental and Concentration 6573.15

Student enrichment supplies 4000-4999: Books And Supplies Supplemental and Concentration 34,900.00

Student enrichment supplies 4000-4999: Books And Supplies Supplemental and Concentration 11646.13

Parent Leadership: extended learning for children 2000-2999: Classified Personnel Salaries Supplemental and Concentration 2,000.00

Parent Leadership: extended learning for children 2000-2999: Classified Personnel Salaries Supplemental and Concentration 0.00

Parent Leadership: extended learning for children 3000-3999: Employee Benefits Supplemental and Concentration 900.00

Parent Leadership: extended learning for children 3000-3999: Employee Benefits Supplemental and Concentration 0.00

Action 3

Planned Actions/Services

G2. 3

Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety.

Actual Actions/Services

G2. 3

Continued to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety.

Budgeted Expenditures

Campus Supervisor and SAS 2000-2999: Classified Personnel Salaries Supplemental and Concentration 90,347.00

Campus Supervisor and SASI 3000-3999: Employee Benefits Supplemental and Concentration 40,656.15

Estimated Actual Expenditures

Campus Supervisor and SAS 2000-2999: Classified Personnel Salaries Supplemental and Concentration 143,112.52

Campus Supervisor and SAS 3000-3999: Employee Benefits Supplemental and Concentration 96,188.07

Action 4

Planned Actions/Services

G2. 4

Actual Actions/Services

G2. 4

Budgeted Expenditures

College and career readiness supplies 4000-4999: Books And

Estimated Actual Expenditures

College and career readiness supplies 4000-4999: Books And

Continue to provide research based academic support that build toward college and career readiness to increase student achievement.	Continued to provide research based academic support that build toward college and career readiness to increase student achievement.	Supplies Supplemental and Concentration 25,000.00	Supplies Supplemental and Concentration 0.00
		AVID supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 3,000.00	AVID supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 3456.75
		AVID Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 15,000.00	AVID Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration 9,712.00
		AVID Support 3000-3999: Employee Benefits Supplemental and Concentration 6,750.00	AVID Support 3000-3999: Employee Benefits Supplemental and Concentration 4,387.50

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 5 Provide additional support for core curriculum to meet student needs academically and socially.	G2. 5 Provided additional support for core curriculum to meet student needs academically and socially.	Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,000.00	Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0.00
		Extended Learning Opportunities 3000-3999: Employee Benefits Supplemental and Concentration 4,500.00	Extended Learning Opportunities 3000-3999: Employee Benefits Supplemental and Concentration 0.00
		Supplies & Materials 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00	Supplies & Materials 4000-4999: Books And Supplies Supplemental and Concentration 11837.37
		Library books for KA/BR/HE/MMS/MHS 4000-4999: Books And Supplies Supplemental and Concentration 4,166.67	Library books for KA/BR/HE/MMS/MHS 4000-4999: Books And Supplies Supplemental and Concentration 7056.66

Physical Education supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 20,000.00

Physical Education supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 1448.55

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 6 Continue to provide additional support for our English Language Learners to increase student achievement.	G2. 6 Continued to provide additional support for our English Language Learners to increase student achievement.	Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,728.44 English Learner Resource Teacher Stipend 3000-3999: Employee Benefits Supplemental and Concentration 3,477.80	Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,274.00 English Learner Resource Teacher Stipend 3000-3999: Employee Benefits Supplemental and Concentration 4,294.51

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 7 Maintain Band and Color Guard course at our high school to promote a safe and welcoming environment where students attend and are connected to their schools	G2. 7 Maintained Band and Color Guard course at our high school to promote a safe and welcoming environment where students attend and are connected to their schools	Band & Color Guard supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 6,666.67 Band & Color Guard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,233.34	Band & Color Guard supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 9489.91 Band & Color Guard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 8 Continue to provide enrichment for our Special Education Students in all grades to promote a safe and	G2. 8 Continued to provide enrichment for our Special Education Students in all grades to promote a safe and	Special Education supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 7,000.00	Special Education supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 0.00

welcoming environment where students attend and are connected to their schools

welcoming environment where students attend and are connected to their schools

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 9 Continue to provide enrichment courses to support students academically and socially.	G2. 9 Continued to provide enrichment courses to support students academically and socially.	Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 41,200.00	Summer School 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 31,816.00
		Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,150.00	Summer School 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5,270.00
		Summer School 3000-3999: Employee Benefits Supplemental and Concentration 20,857.50	Summer School 3000-3999: Employee Benefits Supplemental and Concentration 20,857.50
		Athletic Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 123,100.00	Athletic Stipend 2000-2999: Classified Personnel Salaries Supplemental and Concentration 147,264.00
		Athletic Stipend 3000-3999: Employee Benefits Supplemental and Concentration 55,395.00	Athletic Stipend 3000-3999: Employee Benefits Supplemental and Concentration 17,788.51
		Athletic supplies 4000-4999: Books And Supplies Supplemental and Concentration 87,765.00	Athletic supplies 4000-4999: Books And Supplies Supplemental and Concentration 120831.70
		Athletic transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 153,885.00	Athletic transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 128037.27

Athletic Trainer & safety 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
62,000.00

Athletic Trainer & safety 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental and Concentration
64964.87

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.

Actions/Services 1-9 for Goal 2 were implemented as planned with few exceptions.

Action/Services: 1

In addition to supporting sites in implementing PBIS, site administrators and staff were also provide professional development in the use of Restorative Practices.

Action/Services: 5

Elementary sites were provided with a rotating PE teacher who modeled grade level appropriate lessons and provided PE lesson plans to teachers. Elementary sites were also able to provide funds for physical education equipment and supplies to support those lessons. Teachers were also provided training and planning time to create appropriate PE lessons for their students in order for teachers to continue to offer strong PE lessons in the years to come.

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

Actions/Services 1-9 for Goal 2 were overall effective based on a variety of metrics used throughout the school year such as:

Actions/Services: 1-3 and 7-9

Providing support staff to work with students, parents, and staff in creating a safe and welcoming learning environment using PBIS lowered the number of students suspended at each siteand decreased our high school dropout rates.

Furthermore, our enrichment courses such as McFarland Youth Performing Arts After School (MYPASS), CHAMPS, our after school ASES program, band and enhancing our PE courses supported our goal of building a school environment where our students, parents, and staff are safe and feel welcomed.

The ability to continue to have an on-site English Resource Teacher continues to have a positive impact on our English Language Learners and their families.

Actions/Services: 4

Continuing to develop and expand our college and career courses at our high school has had a positive impact on our students. which can be seen in our graduation rate of 99.4% for all students and 97.4% for our EL students on the Fall 2017 Dashboard.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Services: 1

The cost to paint the high school came in under budget.

We under-budgeted and underestimated the condition of our facilities that needed to be updated due to safety concerns.

Action/Services: 2

The projected costs to run the CHAMPS program was under-budget due to salary constraints within the ASES grant. In order to run a stronger program, we provided more LCAP funds to our school sites who host CHAMPS (KA and BR).

The projected costs to run the AVID program was under-budget and the program at both the middle school and high school lacked funds for college field trips and supplies. In order to run a stronger program, we provided more LCAP funds to our AVID program.

Action/Services: 3

We hired an additional campus security and SASI to provide one of each at the high school and middle school.

Action/Services: 9

We under-budgeted the amount needed for band and color guard supplies.

Athletic transportation was under-budgeted.

PE equipment at the elementary sites was over-budgeted.

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/Service: 1

Due to safety concerns expressed by our stakeholders in our LCAP survey, we are partnering with the McFarland Police Department to employ a School Resource Officer in the district beginning in the 18-19 school year.

As a result of our Dashboard data indicating a need to address academics and suspension data, we are employing two Americorp Mentors, one at MHS and one at MMS, to address academics, attendance, and behavior needs of our students.

As a result of a refocus on MTSS services, we are adding money for incentives (attendance, PBIS) and resources to all school sites.

Action/Service: 2

Parent Leadership courses were placed in Goal 2, however, Goal 3 deals specifically with engaging parents in our schools so this action will be moved to Goal 3, action 4 beginning in the 18-19 school year, and will be deleted from this goal.

As stated above, we did not fund CHAMPS at KA and BR properly, so we are increasing the amount of money budgeted for supplies to CHAMPS at those sites.

As stated above, we did not fund AVID at the high school or middle school properly, so we are increasing the amount of money budgeted for supplies and field trips to the AVID program at those sites.

Action/Service: 4

Since AVID is an academic program for first generation college students and increases student achievement, we are moving all AVID expenditures to Goal 1, action 6 and deleting AVID expenditures from Goal 2.

Action/Service: 5

The purchase of library books provides students with opportunities to read and practice reading which can increase student achievement. Goal 1 pertains to increasing student achievement. Therefore, we are moving this item to Goal 1, action 3 and deleting it from Goal 2.

We are moving all extended learning opportunities to Goal 1, Action 3 since it has a greater impact to student achievement.

Action/Service: 6

Providing additional support to English Learners will have a greater impact on student achievement, a focus of goal 1. Therefore we are moving this action item to Goal 1, action 6 and deleting it from Goal 2.

Action/Service: 8

Providing enrichment for special education students promotes student achievement. We are moving this action item to Goal 1, action 7 and modifying the action to state, "Continue to provide interventions and enrichment to students in Tiers I, II, and III in all grades to increase student achievement." This item will be deleted from Goal 2.

Action/Service: 9

This action will be changed to reflect all extracurricular activities and athletics.

