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

2017-20 Plan Summary

The Story

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

2017-2020 Plan Summary

It is the McKittrick Elementary School District's goal to assist all of the students in developing the skills necessary to adapt to their environment, for the purpose of becoming productive, contributing members of an ever-changing global community. The McKittrick Elementary School District is located on the far western side of Kern County in an extremely rural area. McKittrick serves a population group that is slightly diverse. McKittrick Elementary School District's student population is 99% English speaking with 1% RFEP students, 31% of McKittrick's students have been classified low income. 7% of the students receive SLI services, 3% receive SLD services and less than 1% receive services for a disability of OHI. The ethnic breakdown of McKittrick Elementary School District is 19% Hispanic, and 81% non-Hispanic. The district is a single site district that serves 77 students Kindergarten through 8th grade. The district employs four regular education combo classroom teachers 1st - 8th, a kindergarten teacher, and an RSP Teacher. The 1/2, 3/4, 5/6 combo classrooms teachers have the assistance of a 3.5-hour paraprofessional in the mornings for Math and ELA. The district also employs a 1/5 FTE music teacher and 1/5 FTE school psychologist. The school district's buildings are located 40 miles west of downtown Bakersfield where highways 33 and 58 converge. McKittrick Elementary School's graduates traditionally attend Taft Union School District. Taft High is located 18 miles to the south-east in Taft California. Traditionally McKittrick elementary school students do very well academically and athletically.

Through analysis of state and local data and input from staff and stakeholders, we identified various focus areas that will be addressed. Our vision includes the following: "To challenge each student to reach his or her full intellectual, creative and physical potential, by giving them the basic skills that they need for success in high school, college and beyond. We want our students to leave our school with the ability and desire to learn about any subject in which they may be interested. At McKittrick Elementary School we will provide every student with a safe, orderly, caring, and well-disciplined

learning environment. Additionally, we will offer a fully integrated curriculum, and incorporate both academics and a rich, hands-on learning process, that provide our students with both intellectual and practical knowledge." Based on this process, the actions and services in the LCAP fell into the following areas of influence:

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

LCAP Highlights

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

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

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

Review of Performance

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

Greatest Progress

The district introduced a perfect attendance lunch with the principal. Lunch with the principal has generated a lot of excitement. Students can earn lunch with the principal each quarter. Perfect attendance over the course of the school year for McKittrick Elementary was as follows:
- First quarter: 43% of the students had perfect attendance.
- Second quarter: 33% of students had perfect attendance.
- Third quarter: 44% of the students had perfect attendance.
- Fourth quarter: 35% of the students had perfect attendance.

McKittrick had seven students that did not miss a single day over the course of the entire school year. Twelve students only missed a single day all year.

As per the CA Dashboard for Fall 2017 (constituting data from the 2016-17 school year), McKittrick saw a slight decrease in their SBAC scores when compared to the 2015- 16 school year (Spring 2017 CA Dashboard). ELA scores decreased slightly by 1.18%. 41% of the students scored Standard met or exceeded in ELA. Math scores decreased slightly by 1.91%. This year 49.09% of the students scored Standard Met, or Standard Exceeded in math. McKittrick Plans to continue the actions and services this coming school year in order to improve and increase services for our students.

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 LEA has not received a "Not Met" or "Not Met for Two or More Years" rating. The LEA has determined that no significant changes are needed based on a review of local performance indicators. Small school district's face a unique challenge in that even slight increases or decreases in the percentage of students meeting or exceeding standard can denote a dramatic change within the CA Dashboards. Suspension Rate and English Language Arts were both in the Orange Performance Category for the Fall 2017 Dashboard. While no students were suspended in 2015-16, four students were suspended in 2016-17. As noted above, a 1.18% decrease in ELA outcomes equated to an orange performance level.

McKittrick Elementary School needs to implement new state-mandated science and history curriculum. We will continue to train teachers based on individual needs in order to better address the unique needs of our students and to ensure that student outcomes increase consistently.

In addressing our suspension rate, McKittrick's unduplicated students need more access to positive role models that can provide an environment which supports academic success. The students also need high interest, activity-rich learning activities to stimulate well-rounded learning.

McKittrick Elementary School needs more stakeholder and parental input in making decisions for the District. As per community stakeholder feedback, it was determined that the district needs to continue to make a greater effort to reach out to our senior citizen and digitally challenged community members.

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

While McKittrick had no state indicators for which any student group was two or more performance levels below the "all student" performance, we recognize that the Suspension Rate Indicator for our White Subgroup was Red. Three of our four suspensions for 2016-17 were of white students. As stated above, we will focus on a positive learning environment and in further training all staff in best

practices around redirecting problem behavior and working to meet the social emotional needs of our students.

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

McKittrick Elementary School has no ELL Students and no foster youth. McKittrick Elementary School will continue to offer Low-Income students additional access to the curriculum through the use of after school tutoring and summer school. The response to after school tutoring has been tremendous. The program needs to add qualified personnel to build capacity to assist more students. The numbers of summer school students needs to increase so an additional class can be added.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$2,526,190.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$78,850.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

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

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$166,328

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2a: Implementation of State Standards: Priority 2b: Implementation of State Standards and ELD standards for our English Learners:	2a 100% of the McKittrick teachers have implemented Common Core State Standards in math as measured by classroom observation. 2a 100% of the McKittrick teachers have implemented Common Core State Standards on ELA as measured by classroom observation. 2b McKittrick has no ELL Students as measured from enrollment data. 2b All core content is accessible to students with disabilities as measured by a survey of IEP Data. LOCAL: 100% of the Teachers were trained in the use of the new ELA curriculum and required common core standards as measured by a review of payroll data. 75% of the Instructional Aides were trained in the use of the new ELA curriculum and required common core standards as measured by a review of payroll data. 100% of the Teachers were trained in the use of technology to support student learning in the ELA curriculum as measured by a review of payroll data.

Expected	Actual
17-18 Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas. 100% of the teachers will implement the Common Core State Standards in Math. 90% of the teachers will implement the Common Core State Standards in ELA. Priority 2b: Implementation of State Standards and ELD standards for our English Learners: McKittrick Elementary School has no ELL Students. All core content will remain accessible to students with disabilities. LOCAL By December 2017 100% of the instructional staff will be trained in the implementation the use of new state standards and the new ELA curriculum. By December 2017, Staff will receive training to assist in the utilization of best practices in the use of technology to support student learning in the core curriculum. By June 2018 75 % of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum. By June 2018 90% of the staff will review available standardized writing curriculum.	75% of the Instructional Aides were trained in the use of technology to support student learning in the ELA curriculum as measured by a review of payroll data. 100% of the Teachers feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum as measured by a survey. 75% of the Instructional Aides they have better than a basic understanding of best practice methods of embedding technology in the core curriculum as measured by a survey. 100% of the teachers reviewed available standardized writing curriculum as verified by review of staff meeting agenda April 4th, 2018. No decision was made about the implementation of a standardized writing program at this time.

