

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elk Hills Elementary School District

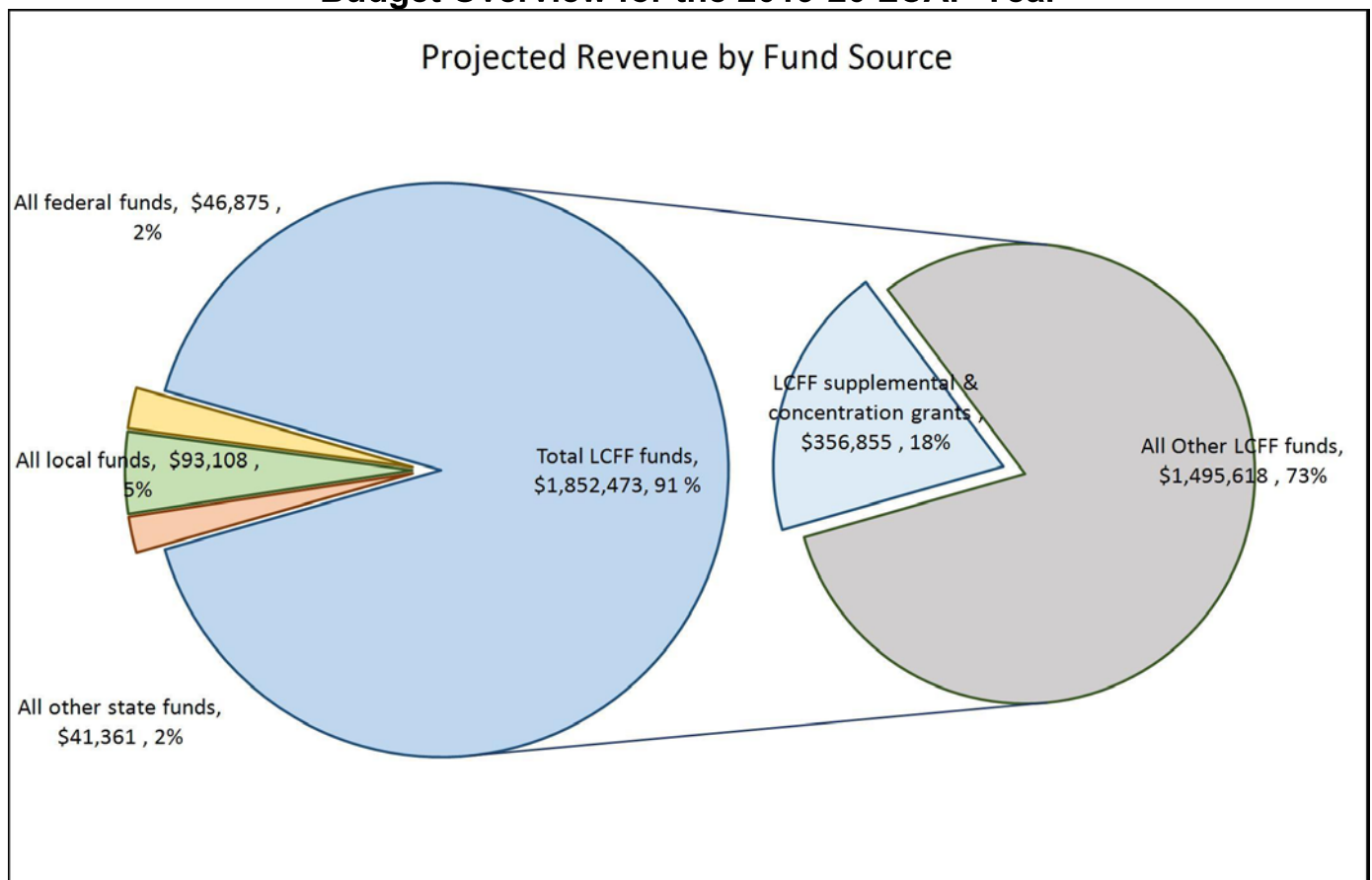
CDS Code: 15634466009450

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Ricardo Esquivel, Superintendent/Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