Summer school will be fully funded by Title I and all summer school expenditures will be removed from the LCAP.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 3

Engage parents and families to support student success in school by building community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Priority 3-Parent Involvement

(A) Efforts to seek parent input in making decisions for district and school sites

17-18

2017-18

1. Maintain District English Language Advisory Committee Meetings at 7
2. Maintain LCAP Meetings

MUSD Staff: 4

Parents, Students & Community Members: 4

3. Maintain participation in LCAP Survey
 - Parents: 189
 - Staff: 100
 - Students: 411

Actual

Priority 3-Parent Involvement

(A) Efforts to seek parent input in making decisions for district and school sites

2017-18

1. Increased District English Language Advisory Committee Meetings to 8
2. Maintained LCAP Meetings

MUSD Staff: 3

Parents, Students & Community Members: 4

3. Maintained participation in LCAP Survey
 - Parents: 78
 - Staff: 125
 - Students: 1,306

2016-17

Expected

Baseline 2016-17

1. Host District English Language Advisory Committee: 7
2. Host LCAP Meeting
- MUSD Staff: 4
- Parents, Students & Community Members: 4
3. Participation in LCAP Survey
 - Parents: 189
 - Staff: 100
 - Students: 411

Metric/Indicator

Priority 3-Parent Involvement
(B) How district promotes participation of parents for unduplicated pupils

17-18

2017-18

1. Maintain Semesterly District/Site Newsletter
2. Maintain Semesterly Parent Leadership Training

Baseline

2016-17

1. Semesterly District/Site Newsletter
2. Semesterly Parent Leadership Training

Metric/Indicator

Priority 3-Parent Involvement
(C) How district promotes participation of parents for pupils with exceptional needs

Actual

1. Host District English Language Advisory Committee: 7
2. Host LCAP Meeting
- MUSD Staff: 4
- Parents, Students & Community Members: 4
3. Participation in LCAP Survey
 - Parents: 189
 - Staff: 100
 - Students: 411

Priority 3-Parent Involvement

(B) How district promotes participation of parents for unduplicated pupils

2017-18

1. Maintained Semesterly District/Site Newsletter
2. Maintained Semesterly Parent Leadership Training

2016-17

1. Semesterly District/Site Newsletter
2. Semesterly Parent Leadership Training

Priority 3-Parent Involvement

(C) How district promotes participation of parents for pupils with exceptional needs

2017-18

1. Maintained advanced notice for IEP Meetings at all sites

Expected

17-18

2017-18

1. Maintain advanced notice for IEP Meetings at all sites
2. Maintain ability for parents to reschedule IEP Meeting to meet the needs of parents schedule

Baseline

2016-17

1. Advanced notice for IEP Meetings at all sites
2. Ability for parents to reschedule IEP Meeting to meet the needs of parents schedule

Actual

2. Maintained ability for parents to reschedule IEP Meeting to meet the needs of parents schedule

2016-17

1. Advanced notice for IEP Meetings at all sites
2. Ability for parents to reschedule IEP Meeting to meet the needs of parents schedule

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 1 Continue to provide opportunities for stakeholder participation DELAC Meetings ELAC Meetings Open House Parent Teacher Conference Back to School Night Quarterly LCAP Meetings Various services from Family Resource Center	G3. 1 Continued to provide opportunities for stakeholder participation DELAC Meetings ELAC Meetings Open House Parent Teacher Conference Back to School Night Quarterly LCAP Meetings Various services from Family Resource Center	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 34,257.00 MYPAAS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 14,607.00 Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 21,988.80 Supplies & Materials 4000-4999: Books And Supplies	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0.00 MYPAAS 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0.00 Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 0.00 Supplies & Materials 4000-4999: Books And Supplies

		Supplemental and Concentration 10,000.00	Supplemental and Concentration 10,597.00
		MYPAAS Supplies & Materials 4000-4999: Books And Supplies Supplemental and Concentration 9,900.00	MYPAAS Supplies & Materials 4000-4999: Books And Supplies Supplemental and Concentration 0.00
		Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 3,775.00	Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 4761.23
		Conference expenditures 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000.00	Conference expenditures 5000- 5999: Services And Other Operating Expenditures Supplemental and Concentration 1745.00
		Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 100.00	Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00
		Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 200.00	Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 66.30

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 2 Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships.	G3. 2 Continued to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships.	Family Resource Center 4000- 4999: Books And Supplies Supplemental and Concentration 555.00	Family Resource Center 4000- 4999: Books And Supplies Supplemental and Concentration 17665.94

Family Resource Center 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 500.00

Family Resource Center 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00

Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 555.00

Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00

Action 3

Planned Actions/Services

G3. 3

Continue to provide additional support for core curriculum to increase student achievement to build parent, family and community partnerships.

Actual Actions/Services

G3. 3

Continued to provide additional support for core curriculum to increase student achievement to build parent, family and community partnerships.

Budgeted Expenditures

Library books 4000-4999: Books And Supplies Supplemental and Concentration 4,166.67

Estimated Actual Expenditures

Library books 4000-4999: Books And Supplies Supplemental and Concentration 0.00

Action 4

Planned Actions/Services

G3. 4

Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.

Actual Actions/Services

G3. 4

Continued to provide Parent Leadership Meetings to build parent, family and community partnerships.

Budgeted Expenditures

Parent Institute for Quality Education (PIQE) 4000-4999: Books And Supplies Supplemental and Concentration 2,000.00

Parent Institute for Quality Education (PIQE) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 24,700.00

Estimated Actual Expenditures

Parenting Partners (Prop 47) 4000-4999: Books And Supplies Supplemental and Concentration 7277.68

Parenting Partners (Prop 47) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5718.68

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 5 Continue to provide band and color guard course at our high school to build parent, family and community partnerships.	G3. 5 Continued to provide band and color guard course at our high school to build parent, family and community partnerships.	Band & Color Guard 4000-4999: Books And Supplies Supplemental and Concentration 6,666.67 Band & Color Guard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,233.34	Band & Color Guard 4000-4999: Books And Supplies Supplemental and Concentration 12878.12 Band & Color Guard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0.00

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 6 Continue to provide enrichment for our Special Education Students in all grades to build parent, family and community partnerships.	G3. 6 Continue to provide enrichment for our Special Education Students in all grades to build parent, family and community partnerships.	Special Olympics supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 2,000.00	Special Olympics supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 837.89

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 7 Provide additional support for our English Language Learners to increase student achievement and build parent, family and community partnerships.	G3. 7 Provided additional support for our English Language Learners to increase student achievement and build parent, family and community partnerships.	Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 7,728.44 Site Resource Teacher Stipend: ELAC 3000-3999: Employee Benefits Supplemental and Concentration 3,477.80	Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9,274.00 Site Resource Teacher Stipend: ELAC 3000-3999: Employee Benefits Supplemental and Concentration 4,294.51

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 8 Provide research based academic support that build toward college and career readiness to increase student achievement and build parent, family and community partnerships	G3. 8 Provided research based academic support that build toward college and career readiness to increase student achievement and build parent, family and community partnerships	AVID 4000-4999: Books And Supplies Supplemental and Concentration 2,000.00	AVID 4000-4999: Books And Supplies Supplemental and Concentration 0.00

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.

Actions/Services 1 - 8 were generally implemented as planned.

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

Actions/Services 1 - 8 for Goal 3 were overall effective based on a variety of metrics used throughout the school year such as:

Action/Services: 1

Gathering parent and family input is critical in creating projects to best meet the needs of our parents, families, and students. Our 2017-18 LCAP Survey for Parents indicated that 90% of our parents are provided resources and training needed to strengthen student learning at home. We will continue to work with our staff to ensure parents are fully supported with resources needed to support their child academically, socially, and emotionally.

Action/Services: 5

Expanding our parent leadership course, Parenting Partners, provided parents with the opportunity to train other parents at their school site. We will continue to offer Parenting Partners at each elementary site and the middle school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action/Services: 1

We under-budgeted the amount of funds needed for our Child Welfare and Attendance office.

Action/Services: 3

The fiscal department did not place support staff and MYPASS staff in Goal 3 for the LCAP budget.

Action/Service: 4

We were awarded the Proposition 47 Grant prior to the start of the 2017-18 school year. This grant paid for our Parenting Partners classes at all elementary sites and the middle school. Therefore, we did not expend the money budgeted for PIQE since we cancelled PIQE due to the duplication of services offered by Parenting Partners. However the parent night supplies, materials, and resources needed for the parent trainings is not covered by Prop 47.

Action/Service: 5

We under-budgeted the amount needed for band and color guard supplies.

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/Service: 1

We are moving all support staff in this action to Goal 1, Action 1 since their primary role is assisting students.

MYPASS expenditures are being moved to Goal 2, Action 2 since the primary purpose of MYPASS is to offer students with engaging activities at school.

Action/Service: 2

We are increasing funding for the Family Resource Center for supplies, field trips and paying for the employees and their benefits.

Action/Service: 3

All library book expenses will move to Goal 1, Action 3 since providing students with ample opportunities and resources for reading increases student achievement, not parent engagement.

We are adding an Academic Coach, salary and benefits, to this goal since his primary role is reaching out to parents to provide technology and household resources.

We are adding funds for sites to hold Parent Nights.

Action/Service: 4

Adding stipends for teachers or staff who facilitate the Parenting Partners meetings with the parent trainers.

Action/Service: 5

All band and color guard expenses will be moved to Goal 2, Action 7 since band directly impacts student engagement.

Action/Service: 6

This action has been modified to state, "Continue to provide intervention and enrichment opportunities to students in Tiers I, II, and III to increase student achievement." This action will be moved to Goal 1, Action 7.

Action/Service: 7

This action will be moved to Goal 1, Action 8 since providing additional support to English Language Learners has a greater impact on student achievement than parent engagement.

Action/Service: 8

This action will be moved to Goal 1, Action 6 since providing research based academic support that build toward college and career readiness to increase student achievement has a greater impact on student achievement than parent engagement.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

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

McFarland Unified School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. Therefore, McFarland Unified used a variety of meaningful meeting and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data, videos of current actions/services as well as proposed actions and services. The following groups were actively involved in the LCAP development process described below with all meetings provided in English and Spanish.

Parent, Student and Community LCAP Advisory Committee-

McFarland Unified met with our Parent, Student and Community LCAP Advisory Committee three times to review our LCAP (November 27, 2017, February 6, 2018, and May 3, 2018) in the evening. We did not have any parents attend the November 27, 2017 meeting, so we added an 8:15 am meeting, a 3:30 pm meeting, and a 5:30 pm meeting. We only had two parents attend the evening session. There other sessions were not attended by parents. On May 3, 2018 an update on the LCAP Actions/Services and the California School Dashboard was presented to the Parent, Student and Community LCAP Advisory Committee and allowed for the superintendent to post any written comments to stakeholder questions (if applicable prior to the June 12, 2018 Public Hearing on the McFarland Unified School District LCAP, LCFF, and budget review). The committee is comprised of parents, students, community members, the superintendent and other district staff.

McFarland Unified School District Staff LCAP Advisory Committee-

McFarland Unified met with our District LCAP Advisory Committee three times to review our LCAP (November 27, 2017, February 6, 2018, and May 3, 2018). On May 3, 2018 an update on the LCAP Actions/Services and the California School Dashboard data was presented to District LCAP Advisory Committee and allowed for the superintendent to post any written comments to stakeholder questions (if applicable prior to the June 12, 2018 Public Hearing on the McFarland Unified School District LCAP, LCFF, and budget review). The committee is comprised of certificated staff, classified staff, site administrators, the superintendent and other district staff.

McFarland Unified School LCAP Advisory Committee Notifications:

Parents, students, McFarland Unified School District Staff and community members were notified of McFarland Unified LCAP Committee Meetings using a variety of methods such as: e-mails, automated phone school messenger (English & Spanish),

McFarland Unified App using the "push notification" (English and Spanish), newsletters (English and Spanish), English Language Advisory Committee & District English Language Advisory Committee (English & Spanish), and community postings (English and Spanish).

Local Bargaining Units: McFarland Teacher's Association (MTA) and CSEA:

McFarland Unified met with MTA and CSEA three times to review LCAP progress and gather stakeholder input on the LCAP on November 27, 2017, February 6, 2018, and May 3, 2018. On February 8, 2018, all bargaining members were invited to complete an online survey to give input on the LCAP. On May 3, 2018, the CA School Dashboards were presented to the local bargaining units.

Additional LCAP Input:

Parents, students, and McFarland Unified School District Staff were able to provide input through our web based survey implemented between February and March, 2018. Each site had technology devices readily available for easy access for parents and community members in English and Spanish throughout the school day. The survey was also available on McFarland Unified School District website.