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

1.1 Train the staff. One day follow-up training in the new ELA Curriculum and Common Core Mastery.	1.1 The instructional staff was trained in the new ELA Curriculum. The training was a one-day follow-up training designed specifically dive deeper into the use of the systems technology. It also covered differentiation of instruction to better meet the needs of the unduplicated student.	Hire a consultant to assist the staff in the implementation of the new ELA Curriculum and Common Core Mastery. Also, Hire a consultant to cover new online grading system. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $3000.00	McGraw Hill Consultant 5800: Professional/Consulting Services And Operating Expenditures Property Tax $2500.00
		Teacher pay. 1000-1999: Certificated Personnel Salaries Property Tax $3000.00	Certificated Inservice Salaries 1000-1999: Certificated Personnel Salaries Property Tax $1800.00
		Instructional aide pay. 2000-2999: Classified Personnel Salaries Property Tax $1500.00	Instructional Aide Inservice Salaries 2000-2999: Classified Personnel Salaries Property Tax $573.00
		Supplies 4000-4999: Books And Supplies Property Tax $1000.00	Books & Supplies 4000-4999: Books And Supplies Property Tax $127.60

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.2 Staff training in the area of utilizing technology to assist in the differentiation of instructional strategies to support student learning in core curriculum during one day October 2017.	1.2 The staff received training in cross-grade articulation of ELA and Math. Technology and differentiation were covered during the morning of the October 16th in-service training.	Hire a consultant to conduct training in the area of differentiated instructional strategies and technology to support our unduplicated student learning. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $2000.00	Consultant scheduled to conduct training in the area of differentiated instructional strategies and technology to support our unduplicated student learning was not able to attend. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $0.00
		Teacher pay. 1000-1999: Certificated Personnel Salaries Property Tax $1500.00	Certificated Inservice Salaries 1000-1999: Certificated Personnel Salaries Property Tax $1800.00

		Instructional aide pay. 2000-2999: Classified Personnel Salaries Property Tax $2000.00	Instructional Aide Inservice Salaries 2000-2999: Classified Personnel Salaries Property Tax $660.00
		Supplies 1000-1999: Certificated Personnel Salaries Property Tax $500.00	Books & Supplies 4000-4999: Books And Supplies Property Tax $150.00
		Administrator 1000-1999: Certificated Personnel Salaries Property Tax 600.00	Administrator Time 1000-1999: Certificated Personnel Salaries Property Tax $580.00

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.

1.1 The one day follow up in-service training was highly effective. The staff received a total of four days of in-service from a McGraw-Hill certified trainer. The first three days of training occured after the instructional school year ended in June of 2017, and were included under last year's LCAP.   The fourth day took place on October 16, 2018, during a district in-service day. The in-service was designed to give the instructional staff a few months to teach the "Wonders" program in the classroom, and then be able to follow up with more in-depth training that allowed them to ask practical questions based on their classroom experiences.   The staff was asked to submit questions that represented areas of concern or frustration to the presenter. The presenter then crafted a presentation to meet the individual needs of each staff member. The morning meeting was broken into two parts. First, a deeper dive into technology, while the second part covered questions that were shared by all the staff. The afternoon was individualized to the teacher's specific needs. The presenter used a lecture method, modeling, and individual coaching to cater to each teacher's preferred learning style.

1.2 This in-service was planned to be a webinar before school started for Wonders ELA Curriculum. The training did not take place because the presenter/scheduler was hospitalized a week before the presentation. With a week lead time, there was no time to schedule a replacement presenter. The staff met and discussed the need for articulation through the grades and the use of new technology in the new ELA / Common Core.

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

1.1 The district delayed the implementation of the ELA curriculum by one year from 2016-17 to the 2017-18 school year to give the district more time between the implementation of new math and ELA curriculum.   The district was using the last adoption of ELA for the 2016-17 school year. The instructional staff attempted to incorporate the new standards into the "Open Court" curriculum, however, this approach did not measure up to district expectations. During the CAASPP testing for 2016-17, the district experienced a drop in scores. Preliminary results show that the full implementation of the new ELA curriculum has assisted the district's efforts and scores should turn around for the 2018-19 school year.   Based on the sneak preview of this years CAASPP scores the ELA in-services are deemed to be highly effective.

1.2 Was effective despite the illness of the presenter. The staff needed time to articulate across the grade levels. The lack of cross-grade articulation was identified by the staff as an area of need. The makeup session for the missed training has been scheduled for the 2018-19 School year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 The estimate for the initial budget was too high. The budget also included expenses for staff that were not able to attend.

1.2 The district's budget was high because a trainer was ill and did not attend the training via Web-X.   The budget also factored in a 3% raise but the budget year did not allow for a raise during the 2017-18 school year. An instructional staff member was unable to attend the training.   The consultant was hired to train the McKittrick staff in the use of the new online grading program but the actual training date was pushed to the fall of the 2018-19 school year so the information would be fresh on the staff's mind.

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.

1.1 The ELA curriculum introduction plan was designed to take three days in June after the 2016-17 school year concluded. The plan was modified because of feedback from the instructional staff during the three-day training evaluation. The staff requested that a fourth day face to face training be added to revisit the ELA implementation. Taking three days for training in June and adding a day in October allowed the presenter to incorporate the utilization of technology and differentiation of instruction into the June 7th training. This freed up the October in service to be a personalized day to respond to all to staff questions. It worked well because of the difficulties with the one-day web-x in August.

1.2 The illness of the August presenter was unavoidable and the quality of the in-service suffered because of the absence.

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator PRIORITY 1 BASIC SERVICES: Priority 1A: Basic Services: Teachers credentialed and appropriately placed: Priority 1B: Basic Services Access to curriculum Priority 1C: Services Facilities: PRIORITY 4 PUPIL ACHIEVEMENT: Priority 4A: Pupil Achievement: State Assessments: Priority 4B: Pupil Achievement API-N/A Priority 4C: Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs:	PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: Maintain 100% teacher "Personal Records." misassignments: 0 1B: Instructional materials: Maintain 100% Compliance on Williams "Williams Report." 1C: FIT: Maintain good/exemplary mark on good/exemplary "FIT Report." PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: 2016-17 ELA 42% Met/Exceeded MATH 49.9% Met/Exceeded 4B: API Growth: NA

Expected

Priority 4D: Pupil Achievement: Percentage of EL pupils making progress toward English proficiency:

Priority 4E: Pupil Achievement: English Learner reclassification rate:

Priority 4F: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher:

Priority 4G: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):

PRIORITY 5 PUPIL ENGAGEMENT:
Priority 5A: Pupil Engagement: School Attendance Rates:

Priority 5B: Pupil Engagement: Chronic absenteeism Rate:

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

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

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

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

Priority 6B: Pupil Expulsion Rate:

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

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

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

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

PRIORITY 8: OTHER PUPIL OUTCOMES:

Actual

4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (Elementary district)

4D: 100% of EL pupils made progress towards Eng proficiency as measured by CELDT/LPAC.
McKittrick Elementary School had 1 ELL student "Enrollment Data"

4E: Reclassification rates: 100% "ELPAC Tesing Data"

4F: % passed AP exam with 3 or higher: N/A (elementary district)

4G: EAP Passage: NA (elementary district)

PRIORITY 5 PUPIL ENGAGEMENT:
5A: School attendance rate: 96%

5B: Chronic Absenteeism Rate: 3.5%

5C: Middle School Dropout Rate: Maintian 0.0%

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

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

PRIORITY 6 SCHOOL CLIMATE:
6A: Pupil suspension rate. Maintain less than 06% "District Discipline Data"

6B: Pupil expulsion rate: Maintian 0% "District Discipline Data"

6C: School Safety and Contentedness:
100% of the parents that completed the online survey feel their students are "Very safe at school. "Spring 2018 Stakeholder Survey"

100% of the students that complete the online survey feel "Very Safe inside at school. "Spring 2018 Student Survey"

11% of the students that completed the survey do not feel safe in the hallways and restrooms. "Spring 2018 student Survey"

85% of the students that completed the survey feel that they are a part of the school. "Spring 2018 Student Survey"

5% of the students that completed the survey wish they went to a different school. "Spring 2018 Student Survey"

Physical Fitness Testing 5th & 8th Grades.
Core strength as measured by the number of sit-ups aka Curl-Ups completed in one minute.

17-18
PRIORITY 1 BASIC SERVICES:
1A: HQT/Teacher rate:100% teacher misassignments: 0

1B: Instructional materials:100% Compliance on Williams

1C: FIT: 100% Good/exemplary marks FIT Report

PRIORITY 4 PUPIL ACHIEVEMENT:
4A: Statewide SBAC test results:
ELA 40% Met/Exceeded
MATH   49% Met/Exceeded

4B: API Growth: NA

4C: 0% of pupils completed sequences to UC, CSU,
or Technical ED NA (elementary district)

4D: 0% of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data

4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data

4F: 0% passed AP exam with 3 or higher: N/A (elementary district)

4G: EAP Passage: NA (elementary district)

PRIORITY 5 PUPIL ENGAGEMENT:
5A: School attendance rate: 96%

5B: Chronic Absenteeism Rate: .10%

5C: Middle School Dropout Rate: 00%

A single student that completed the survey does not feel respected by the adults that work at the school.
"Spring 2018 Student Survey"

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

7B: Programs and services served 100% of unduplicated pupils: "District Enrollment/Attendance Data"

7C: Programs and services serve 100% of individuals with exceptional needs: "District IEP Records"

PRIORITY 8: OTHER PUPIL OUTCOMES:
Physical Fitness Testing 5th & 8th Grades. 2017-18
Core strength as measured by the number of sit-ups aka Curl-Ups completed in one minute.