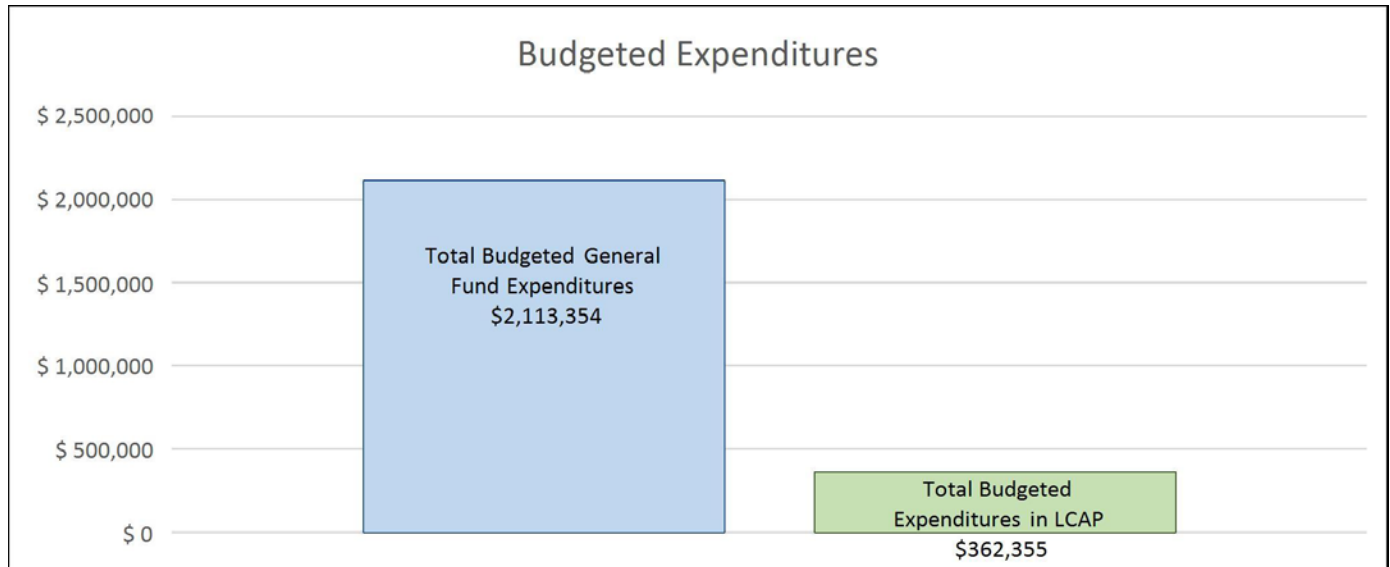


This chart shows the total general purpose revenue Elk Hills Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Elk Hills Elementary School District is \$2,033,817, of which \$1,852,473 is Local Control Funding Formula (LCFF), \$41,361 is other state funds, \$93,108 is local funds, and \$46,875 is federal funds. Of the \$1,852,473 in LCFF Funds, \$356,855 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Elk Hills Elementary School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Elk Hills Elementary School District plans to spend \$2,113,354 for the 2019-20 school year. Of that amount, \$362,355 is tied to actions/services in the LCAP and \$1,750,999 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

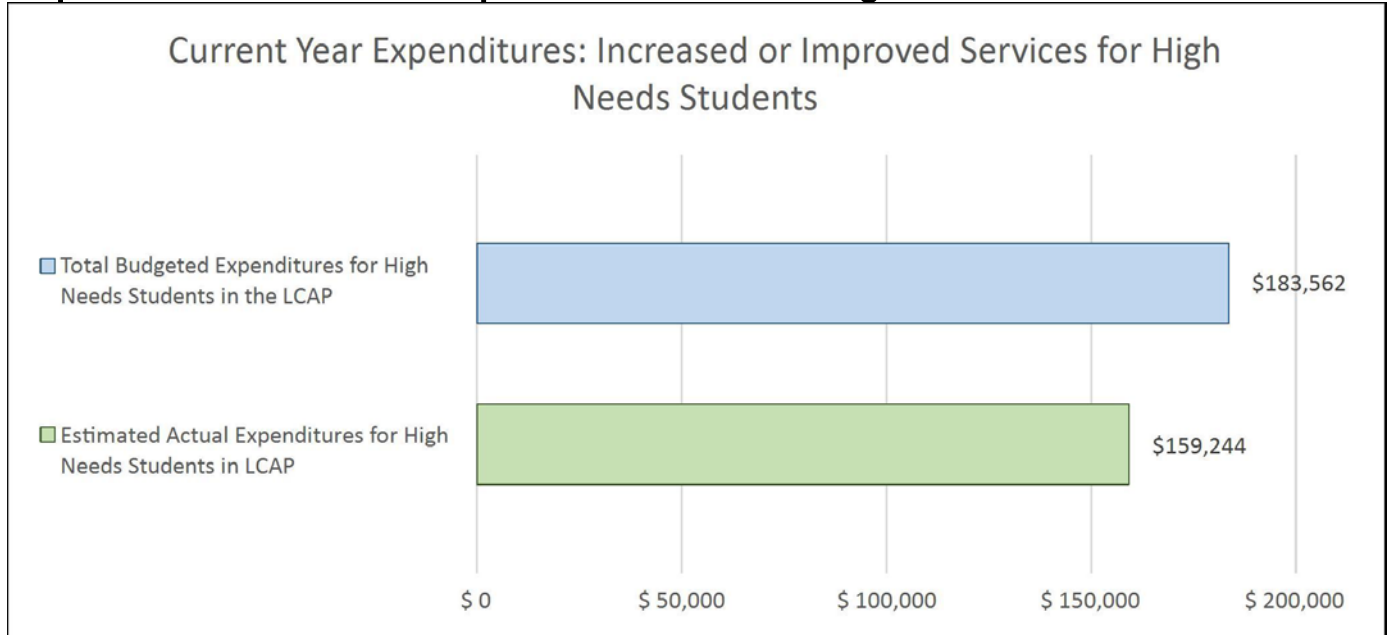
General fund expenditures not in the LCAP include, but are not limited to, certificated staffing, instructional materials, instructional support, administrative and office support, MOT, utilities and other operating expenses.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Elk Hills Elementary School District is projecting it will receive \$356,855 based on the enrollment of foster youth, English learner, and low-income students. Elk Hills Elementary School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Elk Hills Elementary School District plans to spend \$356,855 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Elk Hills Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Elk Hills Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Elk Hills Elementary School District's LCAP budgeted \$183,562 for planned actions to increase or improve services for high needs students. Elk Hills Elementary School District estimates that it will actually spend \$159,244 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-24,318 had the following impact on Elk Hills Elementary School District's ability to increase or improve services for high needs students: The most significant impact on high needs students was the lowering of class sizes in grades K-5 by utilizing funds to retain (2) highly qualified teachers. These two teachers not only provided for a stronger relationship between each student and their teachers in grades TK-5, but also facilitated for greater monitoring of students academic needs through-out the school year. Teachers also utilized small group strategies with high frequency due to having smaller class sizes.