Impact on LCAP and Annual Update

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

Parent, Student and Community LCAP Advisory Committee-

Over several meetings, the committee determined through looking at California School Dashboard data, Common Formative Assessments for English Language Arts, math and writing data, parent/student/teacher surveys, that the current Goals 1, 2 and 3 should remain the same. Due to an increase in suspensions per the California School Dashboard, for McFarland Middle School, the second goal will show an increase of staff support and an increase in Positive Behavior Interventions & Strategies (PBIS) implementation with fidelity. The committee also reviewed LCAP input, and saw a continued need for certificated release time to analyze data, especially with our English Language Learners and focus on Response to Intervention (RtI), continued support completing the implementation of PBIS, specific professional development for certificated staff working closely with students with disabilities, and extra-curricular activities. The committee was still concerned with providing students additional support in the area of English Language Arts and mathematics therefore, there will be additional funds provided to support our struggling students.

Parent and Students-

There was positive participation meetings with our parents and students in the implementation of our MAP+ 1:1 project in 2nd, 6th, 10th and 11th grade. Therefore we will continue to fund MAP+ in Goal 1 for the next three years. Based on our LCAP Parent Survey, parents expressed a need in providing field trips to support student academics. The 2018-19 LCAP will reflect this input in Goal 1.

McFarland Unified School District Staff LCAP Advisory Committee-

Over several meetings, the committee determined there was a need to support Art Appreciation courses at our high school and continue to increase our dual enrollment course offerings at our high school. With the new addition of Science, Technology Engineering, Arts and Mathematics (STEAM) activities, the committee agreed to provide funding to begin researching and supporting the implementation of STEAM. There was also a concern with providing students additional support through a Licensed Therapist. We are currently posting for a Marriage and Family Therapist on www.edjoin.org to meet this need. Our Staff LCAP Survey indicated that staff would like the district to offer more enrichment and CTE courses so we are adding two more Pathways teachers at MHS: AG Science and Computer Science, and we are providing for more resources to fund Fab Labs, MakerSpaces, and STEAM activities. In addition, stakeholders expressed a concern regarding school safety so we are adding a School Resource Officer in partnership with the McFarland Police Department and two Americorp Mentors to better meet these needs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

Full implementation of our state content standards to increase student achievement in ELA-ELD, Math, Social Studies, Science and Literacy as measured by multiple assessments including state and local assessments administered regularly.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

We serve approximately 3,521 students in Transitional Kindergarten - 12th grade with 90.75% identified as unduplicated students. In order to achieve the district goals for ALL students, as well as reach more rigorous goals for the identified high need student groups, there is need for continued support, in the form of professional development, collaboration time, instructional materials, etc, for staff, and parents to ensure students are supported academically, socially and emotionally. The following needs are based on data from state and local assessment measures, the California School Dashboard, DataQuest, surveys and various school meetings.

- Highly qualified teachers; our district has shared a plan to aggressively seek highly qualified teachers due to the amount of Interns/Provisional Internship Permits/Short Term Staff Permits.
- Additional release time for certificated staff to analyze and develop a plan of action to support all students in the area of English Language Arts and mathematics at all sites as indicated on the California School Dashboard English Language Arts and Mathematics Performance Level in Yellow.

- Additional support in the area of Career Readiness, with an emphasis on Career Technical Education (CTE) courses and Pathways partnered with a community colleges as indicated in the decline of our CTE Completers and the decline for students demonstrating college preparedness on Early Assessment Program for English Language Arts and mathematics.
- Additional support to ensure our English Language Learners are making adequate progress in English proficiency as indicated on our reclassification.
- Maintain the one-to-one initiative for chromebooks for 2nd, 6th, 8th and 10th to increase student achievement.
- Additional support for students who need support in Tiers II and III. Per the California School Dashboard; Suspension Rate Performance Level is Orange, English Language Arts and Mathematics Performance Level is Red.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1-Basic Services (A) Teachers appropriately assigned and fully credentialed for assignment	100% are fully credentialed and appropriately assigned	2017-18 Maintain 100% fully credentialed and appropriately assigned teachers	2018-19 Maintain 100% fully credentialed and appropriately assigned teachers	2019-20 Maintain 100% fully credentialed and appropriately assigned teachers
Priority 1-Basic Services (B) Pupils access to standards-aligned materials	100% of students will have access to standards-aligned materials	2017-18 Maintain 100% students will have access to standards-aligned materials	2018-19 Maintain 100% students will have access to standards-aligned materials	2019-20 Maintain 100% students will have access to standards-aligned materials
Priority 1-Basic Services (C) School facilities maintained in good repair.	All facilities have an overall rating of "Good" as indicated on the FIT Report	2017-18 Maintain all facilities having an overall rating of "Good" as indicated on the FIT Report	2018-19 Maintain all facilities having an overall rating of "Good" as indicated on the FIT Report	2019-20 Maintain all facilities having an overall rating of "Good" as indicated on the FIT Report
Priority 2- Implementation of	2016-17 LCAP Staff Survey	2017-18 Maintain LCAP Staff Survey "The Common	2018-19 Maintain LCAP Staff Survey "The Common	2019-20 Maintain LCAP Staff Survey "The Common

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Common Core State Standards (A) Implementation of CA academic and performance standards measured by the LCAP Survey and Administrative observations using C3	"The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects." 94% Strongly Agree/Agree C3 Quick Snapshot "Learning Objectives" 58% were Fully Observed	Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects." Increase C3 Quick Snapshot "Learning Objectives" to 60% Fully Observed	Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects." Increase C3 Quick Snapshot "Learning Objectives" to 62% Fully Observed	Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects." Increase C3 Quick Snapshot "Learning Objectives" to 64% Fully Observed
Priority 2- Implementation of Common Core State Standards (B) English learners ability to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation	2016-17 100% of our English Learners have access to CCSS and ELD standards	2017-18 Maintain 100% of our English Learners access to CCSS and ELD standards	2018-19 Maintain 100% of our English Learners access to CCSS and ELD standards	2019-20 Maintain 100% of our English Learners access to CCSS and ELD standards
Priority 4- Pupil Achievement:	2016 CAASPP ELA ALL Students Results	2017 CAASPP ELA ALL Students Results	2018 CAASPP ELA ALL Students Results	2019 CAASPP ELA ALL Students Results

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(A) Statewide Assessments as indicated by CAASPP Achievement Level Descriptor Results of Met/Exceeds of all students and by EL sub group	3rd grade 19%	3rd grade 21%	3rd grade 23%	3rd grade 25%
	4th grade 32%	4th grade 34%	4th grade 36%	4th grade 38%
	5th grade 32%	5th grade 34%	5th grade 36%	5th grade 38%
	6th grade 20%	6th grade 22%	6th grade 24%	6th grade 26%
	7th grade 23%	7th grade 25%	7th grade 27%	7th grade 29%
	8th grade 23%	8th grade 25%	8th grade 27%	8th grade 29%
	11th grade 38%	11th grade 40%	11th grade 42%	11th grade 44%
	2016 CAASPP ELA LEP Students	2017 CAASPP ELA LEP Students	2018 CAASPP ELA LEP Students	2019 CAASPP ELA LEP Students
	3rd grade 15%	3rd grade 17%	3rd grade 19%	3rd grade 21%
	4th grade 12%	4th grade 14%	4th grade 16%	4th grade 18%
	5th grade 7%	5th grade 9%	5th grade 11%	5th grade 13%
	6th grade 2%	6th grade 4%	6th grade 6%	6th grade 8%
	7th grade 1%	7th grade 3%	7th grade 5%	7th grade 7%
	8th grade 0%	8th grade 2%	8th grade 4%	8th grade 6%
	11th grade 3%	11th grade 5%	11th grade 7%	11th grade 9%
	2016 CAASPP Math ALL Students	2017 CAASPP Math ALL Students	2018 CAASPP Math ALL Students	2019 CAASPP Math ALL Students
	3rd grade 15%	3rd grade 17%	3rd grade 19%	3rd grade 21%
	4th grade 25%	4th grade 27%	4th grade 29%	4th grade 31%
	5th grade 18%	5th grade 20%	5th grade 22%	5th grade 24%
	6th grade 9%	6th grade 11%	6th grade 13%	6th grade 15%
	7th grade 13%	7th grade 15%	7th grade 17%	7th grade 19%
	8th grade 29%	8th grade 31%	8th grade 33%	8th grade 35%
	11th grade 19%	11th grade 21%	11th grade 23%	11th grade 25%
	2016 CAASPP Math LEP Students	2017 CAASPP Math LEP Students	2018 CAASPP Math LEP Students	2019 CAASPP Math LEP Students
	3rd grade 11%	3rd grade 13%	3rd grade 15%	3rd grade 17%
	4th grade 10%	4th grade 12%	4th grade 14%	4th grade 16%
	5th grade 4%	5th grade 6%	5th grade 8%	5th grade 10%
	6th grade 2%	6th grade 4%	6th grade 6%	6th grade 8%
		7th grade 2%	7th grade 4%	7th grade 6%
		8th grade 8%	8th grade 10%	8th grade 12%
		11th grade 2%	11th grade 4%	11th grade 6%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>7th grade 0% 8th grade 6% 11th grade 0%</p> <p>2016 CST Science ALL Students 5th grade 24% 8th grade 33% 10th grade 29%</p> <p>2016 CST Science LEP Students 5th grade 5% 8th grade 6% 10th grade 4%</p>	<p>2017 CST Science ALL Students 5th grade 26% 8th grade 35% 10th grade 31%</p> <p>2017 CST Science LEP Students 5th grade 7% 8th grade 8% 10th grade 6%</p>	<p>2018 CST Science ALL Students 5th grade 28% 8th grade 37% 10th grade 33%</p> <p>2018 CST Science LEP Students 5th grade 9% 8th grade 10% 10th grade 8%</p>	<p>2019 CST Science ALL Students 5th grade 30% 8th grade 39% 10th grade 35%</p> <p>2019 CST Science LEP Students 5th grade 11% 8th grade 12% 10th grade 10%</p>
Priority 4- Pupil Achievement: (B) Academic Performance Index	N/A	N/A	N/A	N/A
Priority 4- Pupil Achievement: (C) Percentage of pupils completing a-g or CTE sequence/programs	<p>1. 45.7% All Students; 4.2% English Language Learners completed a-g courses in 2015-16</p> <p>2. 15% All Students; 31% English Language Learners completed CTE sequence/programs in 2015-16</p>	<p>2016-17</p> <p>1. Increase students who complete a-g courses to All Student at 47.7% and English Language Learners at 6.2%</p> <p>2. Increase students who completed CTE sequence/programs to All Students to 17% and</p>	<p>2017-18</p> <p>1. Increase students who complete a-g courses to All Student at 49.7% and English Language Learners at 8.2%</p> <p>2. Increase students who completed CTE sequence/programs to All Students to 19% and</p>	<p>2018-19</p> <p>1. Increase students who complete a-g courses to All Student at 51.7% and English Language Learners at 10.2%</p> <p>2. Increase students who completed CTE sequence/programs to All Students to 21% and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		English Language Learners to 33%	English Language Learners to 35%	English Language Learners to 37%
Priority 4- Pupil Achievement: (D) Percentage of English Language (EL) pupils making progress toward English proficiency as measured by the CELDT from DataQuest	CELDT 2015-16 Advanced: 5% Early Advanced: 25% Intermediate: 35% Early Intermediate: 19% Beginning: 16%	CELDT 2016-17 Advanced: 7% Early Advanced: 27% Intermediate: 37% Early Intermediate: 17% Beginning: 14%	CELDT 2017-18 Advanced: 9% Early Advanced: 29% Intermediate: 39% Early Intermediate: 19% Beginning: 16% *State Assessment will be changing to English Language Proficiency Assessment for California (ELPAC) which may result in a change in the data reported.	CELDT 2018-19 Advanced: 11% Early Advanced: 31% Intermediate: 41% Early Intermediate: 21% Beginning: 18% *State Assessment will be changing to English Language Proficiency Assessment for California (ELPAC) which may result in a change in the data reported.
Priority 4- Pupil Achievement: (E) English Learner reclassification rate	English Learner Reclassification 2016-17 1. KA 107 students 2. BR 55 students 3. HE 4 students 4. MMS 61 students 5. MHS 41 students 6. SJHS 1 students 7. MIS 0 student 8. MUSD English Learner Reclassification Rate 16.3%	English Learner Reclassification 2017-18 1. KA 109 students 2. BR 57 students 3. HE 6 students 4. MMS 63 students 5. MHS 43 students 6. SJHS 3 students 7. MIS 1 students 8. MUSD English Learner Reclassification Rate 18.3%	English Learner Reclassification 2018-19 1. KA 111 students 2. BR 59 students 3. HE 8 students 4. MMS 65 students 5. MHS 45 students 6. SJHS 5 students 7. MIS 2 students 8. MUSD English Learner Reclassification Rate 20.3%	English Learner Reclassification 2019-20 1. KA 113 students 2. BR 61 students 3. HE 10 students 4. MMS 67 students 5. MHS 47 students 6. SJHS 7 students 7. MIS 3 students 8. MUSD English Learner Reclassification Rate 22.3%
Priority 4- Pupil Achievement:	2015-16 AP Scores 79% pupils passed AP Exam with a score of 3 or higher	2016-17 Increase of pupils passing AP Exam with a	2017-18 Increase of pupils passing AP Exam with a	2018-19 Increase of pupils passing AP Exam with a