McKittrick 5th-grade female students averaged 28 Sit-ups / Curl-Ups,
McKittrick 8th-grade female students averaged 41 Sit-ups / Curl-Ups.
"District Physical Fitness Data"

McKittrick students 5th-grade male students averaged 36 Sit-ups / Curl-Ups,
McKittrick students 7th-grade male students averaged 47 Sit-ups / Curl -Ups.
"District Physical Fitness Data"

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

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

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

6B: Pupil expulsion rate: Maintian 0%

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

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

Students were surveyed about "if they feel part of the school"   85% of the students "YES they feel a part of the school".

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

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

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

PRIORITY 8: OTHER PUPIL OUTCOMES:
McKittrick 5th-grade female students will average 27 Sit-ups / Curl -Ups

McKittrick 8th -grade female students will average 47 Sit-ups / Curl -Ups.

McKittrick students 5th-grade male students will average 36 Sit-ups / Curl -Ups

McKittrick students8th -grade male students will average 41 Sit-ups / Curl -Ups.

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
2.1 McKittrick will offer one hour of after school tutoring four days per week, and one half hour of lunch time tutoring five times per week. The target audience is the unduplicated students.	2.1 McKittrick provided 126 hours of after-school tutoring and 69.5 hours of lunchtime tutoring. The after-school program had 239 student contacts over 126 hours. 77% of the student contacts were unduplicated students. The lunchtime tutoring was provided for thirty minutes per day for a total of 69.5 hours.	Teacher Pay 1000-1999: Certificated Personnel Salaries Supplemental $7,000.00	Certificated Salary - After School Tutoring 1000-1999: Certificated Personnel Salaries Supplemental $9109.80
		Aide Pay 2000-2999: Classified Personnel Salaries Property Tax $3,500.00	Classified Salary - Lunch Time Tutoring 2000-2999: Classified Personnel Salaries Property Tax $2380.50

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 McKittrick will offer summer school to all district students in grades 1st-8th. The target audience will be the district's unduplicated students.	2.2 McKittrick offered summer school to all of its 70 students in grades 1st-8th. The summer school ran from June 8th-29th. The hours were 8:00 a.m.-12:00 p.m. The principally direct audience was the district's 23 unduplicated students. This years attendance represented 57% of the district's total unduplicated students. The focus of summer school was to make learning fun. The students were challenged with hands-on, project-based learning opportunities.	Teacher Pay for Summer School 1000-1999: Certificated Personnel Salaries Property Tax $6500.00	Two Teachers' Stipends, Administrator 1000-1999: Certificated Personnel Salaries Property Tax $7500.00
		Transportation for Summer School 5000-5999: Services And Other Operating Expenditures Property Tax $5500.00	Transportation: School to Home for In-District Students and Field Trips 5000-5999: Services And Other Operating Expenditures Property Tax $1245.50
		Support Personal Pay for Summer School 2000-2999: Classified Personnel Salaries Property Tax $3000.00	Classified Salaries: Bus Driver, Maint., Life Guards 2000-2999: Classified Personnel Salaries Property Tax $2263.00
		Field Trips for Summer School 4000-4999: Books And Supplies Property Tax $1500.00	Field Trips: CA Science Center, Movies & Ravine Water Park 5000-5999: Services And Other

			Operating Expenditures Property Tax $1249.90
		Breakfast Program Summer School 4000-4999: Books And Supplies Property Tax $2000.00	Summer School Meals: Breakfast & Field Trips 4000-4999: Books And Supplies Property Tax $1796.37

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.

2.1 The district hired one of McKittrick elementary school's current teachers to provide one hour of after-school tutoring Monday through Thursday for the 2017-18 school year. A letter was sent home to all of the McKittrick Elementary School Parents outlining the goals of the after-school tutoring program.

2.2 The district hired two of McKittrick elementary school's current teachers to provide instruction to thirty-four summer school students in grades 1st - 8th. Of the thirty-four students that attended summer school, thirteen were unduplicated students. Classes met Monday - Thursday from 8 am to 12 PM for the month of June.   The district also hired three lifeguards for one hour per day Mon- Thur. to cover the daily physical fitness time for the purpose of developing student's core strength. Of those thirteen students, only seven rode the bus that the district provided.

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

1.1 The district's after-school tutoring program was highly successful.   The district exceeded the principally targeted number of unduplicated students.

The after-school tutoring program was able to meet a one-hundred and twenty-six times. In that time the afterschool tutoring program had two hundred and thirty-nine student contacts during the school year and one hundred and eighty-five of them were unduplicated students. 100% of the students that attended after-school tutoring were promoted to the next grade level.

2.1 The district's summer school was highly successful. The district exceeded the principally targeted number of unduplicated students.

Forty-nine percent or thirty-four of the sixty-nine district's K-7 students attended summer school. The two highly qualified veteran teachers presented a high-interest curriculum that was rich in hands-on activities. The hands-on/high-interest curriculumn kept the attendance high. The summer school attendance was eighty-eight percent. This percentage includes two students that were only able to attend the first week of summer school. Of the thirty-four students that attended summer school, thirteen were unduplicated and they attended ninety-one percent of the time.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.1 The budget was based on tutoring happening four days per week for 36 weeks.   If students did not sign up for tutoring on a given day the district did not hold tutoring for that day. The district also did not hold tutoring if the teacher had a conflict between tutoring an IEPs. This year the district had more days when students requested to come to tutoring. More attendance caused the tutor's salary to go over budget by $2000.00 or thirty hours compared to the 2016-17 school year.

2.1 The budget for summer school included growth. The district anticipated adding a third teacher if the requests for summer school exceeded forty students.   Requests were made by thirty-four students for summer school. This number put the McKittrick summer school six students below the cap. Also, the field trips that are held every Thursday of summer school were less expensive than estimated. The bus driver's time and bus expense were less than estimated less because a second bus run was not needed. The high milage northern route was unnecessary because no students from that run requested to come to summer school.

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

The district will exclude the 8th graders from summer school budgeting because they are enrolled in summer school at Taft Union High School, which prevents them from attending McKittrick's program.

The transportation cost of summer school will be reduced because of the current small population living in the are of the second bus run area.

The expense of after-school tutoring will decrease slightly because the district will utilize a highly qualified instructional aide to do the after-school tutoring. The teacher currently doing after-school tutoring wanted to take a break.

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

3. Engagement:
McKittrick Elementary will increase stakeholder engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3A: Parental Involvement: Efforts to seek parent input in making decisions for district and sites. Priority 3B: Parental Involvement: District promotes participation of parents of unduplicated students: Priority 3C: Parental Involvement: District promotes participation of parents of students with exceptional needs: **17-18** 3) Parental Involvement: A: McKittrick Elementary school will continue to hold seven daytime parent meetings.	3) Parental Involvement: A: McKittrick Elementary school held seven daytime parent meetings. McKittrick Elementary school held 1-night time parent meeting. McKittrick Elementary school held 12 evening community meetings. McKittrick Elementary school administered one online parent survey through "Survey Monkey." McKittrick Elementary school administered one online student survey was conducted through "Survey Monkey." McKittrick hosted a fall and winter community evening event to give parents and community members access to staff and administration. B: McKittrick Elementary school invited 100% unduplicated student's parents to the end of the year LCAP Meeting.