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(F) Percentage of pupils passing AP exam with 3 or higher		score of 3 or higher to 81%	score of 3 or higher to 83%	score of 3 or higher to 85%
Priority 4- Pupil Achievement: (G) Percentage of pupils who participate in and demonstrate college preparedness on EAP	2015 1. 8% students pupils demonstrate college preparedness in English 2. 2% students pupils demonstrate college preparedness in Math	2016 1. Increase students demonstrating college preparedness in English to 10% 2. Increase students demonstrating college preparedness in Math to 4%	2017 1. Increase students demonstrating college preparedness in English to 12% 2. Increase students demonstrating college preparedness in Math to 6%	2018 1. Increase students demonstrating college preparedness in English to 14% 2. Increase students demonstrating college preparedness in Math to 8%
Priority 7-Course Access: (A) Pupils have access to a broad course of study (Section 51210 and 51220(a))	2016-17 100% of pupils have access to a broad course of study (Section 51210 and 51220(a))	2017-18 Maintain 100% of pupils having access to a broad course of study (Section 51210 and 51220(a))	2018-19 Maintain 100% of pupils having access to a broad course of study (Section 51210 and 51220(a))	2019-20 Maintain 100% of pupils having access to a broad course of study (Section 51210 and 51220(a))
Priority 7-Course Access: (B) Extent to which unduplicated pupils have access and enrolled in programs and services	2016-17 100% unduplicated pupils have access and enrolled in programs and services	2017-18 Maintain 100% of unduplicated pupils having access and enrolled in programs and services	2018-19 Maintain 100% of unduplicated pupils having access and enrolled in programs and services	2019-20 Maintain 100% of unduplicated pupils having access and enrolled in programs and services
Priority 7-Course Access:	2016-17	2017-18	2018-19	2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(C) Extent to which exceptional needs pupils have access and enrolled in programs and services	100% exceptional needs pupils have access and enrolled in programs and services	Maintain 100% exceptional needs pupils having access and enrolled in programs and services	Maintain 100% exceptional needs pupils having access and enrolled in programs and services	Maintain 100% exceptional needs pupils having access and enrolled in programs and services
Priority 8- Other Pupil Outcomes (A) Measure literacy skills using Dynamic Indicator for Early Literacy Skills (DIBELS) TK-5th	2016-17 Baseline Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 163 students = 77% 1st Grade: 24 students = 8% 2nd Grade: 144 students = 54% 3rd Grade: 202 students = 67% 4th Grade: 202 students = 74% 5th Grade: 213 students = 74% 	2017-18 Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 79% 1st Grade: 10% 2nd Grade: 56% 3rd Grade: 69% 4th Grade: 76% 5th Grade: 76% 	2018-19 2017-18 Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 81% 1st Grade: 12% 2nd Grade: 58% 3rd Grade: 71% 4th Grade: 78% 5th Grade: 78% 	2019-20 2017-18 Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 83% 1st Grade: 14% 2nd Grade: 60% 3rd Grade: 73% 4th Grade: 80% 5th Grade: 80%
Priority 8- Other Pupil Outcomes (B) Pupils access to physical fitness to improve overall health measured by Physical Fitness Test for grades 5th, 7th, 9th grade	2016-17 1. 5th Grade: 53.2% are classified as Healthy Fitness Zone for Body Composition 2. 7th Grade: 49% are classified as Healthy Fitness Zone for Aerobic Capacity	2017-18 1. Increase 5th Grade: 55.2% are classified as Healthy Fitness Zone for Body Composition 2. Increase 7th Grade: 51% are classified as Healthy Fitness Zone for Aerobic Capacity	2018-19 1. Increase 5th Grade: 57.2% are classified as Healthy Fitness Zone for Body Composition 2. Increase 7th Grade: 53% are classified as Healthy Fitness Zone for Aerobic Capacity	2019-20 1. Increase 5th Grade: 59.2% are classified as Healthy Fitness Zone for Body Composition 2. Increase 7th Grade: 55% are classified as Healthy Fitness Zone for Aerobic Capacity

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	3. 9th Grade: 50.2% are classified as Healthy Fitness Zone for Body Composition	3. Increase 9th Grade: 52.2% are classified as Healthy Fitness Zone for Body Composition	3. Increase 9th Grade: 54.2% are classified as Healthy Fitness Zone for Body Composition	3. Increase 9th Grade: 56.2% are classified as Healthy Fitness Zone for Body Composition

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 1

2018-19 Actions/Services

G1. 1

2019-20 Actions/Services

G1. 1

Continue to build staff capacity to support state content standards to increase student achievement using multiple measures.

- ELA & Math CFAs
- DIBELS
- CAASPP
- Reading Lexile

Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures.

- ELA & Math CFAs
- DIBELS
- CAASPP
- Renaissance Learning (STAR Reading and STAR Math)
- Release time for teachers to collaborate around data to make data driven decisions
- Create a CFA Revision Team to revise the CFAs and Benchmarks

Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures.

- ELA & Math CFAs
- DIBELS
- CAASPP
- Renaissance Learning (STAR Reading and STAR Math)
- Release time for teachers to collaborate around data to make data driven decisions

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	61,330.00	656,084.10	656,084.10
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development	1000-1999: Certificated Personnel Salaries Learning Directors	1000-1999: Certificated Personnel Salaries Learning Directors
Amount	27,598.50	245,463.91	245,463.91
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Professional Development	3000-3999: Employee Benefits Learning Directors	3000-3999: Employee Benefits Learning Directors
Amount	6,000.00	50,000.00	50,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Professional Development	4000-4999: Books And Supplies Professional Development	4000-4999: Books And Supplies Professional Development

Amount	150,000.00	40,000.00	40,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference Expenditures	5000-5999: Services And Other Operating Expenditures Conference Expenditures	5000-5999: Services And Other Operating Expenditures Conference Expenditures
Amount	115,600.00	25,000.00	25,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development
Amount	20,000.00	0.00	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Staff opportunity to collaborate and communicate with other districts	5800: Professional/Consulting Services And Operating Expenditures Using Title I funds--deleting from LCAP	

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

G1. 2

Continue to provide support staff: Teacher
On Special Assignment
(TOSAs)/Librarians/Chief Academic
Officer, to support students academically.

2018-19 Actions/Services

G1. 2

Continue to provide additional support
staff: Teacher On Special Assignment
(TOSAs)/Librarians/Chief Academic
Officer/Learning Directors in order to
maximize support principally directed
toward unduplicated students.

2019-20 Actions/Services

G1. 2

Continue to provide additional support
staff: Teacher On Special Assignment
(TOSAs)/Librarians/Chief Academic
Officer/Learning Directors to support
students academically.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	601,322.50	648,344.00	648,344.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff
Amount	270,595.13	272,814.04	272,814.04
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff

Amount	368,911.04	132,102.08	132,102.08
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Librarians	2000-2999: Classified Personnel Salaries Librarians	2000-2999: Classified Personnel Salaries Librarians
Amount	166,009.97	103,198.93	103,198.93
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Librarians	3000-3999: Employee Benefits Librarians	3000-3999: Employee Benefits Librarians
Amount	70,728.56	67,415.81	67,415.81
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff
Amount	31,827.86	38,228.24	38,228.24
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

G1. 3

Continue to provide research based curriculum and supplies to increase student achievement.

2018-19 Actions/Services

G1. 3

Continue to provide additional research based curriculum, professional development (PD) and supplies in order to maximize support principally directed toward unduplicated students.

- Renaissance Learning
- Thinking Maps Training (K - 2)
- ELD
- Science

2019-20 Actions/Services

G1. 3

Continue to provide additional research based curriculum, professional development (PD) and supplies to increase student achievement.

- Renaissance Learning
- Thinking Maps Training (K - 2)
- ELD

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	42,000.00	42,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies & Material	4000-4999: Books And Supplies Supplies & Material	4000-4999: Books And Supplies Supplies & Material
Amount	500,000.00	25,000.00	330000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies ELA/ELD Intervention	4000-4999: Books And Supplies ELA/ELD Intervention	4000-4999: Books And Supplies ELA/ELD Intervention

Amount	1,200,000.00	800,000.00	800,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Social Studies Adoption	4000-4999: Books And Supplies Science Adoption	4000-4999: Books And Supplies Adopted Curriculum
Amount	159,250.00	159,250.00	159,250.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental to Core	4000-4999: Books And Supplies Supplemental to Core	4000-4999: Books And Supplies Supplemental to Core
Amount	4,166.67	22,500.00	22,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Additional Library Books	4000-4999: Books And Supplies Additional Library Books	4000-4999: Books And Supplies Additional Library Books

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>G1. 4</p> <p>Continue to recruit, hire, and retain highly qualified teachers and provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers.</p>	<p>G1. 4</p> <p>Continue to recruit, hire, and retain highly qualified teachers and provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers in order to maximize support principally directed toward unduplicated students.</p>	<p>G1. 4</p> <p>Continue to recruit, hire, and retain highly qualified teachers and provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers in order to maximize support principally directed toward unduplicated students.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000.00	3,000.00	3,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Recruit, hire, and retain highly qualified teachers/Provide professional development	5000-5999: Services And Other Operating Expenditures Recruit, hire, and retain highly qualified teachers/Provide professional development	5000-5999: Services And Other Operating Expenditures Recruit, hire, and retain highly qualified teachers/Provide professional development
Amount	24,000.00	24,000.00	24,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS	5800: Professional/Consulting Services And Operating Expenditures Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS

Amount	36,083.00	40,566.00	40,566.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Beginning Teacher Support & Assessment (BTSA) Stipend	1000-1999: Certificated Personnel Salaries Beginning Teacher Support & Assessment (BTSA) Stipend	1000-1999: Certificated Personnel Salaries Beginning Teacher Support & Assessment (BTSA) Stipend
Amount	16,237.35	7929.50	7929.50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Beginning Teacher Support & Assessment (BTSA) Stipend	3000-3999: Employee Benefits Beginning Teacher Support & Assessment (BTSA) Stipend	3000-3999: Employee Benefits Beginning Teacher Support & Assessment (BTSA) Stipend
Amount		10,432.00	10,744.96
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Stipends for Intern Support Provider and SAT Coordinator	1000-1999: Certificated Personnel Salaries Stipends for Intern Support Provider and SAT Coordinator
Amount		2039.00	2039.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Stipends for Intern Support Provider and SAT Coordinator	3000-3999: Employee Benefits Stipends for Intern Support Provider and SAT Coordinator

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 5

Continue to provide technology materials and supplemental instructional supplies supporting state content standards to increase student achievement.

2018-19 Actions/Services

G1. 5

Continue to provide technology materials and supplemental instructional supplies supporting state content standards to increase student achievement.

2019-20 Actions/Services

G1. 5

Continue to provide technology materials and supplemental instructional supplies supporting state content standards to increase student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	262,900.00	269,900.00	269,900.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology contracts	5000-5999: Services And Other Operating Expenditures Technology contracts	5000-5999: Services And Other Operating Expenditures Technology contracts

Amount	92,850.00	71,000.00	71,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st)	5000-5999: Services And Other Operating Expenditures TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st)	5000-5999: Services And Other Operating Expenditures TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st)
Amount	300,000.00	150,000.00	150,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies McFarland Achievement Pathway + (MAP+)	4000-4999: Books And Supplies McFarland Achievement Pathway + (MAP+)	4000-4999: Books And Supplies McFarland Achievement Pathway + (MAP+)
Amount	31,000.00	25,000.00	25,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology Enrichment by TOSAs	4000-4999: Books And Supplies Technology Enrichment by TOSAs	4000-4999: Books And Supplies Technology Enrichment by TOSAs
Amount	183,000.00	150,000.00	150,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology hardware/software	4000-4999: Books And Supplies Technology hardware/software	4000-4999: Books And Supplies Technology hardware/software
Amount	75,601.24	335,956.22	335,956.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, & Rev. K12	5800: Professional/Consulting Services And Operating Expenditures Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12	5800: Professional/Consulting Services And Operating Expenditures Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12

Amount	50,000.00	25,000.00	25000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures McFarland Achievement Pathway+ (MAP+)	5800: Professional/Consulting Services And Operating Expenditures McFarland Achievement Pathway+ (MAP+)	5800: Professional/Consulting Services And Operating Expenditures McFarland Achievement Pathway+ (MAP+)
Amount	4,000.00	4,000.00	4,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology Enrichment by TOSAs	5800: Professional/Consulting Services And Operating Expenditures Technology Enrichment by TOSAs	5800: Professional/Consulting Services And Operating Expenditures Technology Enrichment by TOSAs
Amount	224,416.00	224,416.00	224,416.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology (upgrade, replacement & internet)	5800: Professional/Consulting Services And Operating Expenditures Technology (upgrade, replacement & internet)	5800: Professional/Consulting Services And Operating Expenditures Technology (upgrade, replacement & internet)
Amount	140,000.00	400,000.00	400,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Technology infrastructure/network	6000-6999: Capital Outlay Technology infrastructure/network	6000-6999: Capital Outlay Technology infrastructure/network

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland High School, McFarland Independent School, San Joaquin High School

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 6

Provide research based academic support that build toward college and career readiness to increase student achievement.

2018-19 Actions/Services

G1. 6

Continue to provide additional research based academic support that build toward college and career readiness to increase student achievement.

2019-20 Actions/Services

G1. 6

Continue to provide additional research based academic support that build toward college and career readiness to increase student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,049.00	357,487.50	357,487.50
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Pathway Teacher - Logistics	1000-1999: Certificated Personnel Salaries Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher	1000-1999: Certificated Personnel Salaries Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher

Amount	9,274.00	0.00	
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for AVID Coordinators	Title I funded	
Amount	26,695.35	170,597.55	175,715.48
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher	3000-3999: Employee Benefits See above, Title I funded
Amount	20,000.00	36,050.00	36,050.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries AVID Support Tutors	2000-2999: Classified Personnel Salaries AVID Support Tutors	2000-2999: Classified Personnel Salaries AVID Support Tutors
Amount	9,000.00	9,888.00	10,184.64
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits AVID Support Tutors	3000-3999: Employee Benefits AVID Support Tutors	3000-3999: Employee Benefits AVID Support Tutors
Amount	3,400.00	5,000.00	5,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies AVID curriculum supplies	4000-4999: Books And Supplies AVID curriculum supplies	4000-4999: Books And Supplies AVID curriculum supplies
Amount	53,450.00	459,550.00	459,550.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies College and career readiness	4000-4999: Books And Supplies College and career readiness	4000-4999: Books And Supplies College and career readiness

Amount	24,724.00	10,800.00	10,800.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies College and career readiness exams	4000-4999: Books And Supplies College and career readiness exams	4000-4999: Books And Supplies College and career readiness exams
Amount	17,050.00	0.00	
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Conference	Title I funded	
Amount	2,200.00	3,000.00	3,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures College and career readiness exams	5000-5999: Services And Other Operating Expenditures College and career readiness exams	5000-5999: Services And Other Operating Expenditures College and career readiness exams
Amount	7,600.00	37,050.00	37,050.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures AVID	5000-5999: Services And Other Operating Expenditures AVID Field Trips	5000-5999: Services And Other Operating Expenditures AVID Field Trips
Amount	15,000.00	15,000.00	15,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Online a-g courses	5800: Professional/Consulting Services And Operating Expenditures Online a-g courses	5800: Professional/Consulting Services And Operating Expenditures Online a-g courses

Amount	14,850.00	14,850.00	14,850.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures College and career readiness	5800: Professional/Consulting Services And Operating Expenditures College and career readiness	5800: Professional/Consulting Services And Operating Expenditures College and career readiness
Amount		7,600.00	7,600.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures AVID	5800: Professional/Consulting Services And Operating Expenditures AVID

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students with special educational needs
[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 7

Continue to provide enrichment for Special Education Students in all grades to increase student achievement.

2018-19 Actions/Services

G1. 7

Continue to provide supplemental intervention and enrichment opportunities for students in Tiers I, II, and III in all grades to increase student achievement under the MTSS Framework.

2019-20 Actions/Services

G1. 7

Continue to provide supplemental intervention and enrichment opportunities for students in Tiers I, II, and III in all grades to increase student achievement under the MTSS Framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	10,000.00	10,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Special Education supplies & materials	4000-4999: Books And Supplies Intervention and Enrichment supplies & materials	4000-4999: Books And Supplies Intervention and Enrichment supplies & materials

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 8

Provide additional support for our English Language Learners to increase student achievement.

2018-19 Actions/Services

G1. 8

Continue to provide additional support for our English Language Learners to increase student achievement.

2019-20 Actions/Services

G1. 8

Continue to provide additional support for our English Language Learners to increase student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,728.44	27,822.00	28,656.66
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC
Amount	3,477.80	5,438.40	5,438.40
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Browning Road School, Kern Avenue Elementary School, Horizon Elementary School, and McFarland Middle School

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 9

Continue to provide additional support for core curriculum to increase student achievement.

2018-19 Actions/Services

G1. 9

Continue to provide additional support and enrichment opportunities for core curriculum to increase student achievement.

2019-20 Actions/Services

G1. 9

Continue to provide additional support and enrichment opportunities for core curriculum to increase student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,000.00	25,361.00	26,121.83
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Camp K.E.E.P.	1000-1999: Certificated Personnel Salaries Camp K.E.E.P.	1000-1999: Certificated Personnel Salaries Camp K.E.E.P.

Amount	10,000.00	3,575.00	3,575.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Camp K.E.E.P.	2000-2999: Classified Personnel Salaries Camp K.E.E.P.	2000-2999: Classified Personnel Salaries Camp K.E.E.P.
Amount	11,250.00	5,656.12	5,656.12
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Camp K.E.E.P.	3000-3999: Employee Benefits Camp K.E.E.P.	3000-3999: Employee Benefits Camp K.E.E.P.
Amount	15,000.00	15,000.00	15,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Additional support for core curriculum	4000-4999: Books And Supplies Response to Intervention Materials	4000-4999: Books And Supplies Response to Intervention Materials
Amount	15,000.00	170,000.00	170,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Physical Education supplies & materials (elementary sites)	4000-4999: Books And Supplies MakerSpace (BR, HES). Fab Lab (BR, MMS)	4000-4999: Books And Supplies MakerSpace (BR, HES). Fab Lab (BR, MMS)
Amount	15,400.00	15,400.00	15,400.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Camp K.E.E.P.	5000-5999: Services And Other Operating Expenditures Camp KEEP	5000-5999: Services And Other Operating Expenditures Camp KEEP
Amount	84,600.00	84,600.00	84,600.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Camp K.E.E.P.	5800: Professional/Consulting Services And Operating Expenditures Camp KEEP	5800: Professional/Consulting Services And Operating Expenditures Camp KEEP

Amount		30,000.00	15,400.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies CTE equipment (MHS)	4000-4999: Books And Supplies CTE equipment (MHS)
Amount		61,000.00	61,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Browning Road STEAM Academy Materials	4000-4999: Books And Supplies Browning Road STEAM Academy Materials
Amount		5,000.00	5,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Project Lead the Way (BR)	5800: Professional/Consulting Services And Operating Expenditures Project Lead the Way (BR)

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 10

Continue to provide enrichment courses to
support students academically.

2018-19 Actions/Services

G1. 10

Continue to provide additional enrichment
courses and extra curricular activities to
support students academically.