Expected	Actual
McKittrick Elementary school will continue to hold 1-night time parent meeting.	McKittrick hosted a fall and winter community evening event to give parents of unduplicated students access to staff and administration.
McKittrick Elementary school will continue to hold 11 evening community meetings.	
McKittrick Elementary school will continue to administer one online parent survey through "Survey Monkey."	C. McKittrick Elementary school invited 100% of the parents of students with special needs to the EVENING LCAP Meeting.
McKittrick Elementary school will continue to administer one online student survey was conducted through "Survey Monkey."	McKittrick Elementary school invited100% of the parents of students with special needs to their students IEPs.
McKittrick will continue to host a fall and winter community evening event to give parents and community members access to staff and administration.	McKittrick hosted a fall and winter community evening event to give parents of special needs students access to staff and administration.
B: McKittrick Elementary school will continue to invite 100% unduplicated student's parents to the end of the year LCAP Meeting.	
McKittrick will continue to host a fall and winter community evening event to give parents of unduplicated students access to staff and administration.	
C. McKittrick Elementary school will continue to invite 100% parents of students with special needs to the end of the year LCAP Meeting.	
McKittrick Elementary school will continue to invite100% of the parents of students with special needs to their students IEPs.	
McKittrick will continue to host a fall and winter community evening event to give parents of special needs students access to staff and administration.	

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Hold stakeholder meetings. Offer at least one in the evening.	3.1 The district hosted twelve evening stakeholder meetings that were in conjunction with district trustee meetings. The district hosted one evening meeting that was exclusively for LCAP.	Hold stakeholder meetings. Hold at least one in the evening. 4000-4999: Books And Supplies Property Tax $1500.00	Books & Supplies 4000-4999: Books And Supplies Property Tax $500.00
		Classified Salary 2000-2999: Classified Personnel Salaries Property Tax $500.00	Classified Salaries: Set Up, Clean Up 2000-2999: Classified Personnel Salaries Property Tax $420.00
		Stipend for Teacher to conduct Parent meetings. 1000-1999: Certificated Personnel Salaries Property Tax $500.00	Certificated Salaries 1000-1999: Certificated Personnel Salaries Property Tax $500.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.2 Conduct a minimum of one online survey per year.	3.2 The district conducted two online surveys in January of 2018.	Conduct online survey. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $600.00	Survey Monkey 5800: Professional/Consulting Services And Operating Expenditures Property Tax $360.00
		Staff create and conduct Survey 1000-1999: Certificated Personnel Salaries Property Tax $1000.00	Certificated Salary: Time to Create & Conduct Surveys 1000-1999: Certificated Personnel Salaries Property Tax $1150.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Host a fall social event to get unduplicated and special needs parents on campus.	3.3 The district hosted a fall social event on October 30, 2017.	Conduct a fall social event to get unduplicated and special needs parents on campus. 4000-4999: Books And Supplies Property Tax $3000.00	Bounce Houses ($1705.50), Lights ($209.18), Haunted House ($501) 4000-4999: Books And Supplies Property Tax $2415.68
		Overtime for custodians. 2000-2999: Classified Personnel Salaries Property Tax $1000.00	Classified Salaries: Mant. & Cust. Set Up, During & Clean Up 2000-

| | | | 2999: Classified Personnel Salaries Property Tax $764.20 |
| | | Overtime for Administrator 1000-1999: Certificated Personnel Salaries Property Tax $500.00 | Administrator Time 1000-1999: Certificated Personnel Salaries Property Tax $580.00 |

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Host a winter social event that showcases the use of fine arts, with the goal of getting more parents of unduplicated and special needs students onto the campus.	3.4 The district hosted a winter social event on campus on December 21, 2017.	Host a winter event that includes singing and acting to get more unduplicated and special needs parents on campus. Music Teacher Salary 1000-1999: Certificated Personnel Salaries Property Tax $15,000.00	Music Teacher's Salary 1000-1999: Certificated Personnel Salaries Property Tax $11,496.25
		Overtime for custodians. 2000-2999: Classified Personnel Salaries Property Tax $1000.00	Maint. & Custodial Set Up & Clean Up 2000-2999: Classified Personnel Salaries Property Tax $902.91
		Overtime for Administrator 2000-2999: Classified Personnel Salaries Property Tax $500.00	Administrator Time 1000-1999: Certificated Personnel Salaries Property Tax $580.00

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.

3.1 The district hosted twelve evening stakeholder meetings. The meetings were held in conjunction with district's monthly trustee meetings the second Tuesday each month. The district held seven daytime meetings held in conjunction with parent's club meetings. The district hosted one evening meeting that was exclusively for LCAP on 2/18/2018 from 6pm-8pm. There were eighteen parents and a couple of community members in attendance. The data collected from all of the parent/stakeholder meetings drove the LCAP's goal development and refinement.

3.2 The district conducted two online surveys in January of 2018. One for stakeholders and the other for students.   The data collected also assisted with the development and refinement of the LCAP's goals.

3.3 The district hosted a fall social event on October 30, 2017. The purpose of the fall social is to get all of the parents on campus in a non-threatening fun way. The main goal is to attract unduplicated and special needs parents to just come on to the campus.

3.4 The district hosted a winter social event that showcased the use of fine arts at McKittrick Elementary School.   With the goal of getting more unduplicated and special needs parents on campus. The district hired a .25 FTE music teacher. Music class is held every Tuesday. The five classroom teachers develop 15-18 minute holiday-themed plays for their classes. The production is traditionally held the Thursday before Christmas break.

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

Goal 3.1 The event was effective. The big take away was the parent's wanted to know if the current number of emergency drills were adequate to ensure campus safety. A long discussion took place weighing frightening the students compared to preparing the students. The perimeter fence's height was also discussed.

Goal 3.2 The event was effective. The student survey had 54 students respond out of 77 possible. The parent survey had 24 parents respond, The parents responded favorably to the school's

Goal 3.3 The event was highly effective. The event drew students, parents and community members. The event had around one thousand people in attendance.   Between 500-1000 people attended depending on the year and the economy.

Goal 3.4 The event was highly effective. December 21, 2017. 99% of the McKittrick student population attended the winter social event, and 100% of the unduplicated students attended. The auditorium was standing room only. The evening ended with a visit from Santa Clause, he gave a small goody bag to each of the children.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.1 There was no real difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.2 There was no real difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.3 There was no real difference between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3.4 There was no real difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal 3.1 will remain the same and continue forward. A method of determining actual participation for all groups will need to be explored and developed for next year.

Goal 3.2 will remain the same and continue forward to include the development of an incentive to get a higher rate of participation out of the students and stakeholders.

Goal 3.3 will remain the same and continue forward. A procedure to measure the actual participation of all groups will need to be explored and developed for next year.

Goal 3.4 will remain the same and continue forward.   A procedure to measure the actual participation of all groups will need to be explored and developed for next year.

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?

1. An online parent survey was administered through 'Survey Monkey" The survey was open from 2/5/2018 through 6/1/2018. Parents were notified through the Friday notice sent home with every student, through the Parent's Club Facebook Page, and messages were sent via the school notification system. The survey received 24 responses.

2. An online student survey was administered through 'Survey Monkey" The survey was open from 2/5/2018 through 6/1/2018. Students were given the survey in their regular classrooms. The survey received 54responses.

3. Met with parents to update them about our process towards meeting the students needs. Discussions included strengths and areas of improvement for the schools on; 1/25, 5/18 2 Times during the day. 2/18 During the Evening (1) Time

4. Teacher and staff input towards meeting the student's needs was gathered during staff meetings that were held on; 9/6, 10/4, 11/1,12/6, 1/17, 2/7, 3/7, 4/4, 5/2. (9) Times. LCAP is a permanent agenda item in all staff Meetings.