2019-20 Actions/Services

G1. 10

Continue to provide additional enrichment
courses and extra curricular activities to
support students academically.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	37,560.00		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Athletic Stipend	Moved to Goal 2, Action 9 pg, 115	
Amount	59,000.00	24,720.00	25,461.60
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities
Amount	5,150.00		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Extended Learning Opportunities	Moved to Title I	

Amount	45,769.50	40,000.00	42,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Extended Learning Opportunities	3000-3999: Employee Benefits Extended Learning Opportunities
Amount	33,188.00	10,000.00	10,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Extended Learning Opportunities	4000-4999: Books And Supplies Extended Learning Opportunities	4000-4999: Books And Supplies Extended Learning Opportunities
Amount	4,000.00	2,500.00	2,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Extended Learning Opportunities	5000-5999: Services And Other Operating Expenditures Extended Learning Opportunities	5000-5999: Services And Other Operating Expenditures Extended Learning Opportunities
Amount	150,000.00	50,000.00	50,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Ag Farm pending Bond passage	6000-6999: Capital Outlay Ag Farm	6000-6999: Capital Outlay Ag Farm
Amount	52,000.00	4,000.00	4,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Extended Learning Opportunities	5800: Professional/Consulting Services And Operating Expenditures Extended Learning Opportunities	5800: Professional/Consulting Services And Operating Expenditures Extended Learning Opportunities
Amount	100,000.00	000	
Source	Supplemental and Concentration		
Budget Reference	6000-6999: Capital Outlay Ag Farm pending Bond passage	Bond did not pass	

Amount	70,000.00		
Source	Supplemental and Concentration		
Budget	6000-6999: Capital Outlay		
Reference	Two vans to transport students	Two vans to transport students were purchased in 2017-18	

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland High School

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 11

Maintain band and color guard course at our high school to increase student achievement.

2018-19 Actions/Services

G1. 11

Moved to Goal 2, Action 7 pg, 112

2019-20 Actions/Services

Moved to Goal 2, Action 7 pg. 112

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	78,879.00		0.00
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Band Teacher		
Amount	35,495.55		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Band Teacher		
Amount	6,666.67		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Band supplies & materials		
Amount	6,233.34		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures Band supplies & materials		

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

Create safe and welcoming learning environments where students attend and are connected to their schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

We serve approximately 3,521 students in Transitional Kindergarten - 12th grade with 90.75% identified as unduplicated students. In order to achieve the district goals for ALL students, as well as reach more rigorous goals for the identified high need student groups, there is need for continued support, in the form of professional development, collaboration time, instructional materials, etc, for staff, and parents to ensure students are supported academically, socially and emotionally. The following needs are based on data from state and local assessment measures, the California School Dashboard, DataQuest, surveys and various school meetings.

- Additional support to reduce chronic absenteeism rates based on the increase districtwide.
- Additional release time for certificated staff to analyze and develop a plan of action to support all students in Positive Behavior Interventions and Strategies to reduce the number of suspensions at our middle school for all students. California School Dashboard has identified the McFarland Middle School' Suspension Rate with a Performance Level of Orange.
- Additional support for students with a disability. Per the California School Dashboard; Suspension Rate Performance Level is Yellow, English Language Arts and Mathematics Performance Level is Red.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5-Pupil Engagement (A) School Attendance Rates	2015-16 District wide Attendance Rate: 92.59%	2016-17 Increase District wide Attendance Rate: 94.09%	2017-18 Increase District wide Attendance Rate: 95.59%	2018-19 Increase District wide Attendance Rate: 97.09%
Priority 5-Pupil Engagement (B) Chronic absenteeism Rates	2015-16 MUSD: 26.2% BR: 10.1% KA: 10.2% MMS: 13.4% MHS: 17.1% SJHS: 62.5% MIS: N/A	2016-17 MUSD: 24.2% BR: 8.1% KA: 8.2% MMS: 11.4% MHS: 15.1% SJHS: 60.5% MIS: N/A	2017-18 MUSD: 22.2% BR: 6.1% KA: 6.2% MMS: 9.4% MHS: 13.1% SJHS: 58.5% MIS: N/A	2018-19 MUSD: 20.2% BR: 4.1% KA: 4.2% MMS: 7.4% MHS: 11.1% SJHS: 56.8% MIS: N/A
Priority 5-Pupil Engagement (C) Middle School Dropout Rates	2015-16 Middle School Dropout Rate: 2 Students	2016-17 Decrease Middle School Dropout Rate: 0 Students	2017-18 Maintain Middle School Dropout Rate: 0 Students	2018-19 Maintain Middle School Dropout Rate: 0 Students
Priority 5-Pupil Engagement (D) High School Dropout Rates	2015-16 High School Dropout Rate 1. MHS: All Students: 0.6%, EL: 2.1% 2. SJHS: All Students: 29.4%, EL: 14.3% 3. MIS: All Students: 57.1%, EL: 33.3%	2016-17 Decrease High School Dropout Rate 1. MHS: All Students: 0%, EL: 0.1% 2. SJHS: All Students: 27.4%, EL: 12.3% 3. MIS: All Students: 55.1%, EL: 31.3%	2017-18 Decrease High School Dropout Rate 1. MHS: All Students: 0%, EL: 0% 2. SJHS: All Students: 25.4%, EL: 10.3% 3. MIS: All Students: 53.1%, EL: 29.3%	2018-19 Decrease High School Dropout Rate 1. MHS: All Students: 0%, EL: 0% 2. SJHS: All Students: 23.4%, EL: 8.3% 3. MIS: All Students: 51.1%, EL: 29.3%
Priority 5-Pupil Engagement	2015-16	2016-17	2017-18	2018-19

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(E) High School Graduation Rates	<p>High School Graduation Rate</p> <p>1. MHS: All Students: 99.4%, EL: 97.9%</p> <p>2. SJHS: All Students: 47.1%, EL: 71.4%</p> <p>3. MIS: All Students: 28.6%, EL: 33.3%</p>	<p>Increase High School Graduation Rate</p> <p>1. MHS: All Students: 100%, EL: 99.9%</p> <p>2. SJHS: All Students: 49.1%, EL: 73.4%</p> <p>3. MIS: All Students: 30.6%, EL: 35.3%</p>	<p>Increase High School Graduation Rate</p> <p>1. MHS: All Students: 100%, EL: 100%</p> <p>2. SJHS: All Students: 51.1%, EL: 75.4%</p> <p>3. MIS: All Students: 32.6%, EL: 37.3%</p>	<p>Increase High School Graduation Rate</p> <p>1. MHS: All Students: 100%, EL: 100%</p> <p>2. SJHS: All Students: 53.1%, EL: 77.4%</p> <p>3. MIS: All Students: 34.6%, EL: 39.3%</p>
Priority 6-School Climate (A) Pupil Suspension Rates	<p>2016-17 Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 4 students BR: 9 students HE: 8 students MMS: 50 students MHS: 56 students SJHS: 11 students MIS: 0 students</p>	<p>2017-18 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 3 students BR: 8 students HE: 7 students MMS: 49 students MHS: 55 students SJHS: 10 students MIS: Maintain 0 students</p>	<p>2018-19 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 2 students BR: 7 students HE: 6 students MMS: 48 students MHS: 54 students SJHS: 9 students MIS: Maintain 0 students</p>	<p>2019-20 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 1 students BR: 6 students HE: 5 students MMS: 47 students MHS: 53 students SJHS: 8 students MIS: Maintain 0 students</p>
Priority 6-School Climate (B) Pupil Expulsion Rates	<p>2016-17 Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: 0 students BR: 0 students HE: 0 students</p>	<p>2017-18 Decrease Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: Maintain 0 students BR: Maintain 0 students</p>	<p>2018-19 Decrease Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: Maintain 0 students BR: Maintain 0 students</p>	<p>2019-20 Decrease Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: Maintain 0 students BR: Maintain 0 students</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	MMS: 5 students MHS: 3 students SJHS: 2 students MIS: 0 students	HE: Maintain 0 students MMS: 4 students MHS: 2 students SJHS: 1 students MIS: Maintain 0 students	HE: Maintain 0 students MMS: 3 students MHS: 1 students SJHS: 0 students MIS: Maintain 0 students	HE: Maintain 0 students MMS: 2 students MHS: 0 students SJHS: Maintain 0 students MIS: Maintain 0 students
Priority 6-School Climate (C) Other Local Measures on Sense of Safety and School Connectedness	LCAP Stakeholder Survey 2016-17 1. Students results 85.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school." 2. Parents results 95.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."	LCAP Stakeholder Survey 2017-18 1. Students results 87.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school." 2. Parents results 97.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."	LCAP Stakeholder Survey 2018-19 1. Students results 89.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school." 2. Parents results 99.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."	LCAP Stakeholder Survey 2019-20 1. Students results 91.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school." 2. Parents results 100% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G2. 1

Continue to provide a safe and welcoming environment where students attend and are connected to their schools.

- Progressive Disciple Plan
- Provide Professional Development
- Provide Support Staff

2018-19 Actions/Services

G2. 1

Continue to provide a safe and welcoming environment where students attend and are connected to their schools.

MTSS Framework

- PBIS
- Restorative Practices
- Alternative to Suspensions (ATS)
- Provide Support Staff
- Incentives

2019-20 Actions/Services

G2. 1

Continue to provide a safe and welcoming environment where students attend and are connected to their schools.

MTSS Framework

- PBIS
- Restorative Practices
- Alternative to Suspensions (ATS)
- Provide Support Staff
- Incentives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,131,338.84	390,400.70	390,400.70
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff
Amount	156,947.00	293,734.74	293,734.75
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff
Amount	579,728.63	297,127.89	297,127.89
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff
Amount	43,975.00	98,000.00	98,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Support Staff Supplies	4000-4999: Books And Supplies Support Staff Supplies	4000-4999: Books And Supplies Support Staff Supplies
Amount	100,000.00	290,345.42	290,345.42
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilities improvement	5000-5999: Services And Other Operating Expenditures Facilities improvement	5000-5999: Services And Other Operating Expenditures Facilities improvement

Amount	24,200.00	43,500.00	43,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Support Staff Operating Expenditures	5000-5999: Services And Other Operating Expenditures PBIS, Restorative Practices, School Safety, CAASPP Incentive	5000-5999: Services And Other Operating Expenditures PBIS, Restorative Practices, School Safety, CAASPP Incentive
Amount	5,420.00	121,820.00	121,530.00, 530.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Support Staff	5800: Professional/Consulting Services And Operating Expenditures School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training	5800: Professional/Consulting Services And Operating Expenditures School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training
Amount	500,000.00	230,000.00	230,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Facility Maintenance (Repair & Paint MHS)	6000-6999: Capital Outlay Ag Farm	6000-6999: Capital Outlay Ag Farm
Amount		26,000.00	26,000.000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Alternative to Suspension contract	5800: Professional/Consulting Services And Operating Expenditures Alternative to Suspension contract

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Browning Road Elementary, Kern Avenue Elementary, Horizon Elementary and McFarland Middle School

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G2. 2

Continue to provide student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools

- McFarland Youth Performing Arts After School (MYPAAS)
- Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS)
- After School Programs

2018-19 Actions/Services

G2. 2

Continue to provide additional student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools

- McFarland Youth Performing Arts After School (MYPAAS)
- Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS)
- After School Programs

2019-20 Actions/Services

G2. 2

Continue to provide additional student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools

- McFarland Youth Performing Arts After School (MYPAAS)
- Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS)
- After School Programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,607.00	12,984.00	13,373.52
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries McFarland Youth Performing Arts After School (MYPAAS)	1000-1999: Certificated Personnel Salaries McFarland Youth Performing Arts After School (MYPAAS)	1000-1999: Certificated Personnel Salaries McFarland Youth Performing Arts After School (MYPAAS)
Amount	6,573.15	2,538.00	2,947.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits McFarland Youth Performing Arts After School (MYPAAS)	3000-3999: Employee Benefits McFarland Youth Performing Arts After School (MYPAAS)	3000-3999: Employee Benefits McFarland Youth Performing Arts After School (MYPAAS)
Amount	34,900.00	10,000.00	10,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student enrichment supplies	4000-4999: Books And Supplies Student enrichment supplies-- MYPASS	4000-4999: Books And Supplies Student enrichment supplies-- MYPASS
Amount		25,000.00	25,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies CHAMPS Materials	4000-4999: Books And Supplies CHAMPS Materials
Amount	2,000.00		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Parent Leadership: extended learning for children	Moved to Goal 3, Action 4	Moved to Goal 3, Action 4

Amount	900.00		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Parent Leadership: extended learning for children	Moved to Goal 3, Action 4	Moved to Goal 3, Action 4
Amount		10,000.00	10,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures CHAMPS Field Trips	5000-5999: Services And Other Operating Expenditures CHAMPS Field Trips

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland Middle School and McFarland High School

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

G2. 3	G2. 3	G2. 3
Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety.	Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety principally directed toward our unduplicated students.	Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety principally directed toward our unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	90,347.00	217,449.00	217,449.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Campus Supervisor and SAS	2000-2999: Classified Personnel Salaries Campus Supervisor and SASI	2000-2999: Classified Personnel Salaries Campus Supervisor and SASI
Amount	40,656.15	141,508.88	141,508.88
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Campus Supervisor and SASI	3000-3999: Employee Benefits Campus Supervisor and SASI	3000-3999: Employee Benefits Campus Supervisor and SASI

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

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

Location(s):

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

English Learners Foster Youth Low Income	Schoolwide	Specific Schools: McFarland High School, San Joaquin High School and McFarland Independent School
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Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

G2. 4
Continue to provide research based academic support that build toward college and career readiness to increase student achievement.

2018-19 Actions/Services

G2. 4
Moved to Goal 1, Action 6 pg. 84

2019-20 Actions/Services

G2. 4
Moved to Goal 1, Action 6 pg. 84

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies College and career readiness supplies	Moved to Goal 1, Action 6 pg. 84	Moved to Goal 1, Action 6 pg. 84
Amount	3,000.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies AVID supplies & materials	Moved to Goal 1, Action 6 pg. 84	Moved to Goal 1, Action 6 pg. 84

Amount	15,000.00		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries AVID Support	Moved to Goal 1, Action 6 pg. 84	Moved to Goal 1, Action 6 pg. 84
Amount	6,750.00		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits AVID Support	Moved to Goal 1, Action 6 pg. 84	Moved to Goal 1, Action 6 pg. 84

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G2. 5

2018-19 Actions/Services

G2. 5

2019-20 Actions/Services

G2. 5

Provide additional support for core curriculum to meet student needs academically and socially.	Moved to Goal 1, Action 3 pg. 76	Moved to Goal 1, Action 3 pg. 76
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities	Moved to Goal 1, Action 3 pg. 76	Moved to Goal 1, Action 3 pg. 76
Amount	4,500.00		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Extended Learning Opportunities	Moved to Goal 1, Action 3 pg. 76	Moved to Goal 1, Action 3 pg. 76
Amount	10,000.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Supplies & Materials	Moved to Goal 1, Action 3 pg. 76	Moved to Goal 1, Action 3 pg. 76
Amount	4,166.67		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Library books for KA/BR/HE/MMS/MHS	Moved to Goal 1, Action 3 pg. 76	Moved to Goal 1, Action 3 pg. 76

Amount	20,000.00	0.00	
Source	Supplemental and Concentration	Supplemental and Concentration	
Budget Reference	4000-4999: Books And Supplies Physical Education supplies & materials	4000-4999: Books And Supplies Purchased in 2017-18	

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide
Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

G2. 6

Continue to provide additional support for our English Language Learners to increase student achievement.

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

New Action

2018-19 Actions/Services

G2. 6

Moved to Goal 1, Action 8 pg. 89

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

New Action

2019-20 Actions/Services

G2. 6

Moved to Goal 1, Action 8 pg. 89

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,728.44		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC		
Amount	3,477.80		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits English Learner Resource Teacher Stipend		

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland High School

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G2. 7

Maintain Band and Color Guard course at our high school to promote a safe and welcoming environment where students attend and are connected to their schools

2018-19 Actions/Services

G2. 7

Maintain supplemental Band and Color Guard course at our high school to promote a safe and welcoming environment where students attend and are connected to their schools

2019-20 Actions/Services

G2. 7

Maintain supplemental Band and Color Guard course at our high school to promote a safe and welcoming environment where students attend and are connected to their schools

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,666.67	20,000.00	20,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Band & Color Guard supplies & materials	4000-4999: Books And Supplies Band & Color Guard supplies & materials	4000-4999: Books And Supplies Band & Color Guard supplies & materials
Amount	6,233.34	10,000.00	10,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Band & Color Guard	5000-5999: Services And Other Operating Expenditures Band & Color Guard	5000-5999: Services And Other Operating Expenditures Band & Color Guard
Amount		107,281.00	107,281.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Band Teacher	1000-1999: Certificated Personnel Salaries Band Teacher
Amount		58,994.00	58,944.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Band Teacher	3000-3999: Employee Benefits Band Teacher

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students with special educational needs
[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

G2. 8

Continue to provide enrichment for our Special Education Students in all grades to promote a safe and welcoming environment where students attend and are connected to their schools

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

Modified Action

2018-19 Actions/Services

G2. 8

Moved to Goal 1, Action 6 pg. 84

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

Modified Action

2019-20 Actions/Services

G2. 8

Moved to Goal 1, Action 6 pg. 84

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,000.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Special Education supplies & materials		

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G2. 9

Continue to provide enrichment courses to support students academically and socially.

2018-19 Actions/Services

G2. 9

Continue to provide additional enrichment courses and extracurricular activities to

2019-20 Actions/Services

G2. 9

Continue to provide additional enrichment courses to support students academically and socially.

support students academically and socially.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	41,200.00		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School	Moved to Title I Funding	Moved to Title I Funding
Amount	5,150.00		
Source	Supplemental and Concentration		
Budget Reference	2000-2999: Classified Personnel Salaries Summer School	Moved to Title I Funding	Moved to Title I Funding
Amount	20,857.50		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Summer School	Moved to Title I	
Amount	123,100.00	82,153.00	82,153.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Athletic Stipend	2000-2999: Classified Personnel Salaries Athletic Stipend	2000-2999: Classified Personnel Salaries Athletic Stipend
Amount	55,395.00	38,534.21	38,534.21
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Athletic Stipend	3000-3999: Employee Benefits Athletic Stipend	3000-3999: Employee Benefits Athletic Stipend

Amount	87,765.00	218,389.00	218,389.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Athletic supplies	4000-4999: Books And Supplies Athletic supplies	4000-4999: Books And Supplies Athletic supplies
Amount	153,885.00	166,532.00	166,532.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Athletic transportation	5000-5999: Services And Other Operating Expenditures Athletic transportation	5000-5999: Services And Other Operating Expenditures Athletic transportation
Amount	62,000.00	77,000.00	77,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Athletic Trainer & safety	5800: Professional/Consulting Services And Operating Expenditures Athletic Trainer & safety, training	5800: Professional/Consulting Services And Operating Expenditures Athletic Trainer & safety, training
Amount		83,744.00	83,744.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Athletic Stipends	1000-1999: Certificated Personnel Salaries Athletic Stipends
Amount		6,000.00	6,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies HES Chorus	4000-4999: Books And Supplies HES Chorus
Amount		125,000.00	125,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5000-5999: Services And Other Operating Expenditures Field Trips	5000-5999: Services And Other Operating Expenditures Field Trips

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

Engage parents and families to support student success in school by building community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

We serve approximately 3,521 students in Transitional Kindergarten - 12th grade with 90.75% identified as unduplicated students. In order to achieve the district goals for ALL students, as well as reach more rigorous goals for the identified high need student groups, there is a need for continued support to engage parents and families to support student success in school based on our state and local assessment measures, the LCAP Survey data results and LCAP Stakeholder Meetings from the following items:

- AVID Parent Meetings at McFarland Middle School
- Family Literacy Nights at elementary sites
- Newsletters at all school sites
- Autodial message system at all school sites
- Provide parent leadership training
- Implement California Healthy Kids Survey

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3-Parent Involvement (A) Efforts to seek parent input in making	2016-17	2017-18 1. Maintain District English Language	2018-19 1. Maintain District English Language	2019-20 1. Maintain District English Language

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
decisions for district and school sites	1. Host District English Language Advisory Committee: 7 2. Host LCAP Meeting MUSD Staff: 4 Parents, Students & Community Members: 4 3. Participation in LCAP Survey <ul style="list-style-type: none"> • Parents: 189 • Staff: 100 • Students: 411 	Advisory Committee Meetings at 7 2. Maintain LCAP Meetings MUSD Staff: 4 Parents, Students & Community Members: 4 3. Maintain participation in LCAP Survey <ul style="list-style-type: none"> • Parents: 189 • Staff: 100 • Students: 411 	Advisory Committee Meetings at 7 2. Maintain LCAP Meetings MUSD Staff: 4 Parents, Students & Community Members: 4 3. Maintain participation in LCAP Survey <ul style="list-style-type: none"> • Parents: 189 • Staff: 100 • Students: 411 	Advisory Committee Meetings at 7 2. Maintain LCAP Meetings MUSD Staff: 4 Parents, Students & Community Members: 4 3. Maintain participation in LCAP Survey <ul style="list-style-type: none"> • Parents: 189 • Staff: 100 • Students: 411
Priority 3-Parent Involvement (B) How district promotes participation of parents for unduplicated pupils	2016-17 1. Semesterly District/Site Newsletter 2. Semesterly Parent Leadership Training	2017-18 1. Maintain Semesterly District/Site Newsletter 2. Maintain Semesterly Parent Leadership Training	2018-19 1. Maintain Semesterly District/Site Newsletter 2. Maintain Semesterly Parent Leadership Training	2019-20 1. Maintain Semesterly District/Site Newsletter 2. Maintain Semesterly Parent Leadership Training
Priority 3-Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs	2016-17 1. Advanced notice for IEP Meetings at all sites 2. Ability for parents to reschedule IEP Meeting to meet the needs of parents schedule	2017-18 1. Maintain advanced notice for IEP Meetings at all sites 2. Maintain ability for parents to reschedule IEP Meeting to meet the	2018-19 1. Maintain advanced notice for IEP Meetings at all sites 2. Maintain ability for parents to reschedule IEP Meeting to meet the	2019-20 1. Maintain advanced notice for IEP Meetings at all sites 2. Maintain ability for parents to reschedule IEP Meeting to meet the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		needs of parents schedule	needs of parents schedule	needs of parents schedule