5. The Superintendent added time to the monthly trustees meeting agenda to solicit input and report progress to public and the trustees No questions or comments required written response from the Superintendent. 8/9, 9/14,10/10,11/14,12/12,1/6, 2/13,3/20,4/17,5/18,6/26, 6/27 (12) Times

6. The district held an evening fall social event on campus. (Harvest Carnival) The superintendent spoke with stakeholders about district goals and solicited feedback. 10/30/2017

7. The district held a evening winter social event on campus. (Christmas Musical Program)The superintendent spoke with stakeholders about district goals and solicited feedback. 12/21/2017

8. The district held an afternoon social event on campus. (1st Semester Awards Program) The superintendent spoke with stakeholders about district goals and solicited feedback.01/25/2018

9. The district held a lunch time social event targeting mother's and grandmothers. Event was held on campus for parents of students in Kindergarten through the second grade. A lite lunch was provided. 95% of the students in Kindergarten through second grade were represented by a parent or grandparent. 5/11/2018

10. The district held an afternoon social event on campus. (2nd Semester Awards Program) The superintendent spoke with stakeholders about 2018 LCAP and obtain feedback. 06/01/2017

11. McKittrick has no collective bargaining units for certificated or classified staff.

12. The district held an Evening LCAP meeting on campus in the library. An invitation was sent to every parent through the Friday notice and a notice was posted at the McKittrick Post Office. 02/18/2018

13. Final Public Hearing . Shared the final LCAP with the School Board and the public. 6/13/2017

14. Budget Meeting, School board took public comment and voted to approve the plan. 6/14 /2017

Impact on LCAP and Annual Update

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

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

1,2,3,4 McKittrick elementary school needs to continue offering summer a summer school program to 1st- 4th graders.

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

1,2,3,4 McKittrick elementary school needs to continue to offer a summer school program to 5th - 8th graders.

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

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

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

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

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

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

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

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

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

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

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

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

After school tutoring needs to grow.

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

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

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

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

The district will continue to offer the social outreach events.

The district will wait one full year between the purchase of new core curriculum.

The district will conduct an evening LCAP meeting in the spring of 2019

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

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

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

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

Parents voiced concern that the rigors of meeting the new standards appears to be eating up the time within the school day for high interest / hands on style learning activities. I.e. Field trips and vocational education related activities.

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

McKittrick Elementary school needs to implement new state mandated curriculum. The current curriculum is not totally aligned to Common Core State Standards based on administrative observation.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2a: Implementation of State Standards:	Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas. 100% of the teachers have implemented Common Core State Standards in Math.	Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas. 100% of the teachers have implemented Common Core State Standards in Math.	Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas. 100% of the teachers have implemented Common Core State Standards in Math.	Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas. 100% of the teachers have implemented Common Core State Standards in Math.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2b: Implementation of State Standards and ELD standards for our English Learners:	90% of the teachers have implemented Common Core State Standards in ELA.

Priority 2b: Implementation of State Standards and ELD standards for our English Learners:

McKittrick Elementary School has no ELL Students.

All core content is accessible to students with disabilities. | 90% of the teachers have implemented Common Core State Standards in ELA.

Priority 2b: Implementation of State Standards and ELD standards for our English Learners:

McKittrick Elementary School has no ELL Students.

All core content will remain accessible to students with disabilities.

LOCAL
By December 2017 100% of the instructional staff will be trained to implement the use new state standards and the new ELA curriculum.

By December 2017, Staff will receive training to assist in the utilization of best practices in the use of technology to | 95% of the teachers have implemented Common Core State Standards in ELA.

Priority 2b: Implementation of State Standards and ELD standards for our English Learners:

McKittrick Elementary School has no ELL Students.

All core content will remain accessible to students with disabilities.

LOCAL
By December 2018 100% of the instructional staff will be trained to implement the use of a new student grading program.

By August 2019, Staff will receive training to assist in the utilization of best practices in the use of technology to support | 100% of the teachers have implemented Common Core State Standards in ELA.

Priority 2b: Implementation of State Standards and ELD standards for our English Learners:

McKittrick Elementary School has no ELL Students.

All core content will remain accessible to students with disabilities.

LOCAL
By December 2019 90% of the instructional staff will be trained to implement the use of new history curriculum.

By August 2020, Staff will receive training to assist in the utilization of best practices in the use technology to support |

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		support student learning in the core curriculum. By June 2018 75 % of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum. By June 2018 100% of the staff will review available standardized writing curriculum.	student learning in core the curriculum. By June 2019 90 % of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum.	student learning in the core curriculum. By June 2020 95% of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum.

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)

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

All
[Add Students to be Served selection here]

All Schools
Specific Schools: McKittrick Elementary School
Specific Grade Spans: K-8
[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)

| [Add Students to be Served selection here] | [Add Scope of Services selection here] | Specific Grade Spans: K-8
[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	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Train the staff. One day follow-up training in the new ELA Curriculum and Common Core Mastery.	1.1 Staff training in the area of utilizing technology best practices strategies to support student learning in core curriculum. Three days in July 31st, Aug 1st & 2nd 2018	1.1 Train the staff. Three days of training in the use of new History Curriculum and Standards Mastery.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000.00	$2,000.00	$10,000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to assist the staff in the implementation of the new ELA Curriculum and Common Core Mastery. Also, Hire a consultant to cover new online grading system.	5800: Professional/Consulting Services And Operating Expenditures Teachers will attend an ED Tech Summit before school starts. The goal of attending is to infuse more technology into the classroom. This activity is principally directed towards the district's unduplicated students.	5800: Professional/Consulting Services And Operating Expenditures Hire consultant to introduce and train the staff in the use of new History curriculum and Standards Mastery.
Amount	3,000.00	$4,500.00	$4,000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher pay.	1000-1999: Certificated Personnel Salaries Teacher pay.	1000-1999: Certificated Personnel Salaries Teacher pay

Amount	$1,500.00	$750.00	$2,500.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Instructional aide pay.	4000-4999: Books And Supplies Books and Materials for EdTech	2000-2999: Classified Personnel Salaries Instructional aide pay
Amount	$1,000.00	$750.00	$1,000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	4000-4999: Books And Supplies Supplies	5000-5999: Services And Other Operating Expenditures Travel Expense for staff to the conference	4000-4999: Books And Supplies Supplies

Action 2

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

Students to be Served: (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)	**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)
Low Income	LEA-wide	All Schools Specific Schools: McKittrick Elementary School

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

1.2 Staff training in the area of utilizing technology to assist in the differentiation of instructional strategies to support student learning in core curriculum One day October 2017	1.2 Instructional staff will be trained in research based methods of assisting the struggling reader principally directed to meeting the needs of unduplicated students. This training will take place in March 18th 2019.	1.2 Staff training in the area differentiated instruction in Math and ELA . Two days in August of 2019 principally directed to meeting the needs of unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000.00	$3,500.00	$5000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to conduct training in the area of differentiated instructional strategies and technology to support our unduplicated student learning.	5800: Professional/Consulting Services And Operating Expenditures Hire a consultant to conduct a training for the staff. The focus will be primarily directed towards the district's unduplicated student that are reading below grade level.	5800: Professional/Consulting Services And Operating Expenditures Hire two consultants to conduct training in the area of math and ELA to give the staff a refresher training in the best practices of differentiated instruction within Go Math curriculum and Wonders curriculum.
Amount	$1,500.00	$1,800.00	$2,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher pay.	1000-1999: Certificated Personnel Salaries Teacher pay	1000-1999: Certificated Personnel Salaries Teacher pay
Amount	$2,000.00	$2500.00	$2,800.00
Source	Supplemental	Supplemental	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Instructional aide pay.	1000-1999: Certificated Personnel Salaries Instructional aide pay.	2000-2999: Classified Personnel Salaries Instructional aide pay

Amount	$500.00	$300.00	$1000.00
Source	Supplemental	Supplemental	Property Tax
Budget Reference	4000-4999: Books And Supplies Supplies	4000-4999: Books And Supplies Meals for inservice	4000-4999: Books And Supplies Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

PRIORITY 1-8: McKittrick Elementary School District is prone to exaggerated swings of data. It can appear to be good and bad depending upon the year. It is due to McKittrick's small student population and rural location than pure student performance. Ways to more accurately report reliable data needs to be found.

PRIORITY 4 Pupil Achievement is the perfect example. 2014-15 ELA 36% Math 41%, 2015-16 ELA 44% Math 51%, 2016-17 ELA 42% Math 52%, 2017-18 ELA 60% Math 70%

PRIORITY5b Chronic Absenteeism Rate of 10% appears to be high this year at McKittrick.   Because of some factors that plague small school districts this number is not as bad as it appears. This year two students were absent for extended periods due to illness. This coupled with a drop in overall enrollment from 85 students in
2016-17 to 79 students in the current year at McKittrick exaggerates the percentage. The 10% number that makes up the chronic label is comprised of only nine students

PRIORITY 6A Pupil Suspension Rate: of 5% appears to be high this year at McKittrick.   Going from 0% suspension for the years 2011-12, 2012,13, 2013,14, 2014,15, 2015,16 to four suspensions in 2016-17 and then five in 2017-18. If this is viewed over a seven-year average this years problem could look like an overall strength.