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

2017-18 Actions/Services

G3. 1

Continue to provide opportunities for stakeholder participation

2018-19 Actions/Services

G3. 1

Continue to provide additional opportunities for stakeholder participation

2019-20 Actions/Services

Continue to provide additional opportunities for stakeholder participation
DELAC Meetings
ELAC Meetings

DELAC Meetings
 ELAC Meetings
 Open House
 Parent Teacher Conference
 Back to School Night
 Quarterly LCAP Meetings
 Various services from Family Resource Center

DELAC Meetings
 ELAC Meetings
 Open House
 Parent Teacher Conference
 Back to School Night
 Quarterly LCAP Meetings
 Various services from Family Resource Center

Open House
 Parent Teacher Conference
 Back to School Night
 Quarterly LCAP Meetings
 Various services from Family Resource Center

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	34,257.00		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Support Staff	Moved to Goal 1, Action 8 pg. 113	
Amount	14,607.00		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries MYPAAS	Moved to Goal 2, Action 2 pg. 113	
Amount	21,988.80		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Support Staff	Moved to Goal 1, Action 8 pg. 113	
Amount	10,000.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Supplies & Materials	Moved to Goal 1, Action 8 pg. 113	

Amount	9,900.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies MYPAAS Supplies & Materials	Moved to Goal 2, Action 2 pg. 104	
Amount	3,775.00	7,500.00	7,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Child Welfare and Attendance supplies & materials	4000-4999: Books And Supplies Child Welfare and Attendance supplies & materials	4000-4999: Books And Supplies Child Welfare and Attendance supplies & materials
Amount	5,000.00	2,000.00	2,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference expenditures	5000-5999: Services And Other Operating Expenditures Conference expenditures	5000-5999: Services And Other Operating Expenditures Conference expenditures
Amount	100.00	100.00	100.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Child Welfare and Attendance	5000-5999: Services And Other Operating Expenditures Child Welfare and Attendance	5000-5999: Services And Other Operating Expenditures Child Welfare and Attendance
Amount	200.00	400.00	400.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Child Welfare and Attendance	5800: Professional/Consulting Services And Operating Expenditures Child Welfare and Attendance	5800: Professional/Consulting Services And Operating Expenditures Child Welfare and Attendance

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3. 2

Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships.

2018-19 Actions/Services

G3. 2

Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.

2019-20 Actions/Services

G3. 2

Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	555.00	5,000.00	5,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Family Resource Center	4000-4999: Books And Supplies Family Resource Center	4000-4999: Books And Supplies Family Resource Center

Amount	500.00	1000.00	1000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Family Resource Center	5000-5999: Services And Other Operating Expenditures Family Resource Center	5000-5999: Services And Other Operating Expenditures Family Resource Center
Amount	555.00	555.00	1000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Family Resource Center	5800: Professional/Consulting Services And Operating Expenditures Family Resource Center	5800: Professional/Consulting Services And Operating Expenditures Family Resource Center
Amount		71,373.56	73,514.77
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		2000-2999: Classified Personnel Salaries Family Resource Staff	2000-2999: Classified Personnel Salaries Family Resource Staff
Amount		41,874.57	43,130.77
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Family Resource Staff	3000-3999: Employee Benefits Family Resource Staff
Amount		88,353.00	91,003.59
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Academic Coach	1000-1999: Certificated Personnel Salaries Academic Coach
Amount		34,971.33	34,971.33
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Academic Coach	3000-3999: Employee Benefits Academic Coach

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3. 3

Continue to provide additional support for core curriculum to increase student achievement to build parent, family and community partnerships.

2018-19 Actions/Services

G3. 3

Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.

2019-20 Actions/Services

G3. 3

Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,166.67		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Library books	Moved to Goal 1, Action 3	
Amount		20,000.00	20,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies Parent Nights	4000-4999: Books And Supplies Parent Nights

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Kern Avenue Elementary,
Browning Road School Elementary &
Horizon Elementary

Actions/Services

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

Modified Action

2017-18 Actions/Services

G3. 4

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

Modified Action

2018-19 Actions/Services

G3. 4

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

Modified Action

2019-20 Actions/Services

G3. 4

Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.

Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.

Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	1,000.00	1,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Institute for Quality Education (PIQE)	4000-4999: Books And Supplies Parenting Partners	4000-4999: Books And Supplies Parenting Partners
Amount	24,700.00		
Source	Supplemental and Concentration		
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Institute for Quality Education (PIQE)	Parenting Partners funded via Prop 47 Grant	Parenting Partners funded via Prop 47 Grant
Amount		2,000.00	2,000.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		1000-1999: Certificated Personnel Salaries Stipend for staff facilitators - Parenting Partners	1000-1999: Certificated Personnel Salaries Stipend for staff facilitators - Parenting Partners
Amount		977.35	1006.67
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits Stipend for staff facilitators - Parenting Partners	3000-3999: Employee Benefits Stipend for staff facilitators - Parenting Partners

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland High School

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3. 5

Continue to provide band and color guard course at our high school to build parent, family and community partnerships.

2018-19 Actions/Services

G3. 5

Moved to Goal 2, Action 7

2019-20 Actions/Services

G3. 5

Moved to Goal 2, Action 7

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,666.67		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Band & Color Guard		
Amount	6,233.34		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures Band & Color Guard		

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: Students with special educational needs
[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
G3. 6 Continue to provide enrichment for our Special Education Students in all grades to build parent, family and community partnerships.	G3. 6 Moved to Goal 2, Action 9	G3. 6 Moved to Goal 2, Action 9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies Special Olympics supplies & materials		

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3. 7

Provide additional support for our English Language Learners to increase student achievement and build parent, family and community partnerships.

2018-19 Actions/Services

G3. 7

Moved to Goal 1, Action 8

2019-20 Actions/Services

G3. 7

Moved to Goal 1, Action 8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,728.44		
Source	Supplemental and Concentration		
Budget Reference	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC		
Amount	3,477.80		
Source	Supplemental and Concentration		
Budget Reference	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC		

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland High School,
San Joaquin High School and McFarland
Independence School

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3. 8

Provide research based academic support
that build toward college and career
readiness to increase student
achievement and build parent, family and
community partnerships

2018-19 Actions/Services

G3. 8

Moved to Goal 1, Action 6

2019-20 Actions/Services

G3. 8

Moved to Goal 1, Action 6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00		
Source	Supplemental and Concentration		
Budget Reference	4000-4999: Books And Supplies AVID		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$10,268,642.00

Percentage to Increase or Improve Services

36.70%

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).

McFarland Unified School District is utilizing Local Control Funding Formula supplemental and concentration funds to best meet the needs of English Learners, low income, foster youth district-wide and school-wide as all requests in expending funds go through an approval process through the Educational Services and Business Department in ensuring that funds are spent to benefit these subgroups of students, as detailed in 5 CCR 15496(a)(7).

Local Control Funding Formula supplemental and concentration funds expended will be used in the following ways based on research which is in direct response from Stakeholder Engagement Meetings/Surveys.

LEA-wide:

- Collaboration time to meet in professional learning communities to address the needs of our unduplicated pupils.
- Additional support staff to support students academically, emotionally and socially.
- Implementation of McFarland Unified School District 1:1 initiative to support college and career readiness.
- Additional library books to support students in reading and writing.
- School Resource Officer
- Marriage and Family Therapist

School-wide:

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).

- Implementing Positive Behavior Interventions and Strategies (PBIS) at all elementary and our middle school to provide behavior interventions to students to decrease the amount of suspensions.
- Provide McFarland Middle School and McFarland High School support in maintaining Advanced Via Individual Determination (AVID) courses.
- Provide all high schools on-line program to meet a-g and credit recovery requirements for a broad course of study.
- Maintain Pathways at McFarland High School to support college and career readiness.
- Provide opportunities for our 5th grade students to attend Camp K.E.E.P. at all elementary sites.
- Provide extra-curricula opportunities at McFarland Middle School (Robotics & Engineering Academy, Revolution K12 and Whitebox).
- Provide band and color guard course at McFarland High School.
- -Provide extra-curricula opportunities at all elementary sites and McFarland Middle School (McFarland Youth Performing Arts After School (MYPAAS) & Creating Healthy Alternative Merging Physical Activity & Support Strategies (CHAMPS)).
- Provide materials and supplies for our weight room at McFarland High School.
- Provide parent leadership meeting at all our elementary sites to support parent/family engagement.
- AG Science Pathway at MHS.
- Computer Science Pathway at MHS.
- Fab Lab at Browning Road and MMS.
- MakerSpace at Browning Road, Horizon, and MMS.
- STEAM resources (materials, Project Lead the Way, professional development) at Browning Road.

Based on supporting research, experience, and educational theory, McFarland Unified School District has determined these actions described in our Local Control Accountability Plan (LCAP) are the most effective use of funds to meet the district's goals for unduplicated pupils and has established processes to ensure that supplemental and concentration funds are utilized in a manner which benefits the intended student subgroups.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$9,119,655.00	34.36%

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).

McFarland Unified School District is utilizing Local Control Funding Formula supplemental and concentration funds to best meet the needs of English Learners, low income, foster youth district-wide and school-wide as all requests in expending funds go through an approval process through the Educational Services and Business Department in ensuring that funds are spent to benefit these subgroups of students, as detailed in 5 CCR 15496(a)(7).

Local Control Funding Formula supplemental and concentration funds expended will be used in the following ways based on research which is in direct response from Stakeholder Engagement Meetings/Surveys.

LEA-wide:

- Collaboration time to meet in professional learning communities to address the needs of our unduplicated pupils.
- Additional support staff to support students academically, emotionally and socially.
- Implementation of McFarland Unified School District 1:1 initiative to support college and career readiness.
- Additional library books to support students in reading and writing.

School-wide:

- Implementing Positive Behavior Interventions and Strategies (PBIS) at all elementary and our middle school to provide behavior interventions to students to decrease the amount of suspensions.
- Provide McFarland Middle School and McFarland High School support in maintaining Advanced Via Individual Determination (AVID) courses.

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).

- Provide all high schools on-line program to meet a-g and credit recovery requirements for a broad course of study.
- Maintain Pathways at McFarland High School to support college and career readiness.
- Provide opportunities for our 5th grade students to attend Camp K.E.E.P. at all elementary sites.
- Provide extra-curricula opportunities at McFarland Middle School (Robotics & Engineering Academy, Revolution K12 and Whitebox).
- Provide band and color guard course at McFarland High School.
- -Provide extra-curricula opportunities at all elementary sites and McFarland Middle School (McFarland Youth Performing Arts After School (MYPAAS) & Creating Healthy Alternative Merging Physical Activity & Support Strategies (CHAMPS)).
- Provide materials and supplies for our weight room at McFarland High School.
- Provide parent leadership meeting at all our elementary sites to support parent/family engagement.

Based on supporting research, experience, and educational theory, McFarland Unified School District has determined these actions described in our Local Control Accountability Plan (LCAP) are the most effective use of funds to meet the district's goals for unduplicated pupils and has established processes to ensure that supplemental and concentration funds are utilized in a manner which benefits the intended student subgroups.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
 - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

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