PRIORITY 1B: BASIC SERVICES ACCESS TO CURRICULUM: McKittrick's unduplicated students need more access to positive role models that can provide an environment that supports academic success. https://www.expandedschools.org/blog/evidence-afterschool-and-expanded-learning#sthash.k3VbTWtk.dpbs

PRIORITY 5:   PUPIL ENGAGEMENT: McKittrick's unduplicated students need high interest, activity-rich learning activities to stimulate well-rounded learning. http://educationnext.org/the-educational-value-of-field-trips/

PRIORITY 8:   OTHER PUPIL OUTCOMES: Student's in the 5th and 7th grades need to strengthen their core strength.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PRIORITY 1 BASIC SERVICES: Priority 1A: Basic Services: Teachers credentialed and appropriately placed: Priority 1B: Basic Services Access to curriculum Priority 1C: Services Facilities:	PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: 100% teacher misassignments: 0 1B: Instructional materials: 100% Compliance on Williams 1C: FIT: Good/exemplary PRIORITY 4 PUPIL ACHIEVEMENT:	PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate:100% teacher misassignments: 0 1B: Instructional materials:100% Compliance on Williams 1C: FIT: 100% Good/exemplary marks FIT Report PRIORITY 4 PUPIL ACHIEVEMENT:	PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: Maintain 100% teacher misassignments: 0 1B: Instructional materials: Maintain 100% Compliance on Williams 1C: FIT: Maintain Good/exemplary marks on FIT Report	PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: Maintain100% teacher misassignments: 0 1B: Instructional materials: Maintain 100% Compliance on Williams 1C: FIT: Maintain Good/exemplary marks on FIT Report

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PRIORITY 4 PUPIL ACHIEVEMENT: Priority 4A: Pupil Achievement: State Assessments: Priority 4B: Pupil Achievement API-N/A Priority 4C: Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs: Priority 4D: Pupil Achievement: Percentage of EL pupils making progress toward English proficiency: Priority 4E: Pupil Achievement: English Learner reclassification rate: Priority 4F: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher: Priority 4G: Pupil Achievement:	4A: Statewide SBAC test results: ELA 40% Met/Exceeded MATH 49% Met/Exceeded 4B: API Growth: NA 4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district) 4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data 4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4F: % passed AP exam with 3 or higher: N/A (elementary district) 4G: EAP Passage: NA (elementary district)	4A: Statewide SBAC test results: ELA 40% Met/Exceeded MATH 49% Met/Exceeded 4B: API Growth: NA 4C: 0% of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district) 4D: 0% of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data 4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4F: 0% passed AP exam with 3 or higher: N/A (elementary district) 4G: EAP Passage: NA (elementary district)	PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 50% Met/Exceeded MATH 60% Met/Exceeded 4B: API Growth: NA 4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district) 4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data 4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4F: % passed AP exam with 3 or higher: N/A (elementary district)	PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 51% Met/Exceeded MATH 61% Met/Exceeded 4B: API Growth: NA 4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district) 4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data 4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4F: % passed AP exam with 3 or higher: N/A (elementary district)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other): PRIORITY 5 PUPIL ENGAGEMENT: Priority 5A: Pupil Engagement: School Attendance Rates: Priority 5B: Pupil Engagement: Chronic absenteeism Rate: Priority 5C: Pupil Engagement: Middle School dropout rate: Priority 5D: Pupil Engagement: High School dropout rate: Priority 5E: Pupil Engagement: High School graduation rate: PRIORITY 6 SCHOOL CLIMATE: Priority 6A: Pupil Suspension Rate: Priority 6B: Pupil Expulsion Rate:	PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: 96% 5B: Chronic Absenteeism Rate: .02% 5C: Middle School Dropout Rate: 0% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate .08% 6B: Pupil expulsion rate: 0 % 6C: School Safety and Contentedness: 95% of the parents that completed the online survey feel their students are "Very Safe at school.	PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: 96% 5B: Chronic Absenteeism Rate: .10% 5C: Middle School Dropout Rate: 00% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate. 05% 6B: Pupil expulsion rate: Maintian 0% 6C: School Safety and Contentedness: 90% of the parents that complete the online survey will feel their	4G: EAP Passage: NA (elementary district) PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: Maintain greater than 95% 5B: Chronic Absenteeism Rate: Maintain less than .05% 5C: Middle School Dropout Rate: Maintian .02% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate . Maintian 05% 6B: Pupil expulsion rate: Maintian 0 % 6C: School Safety and Contentedness:	4G: EAP Passage: NA (elementary district) PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: Maintain greater than 95% 5B: Chronic Absenteeism Rate: Maintain less than .05% 5C: Middle School Dropout Rate: Maintian .02% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate .Maintian 05% 6B: Pupil expulsion rate: Maintian 0 % 6C: School Safety and Contentedness:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6C: Other local measures on a sense of safety and school connectedness: PRIORITY 7 COURSE ACCESS: Priority 7A: Course Access: Extent to which pupils have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: Priority 7B: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: Priority 7C: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils:	88% of the students that complete the online survey will feel their students are "Very Safe at school. No questions were asked about student connectedness to the school, but 80% of the students felt respected by their teachers. PRIORITY 7 COURSE ACCESS: 7A: Maintain 100% of students will have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: 7B: Programs and services serve 100% of unduplicated pupils: 7C: Programs and services serve 100% of individuals with exceptional needs:	students are "Very Safe at school. 85% of the students that complete the online survey will feel their students are "Very Safe at school. Students were surveyed about "if they feel part of the school" 85% of the students "YES they feel a part of the school". PRIORITY 7 COURSE ACCESS: 7A: 100% of students had access to a broad course of study that includes all subject areas described in Section 51210 and 51220: 7B: Programs and services were developed to serve 100% of unduplicated pupils: 7C: Programs and services were developed to serve 100% of individuals with exceptional needs:	Maintain 90% of the parents that complete the online survey will feel their students are "Very Safe at school. Maintain 85% of the students that complete the online survey will feel their students are "Very Safe at school. Maintain 85% of the Students surveyed will feel well connected to their school. PRIORITY 7 COURSE ACCESS: 7A: Maintain 100% of students have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: 7B: Maintain Programs and services are developed to serve 100% of unduplicated pupils: 7C: Maintain Programs and services are	Maintain 90% of the parents that complete the online survey will feel their students are "Very Safe at school. Maintain 85% of the students that complete the online survey will feel their students are "Very Safe at school. Maintain 85% of the Students surveyed will feel well connected to their school. PRIORITY 7 COURSE ACCESS: 7A: Maintain 100% of students have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: 7B: Maintain Programs and services are developed to serve 100% of unduplicated pupils: 7C: Maintain Programs and services are

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PRIORITY 8: OTHER PUPIL OUTCOMES: Physical Fitness Testing 5th & 8th Grades. Core strength as measured by the number of sit-ups aka Curl-Ups completed in one minute.	PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students averaged 26 Sit-ups / Curl -Ups McKittrick 8th -grade female students averaged 32 Sit-ups / Curl -Ups. McKittrick students 5th-grade male students averaged 24 Sit-ups / Curl -Ups McKittrick students8th -grade male students averaged 36 Sit-ups / Curl -Ups.	PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students will average 27 Sit-ups / Curl -Ups McKittrick 8th -grade female students will average 47 Sit-ups / Curl -Ups. McKittrick students 5th-grade male students will average 36 Sit-ups / Curl -Ups McKittrick students8th -grade male students will average 41 Sit-ups / Curl -Ups.	developed to serve 100% of individuals with exceptional needs: PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students will average 28 Sit-ups / Curl -Ups McKittrick 8th -grade female students will average 40 Sit-ups / Curl -Ups. McKittrick students 5th-grade male students will average 38 Sit-ups / Curl -Ups McKittrick students8th -grade male students will average 43 Sit-ups / Curl -Ups.	developed to serve 100% of individuals with exceptional needs: PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students will average 30 Sit-ups / Curl -Ups McKittrick 8th -grade female students will average 42 Sit-ups / Curl -Ups. McKittrick students 5th-grade male students will average 40 Sit-ups / Curl -Ups McKittrick students8th -grade male students will average 45 Sit-ups / Curl -Ups.

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)

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)

All Schools
Specific Schools: McKittrick Elementary School

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,000.00	$10,000.00	$13,500.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Pay	2000-2999: Classified Personnel Salaries After school Tutor Pay	2000-2999: Classified Personnel Salaries After school Tutor Pay

Amount	$3,500.00	$3,500.00	$3,500.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Aide Pay	2000-2999: Classified Personnel Salaries Aide Pay	2000-2999: Classified Personnel Salaries Aide Pay

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

Specific Schools: McKittrick Elementary School

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[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
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.2 McKittrick will offer summer school to all district students 1-8. The target audience will be the district's unduplicated students.	2.2 McKittrick will offer summer school to all district students 1-8. The focus of summer school is primarily directed towards unduplicated students.	2.2 McKittrick will offer summer school to all district students 1-8. The focus of summer school is primarily directed towards unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6500.00	$10,000.00	$11,000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Pay for Summer School	1000-1999: Certificated Personnel Salaries Teacher Pay for Summer School	1000-1999: Certificated Personnel Salaries Teacher Pay for Summer School
Amount	$5500.00	$6000.00	$6500.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation for Summer School	5000-5999: Services And Other Operating Expenditures Transportation for Summer School	5000-5999: Services And Other Operating Expenditures Transportation for Summer School
Amount	$3000.00	$1800.00	$1850.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Support Personal Pay for Summer School	2000-2999: Classified Personnel Salaries Support Personal Pay for Summer School	2000-2999: Classified Personnel Salaries Support Personal Pay for Summer School
Amount	$1500.00	$2000.00	$2500.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	4000-4999: Books And Supplies Field Trips for Summer School	4000-4999: Books And Supplies Field Trips for Summer School	4000-4999: Books And Supplies Field Trips for Summer School
Amount	$2000.00	$2200.00	$2500.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	4000-4999: Books And Supplies Breakfast Program Summer School	4000-4999: Books And Supplies Breakfast Program Summer School	4000-4999: Books And Supplies Breakfast Program Summer School

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 3

3. Engagement:
McKittrick Elementary will increase stakeholder engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

McKittrick Elementary School District needs to find ways to get more stakeholders involved in the LCAP process.

24 of the district's parents responded to the LCAP Survey Online. This represented less than 30% of McKittrick's student population.

14 parents showed up for the evening LCAP meeting. This represented This represented less than 20% of McKittrick's student population.

2 community members showed up for the evening LCAP Meeting.

Parents and community members will attend social activities but do not attend meetings.

During one of the evening community meetings, it was requested that the school continue to attempt to better publicize school activities and meetings.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3A: Parental Involvement: Efforts to seek parent input in making decisions for district and sites	3) Parental Involvement: A: McKittrick Elementary school held 7 daytime parent meetings. McKittrick Elementary school held 1-night time parent meeting. McKittrick Elementary school held 11 evening community meetings. McKittrick Elementary school administered one online parent survey through 'Survey Monkey." The survey received 29 responses. McKittrick Elementary school administered one online student survey through 'Survey Monkey." The survey received 71 responses.	3) Parental Involvement: A: McKittrick Elementary school held 7 daytime parent meetings. McKittrick Elementary school held1-night time parent meeting. McKittrick Elementary school held 11 evening community meetings. McKittrick Elementary school administered one online parent survey through 'Survey Monkey." McKittrick Elementary school administered one online student survey through 'Survey Monkey."	3) Parental Involvement: A: McKittrick Elementary school will hold 3 daytime parent meetings. McKittrick Elementary school will hold 1-night time parent meeting. McKittrick Elementary school will hold 1 evening community meetings. McKittrick Elementary school will continue to administer one online parent survey through 'Survey Monkey." McKittrick Elementary school will continue to administer one online student survey through 'Survey Monkey."	3) Parental Involvement: A: McKittrick Elementary school will continue to hold 3 daytime parent meetings. McKittrick Elementary school will continue to hold 1-night time parent meeting. McKittrick Elementary school will continue to hold 1 evening community meetings. McKittrick Elementary school will continue to administer one online parent survey through 'Survey Monkey." McKittrick Elementary school will continue to administer one online student survey through 'Survey Monkey."
Priority 3B: Parental Involvement: District promotes participation of parents of unduplicated students:	McKittrick hosted a fall community evening event to give parents and community members access to staff and administration. It was well attended. 86% of the parents that	McKittrick hosted a fall community evening event to give parents and community members access to staff and administration. McKittrick hosted a winter community evening event to give	McKittrick will continue to host a fall and winter community evening event to give parents and community members access to staff and administration.	McKittrick will continue to host a fall and winter community evening event to give parents and community members access to staff and administration.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3C: Parental Involvement: District promotes participation of parents of students with exceptional needs:	completed the survey reported that they attended. McKittrick hosted a winter community evening event to give parents and community members access to staff and administration. 93% of the parents that completed the survey reported that they attended. B: McKittrick Elementary school invited 100% of the unduplicated student's parents to the end of the year LCAP Meeting. C. McKittrick Elementary school invited 100% of the parents of students with special needs to the end of the year LCAP Meeting. McKittrick Elementary school invited 100% of the parents of students	parents and community members access to staff and administration. B: McKittrick Elementary school invited 100% unduplicated student's parents to the end of the year LCAP Meeting. McKittrick hosted a fall evening event to give parents and community members access to staff and administration. McKittrick hosted a winter community evening event to give parents and community members access to staff and administration. C. McKittrick Elementary school invited 100% parents of students with special needs to the end of the year LCAP Meeting.	B: McKittrick Elementary school will continue to invite 100% unduplicated student's parents to the end of the year LCAP Meeting. McKittrick will continue to host a fall and winter community evening event to give parents of unduplicated students access to staff and administration. C. McKittrick Elementary school will continue to invite 100% parents of students with special needs to the end of the year LCAP Meeting. McKittrick Elementary school will continue to invite100% of the parents of students with special needs to their students IEPs.	B: McKittrick Elementary school will continue to invite 100% unduplicated student's parents to the end of the year LCAP Meeting. McKittrick will continue to host a fall and winter community evening event to give parents of unduplicated students access to staff and administration. C. McKittrick Elementary school will continue to invite 100% parents of students with special needs to the end of the year LCAP Meeting. McKittrick Elementary school will continue to invite100% of the parents of students with special needs to their students IEPs.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	with special needs to their students IEPs.	McKittrick Elementary school invited100% of the parents of students with special needs to their students IEPs. McKittrick Elementary school conducted one parent survey online during this school year. McKittrick hosted a fall community evening event to give parents of special needs students access to staff and administration. McKittrick hosted a winter community evening event to give parents of special needs students access to staff and administration.	McKittrick Elementary school will continue to conduct one parent survey online during this school year. McKittrick will continue to host a fall and winter community evening event to give parents of special needs students access to staff and administration.	McKittrick Elementary school will continue to conduct one parent survey online during this school year. McKittrick will continue to host a fall and winter community evening event to give parents of special needs students access to staff and administration.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[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
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 Hold stakeholder meetings. Hold at least one in the evening.	3.1 Hold three stakeholder meetings. One in the morning, one during the day and one in the evening.	3.1 Hold three stakeholder meetings. One in the morning, one during the day and one in the evening.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1500.00	$800.00	$1000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	4000-4999: Books And Supplies Hold stakeholder meetings. Hold at least one in the evening.	4000-4999: Books And Supplies Hold an evening stakeholder meetings	4000-4999: Books And Supplies Hold an evening stakeholder meetings
Amount	$500.00	$300.00	$400.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Classified Salary	1000-1999: Certificated Personnel Salaries Stipend to conduct a Parent meetings.	1000-1999: Certificated Personnel Salaries Stipend to conduct a Parent meetings.

Amount	$500.00	$150.00	$200.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Stipend for Teacher to conduct Parent meetings.	2000-2999: Classified Personnel Salaries Stipend to conduct a Parent meetings.	2000-2999: Classified Personnel Salaries Stipend to conduct a Parent meetings.

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)

All	All Schools Specific Schools: McKittrick Elementary School

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)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[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
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Conduct a minimum of one online survey per year.	3.2 Conduct one online survey.	3.2 Conduct one online survey.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$600.00	$700.00	$800.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Conduct online survey.	5800: Professional/Consulting Services And Operating Expenditures Conduct online survey.	5800: Professional/Consulting Services And Operating Expenditures Conduct online survey.
Amount	$1000.00	$1100.00	$1200.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Staff create and conduct Survey	1000-1999: Certificated Personnel Salaries Staff create and conduct Survey	1000-1999: Certificated Personnel Salaries Staff create and conduct Survey

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools
Specific Schools: McKittrick Elementary School

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)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$3000.00	$4000.00	$5000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	4000-4999: Books And Supplies Conduct a fall social event to get unduplicated and special needs parents on campus.	4000-4999: Books And Supplies Conduct a fall social event primarily directed towards unduplicated and special needs parents in an effort to get them on campus.	4000-4999: Books And Supplies Conduct a fall social event primarily directed towards unduplicated and special needs parents in an effort to get them on campus.
Amount	$1000.00	$1000.00	$1000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Overtime for custodians.	2000-2999: Classified Personnel Salaries Overtime for custodians.	2000-2999: Classified Personnel Salaries Overtime for custodians.
Amount	$500.00	$600.00	$700.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Overtime for Administrator	1000-1999: Certificated Personnel Salaries Overtime for Administrator	1000-1999: Certificated Personnel Salaries Overtime for Administrator

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools Specific Schools: McKittrick Elementary School

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)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[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
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.4 Host a winter social event that show cases the use of fine arts. With the goal of getting more unduplicated and special needs parents on campus.	3.4 Host a winter social event that show cases the use of fine arts. With the goal of getting more unduplicated and special needs parents on campus.	3.4 Host a winter social event that show cases the use of fine arts. With the goal of getting more unduplicated and special needs parents on campus.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000.00	$17,000.00	$18,000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	1000-1999: Certificated Personnel Salaries Host a winter event that includes singing and acting to get more unduplicated and special needs parents on campus.	1000-1999: Certificated Personnel Salaries Host a winter event that includes singing and acting for the primary purpose of getting more unduplicated and special needs parents on campus.	1000-1999: Certificated Personnel Salaries Host a winter event that includes singing and acting for the primary purpose of getting more unduplicated and special needs parents on campus.
Amount	$1000.00	$1000.00	$1000.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Overtime for custodians.	2000-2999: Classified Personnel Salaries Overtime for custodians.	2000-2999: Classified Personnel Salaries Overtime for custodians.

Amount	$500.00	$600.00	$700.00
Source	Property Tax	Property Tax	Property Tax
Budget Reference	2000-2999: Classified Personnel Salaries Overtime for Administrator	2000-2999: Classified Personnel Salaries Overtime for Administrator	2000-2999: Classified Personnel Salaries Overtime for Administrator

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$5955.00	4.16%

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).

McKittrick has exceeded the spending requirement for the unduplicated student population. Supplemental / Concentration Funds are estimated to be $5955.00. Funds budgeted for unduplicated students in the 2018-19 school year for McKittrick Elementary School district are $18,100.00. Funds budget for the entire LCAP is $75,350.00 this is why many of the activities are listed in the LCAP Plan are listed as school wide or LEA wide. McKittrick has chosen to design this plan to provide additional services to 100% of the student population not just certain targeted groups. Some of the additional services are primary directed to unduplicated students but every student is allowed to participate as long as the targeted groups are insured access.

The district is increasing services for the unduplicated pupils to 4.16%. The services listed below will increase/improve services to unduplicated students;

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

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

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

- Provide summer school opportunities to all McKittrick Students.

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).

http://educationnext.org/the-educational-value-of-field-trips/
- Provide opportunities for parent and stakeholder engagement.
- Teacher training on differentiated strategies and emerging technology.

https://www.edtechteam.com/pd/

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
$5083.00	3.60%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Because the district is only provided $375.25 per unduplicated student. The district has decided to take a targeted approach   The decision was made to principally target the school's unduplicated students with additional services, at the same time allowing non-unduplicated students to participate as capacity permits. McKittrick's 17-18 Supplemental expenditures for the unduplicated pupils are sufficient to meet the MYP requirement for the foreseeable future. The district is spending the funds in a targeted manner to support to the unduplicated pupils who represent less than 25% of the LEA population. The district will provide services that will increase unduplicated students access to the curriculum through the offering of an after-school program and summer school.

The district is increasing services for the unduplicated pupils by 4.16%. The services listed below will increase/improve services to unduplicated students;
- Research, adopt, and train teacher in implementing the new curriculum.
- Provide after-school tutoring that targets our unduplicated students. (Funded by supplemental and concentration dollars)

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

http://www.schoolturnaroundsupport.org/sites/default/files/resources/contentserve4r.pdf (An Investigation of an After School Math Tutoring Program)
- Provide summer school opportunities to all McKittrick Students.
- Provide opportunities for parent and stakeholder engagement.
- Teacher training on differentiated strategies and emerging technology.

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

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/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

    o 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	69,200.00	53,404.71	68,600.00	78,850.00	99,650.00	247,100.00
Property Tax	62,200.00	44,294.91	55,600.00	60,750.00	79,150.00	195,500.00
Supplemental	7,000.00	9,109.80	13,000.00	18,100.00	20,500.00	51,600.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	69,200.00	53,404.71	68,600.00	78,850.00	99,650.00	247,100.00
1000-1999: Certificated Personnel Salaries	36,100.00	35,096.05	35,000.00	37,800.00	37,300.00	110,100.00
2000-2999: Classified Personnel Salaries	13,000.00	7,963.61	13,000.00	18,050.00	27,050.00	58,100.00
4000-4999: Books And Supplies	9,000.00	4,989.65	9,500.00	10,050.00	13,000.00	32,550.00
5000-5999: Services And Other Operating Expenditures	5,500.00	2,495.40	5,500.00	6,750.00	6,500.00	18,750.00
5800: Professional/Consulting Services And Operating Expenditures	5,600.00	2,860.00	5,600.00	6,200.00	15,800.00	27,600.00

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

		2017-18 Annual Update Budgeted	2017-18 Annual Update Actual				
Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	69,200.00	53,404.71	68,600.00	78,850.00	99,650.00	247,100.00
1000-1999: Certificated Personnel Salaries	Property Tax	29,100.00	25,986.25	26,500.00	33,500.00	35,300.00	95,300.00
1000-1999: Certificated Personnel Salaries	Supplemental	7,000.00	9,109.80	8,500.00	4,300.00	2,000.00	14,800.00
2000-2999: Classified Personnel Salaries	Property Tax	13,000.00	7,963.61	11,000.00	8,050.00	13,550.00	32,600.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	2,000.00	10,000.00	13,500.00	25,500.00
4000-4999: Books And Supplies	Property Tax	9,000.00	4,989.65	9,000.00	9,750.00	13,000.00	31,750.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	500.00	300.00	0.00	800.00
5000-5999: Services And Other Operating Expenditures	Property Tax	5,500.00	2,495.40	5,500.00	6,750.00	6,500.00	18,750.00
5800: Professional/Consulting Services And Operating Expenditures	Property Tax	5,600.00	2,860.00	3,600.00	2,700.00	10,800.00	17,100.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	2,000.00	3,500.00	5,000.00	10,500.00

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

			Total Expenditures by Goal			
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	15,100.00	8,190.60	14,500.00	16,100.00	28,300.00	58,900.00
Goal 2	29,000.00	25,545.07	29,000.00	35,500.00	41,350.00	105,850.00
Goal 3	25,100.00	19,669.04	25,100.00	27,250.00	30,000.00	82,350.00

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