Additionally, funds provided students with incentives for field trips and special rewards acknowledging strong and perfect attendance. Lastly, 100% of high needs students visited USC in May 2019 in order to support early college and career initiatives.

The remaining expenditure funds of 24,318 was originally allocated toward training and out-of-classroom student intervention which were not provided during the school year.

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)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Elk Hills Elementary School
District

Contact Name and Title

Ricardo Esquivel
Superintendent/Principal

Email and Phone

riesquivel@elkhills.org
(661) 765-7431

2017-20 Plan Summary

The Story

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

Welcome to Elk Hills Elementary School District. Elk Hills School is a K–8 school with a population of approximately 195 students located in the rural community of Tupman, CA. At Elk Hills School we take pride in providing a nurturing, caring environment with reduced class sizes and personalized attention for each and every individual child. Our district's focus on college and career exposes students to hands-on, real world learning experiences. In addition to core academic offerings, learners at Elk Hills participate in several athletic and social events in partnership with other schools and districts across the county. Our learners also participate in a variety of grade and age-level appropriate field trips helping make their learning relevant. College and career initiatives have taken a stronger focus with accompanied college trips and partnership based on local industry needs to ensure exposure and preparation. In the 2019-20 school year, Elk Hills will have nine full-time teachers who lead K-8 grade level classes, one special education teacher, and a superintendent/principal. The district is also comprised of a classified support staff including an assistant to the superintendent, school secretary, a food services manager, a supervisor of maintenance, operations, and transportation; the district also has four instructional aides, one school custodian, food service aide and several certificated and classified substitutes.

LCAP Highlights

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

Elk Hills has gone through several leadership transitions this academic school year. These transitions have raised an opportunity to engage all stakeholders in order to listen and learn about the needs and hopes for the school district. This process of engaging all local stakeholders has allowed for a thoughtful and transparent plan for how to best serve the needs of our school community. This process has also brought team members together with a renewed sense of urgency and focus.

After a series of planning sessions with faculty, board members and input through stakeholder surveys (parents, students and staff) the following focus areas were developed for the 2019-20 school-year:

1. Revise district vision, mission, core values and metrics to measure student learning.
2. Establish a comprehensive assessment system aligned to district and school-wide academic and performance goals.
3. Align balanced literacy (speaking, reading, writing, numeracy) strategies K-8
4. Create and align a positive behavior support plan K-8
8. Continue providing small class sizes. Supplemental and concentration funds will help keep two teachers in order to maintain small class sizes

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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 most notable progress has been the hiring and retention of 100% of the faculty for the upcoming school year which will offer long-term progress results across all metrics (academic and climate). As a result of the renewed focus for the new school year all faculty members and board of directors have meaningfully contributed toward the the school's strategic plan and direction. The faculty has taken an opportunity this Spring to align and focus the district's direction with initiatives around college and career in the 21st century. The district is also proud of the progress as it relates to its focus on positive behavior and case management among the diverse student needs.

A few additional points of pride include suspensions as school suspensions indicator was blue (CA Dashboard). According to the CA school dashboard 3rd grade literacy and math, as well as 8th grade literacy have made steady progress. Also, our math indicator increased to orange from yellow with a 13.4 point increase (DF3).

Referring to the California School Dashboard, 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

While there are pockets of success and growth across the school, according to the California Dashboard the school will focus school-wide in Math and English Language Arts. The Academic Indicator for ELA and Math indicates that we are in Orange for "All Students". There was a decline of 5.1 points in ELA and a decline of 12.4 points in Mathematics and the school will be developing

local indicators to further measure continuous improvement efforts by leveraging a new assessment calendar, SBAC interim as well as local benchmark assessments. Proven strategies and promising practices will be aligned K-8.

Referring to the California School Dashboard, 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 there are technically no performance gaps according to the California Dashboard our Socioeconomically Disadvantaged student group is in the Red category for Math and English Language Arts and will require a significant degree of focus. The "all students' category is in Orange in both subject areas and remains a focus school-wide. Additionally, the school's suspension rate is in the Orange category for both SED and White student groups. In order to focus on the performance gaps and indicators as noted in the CA Dashboard, teachers will be provided coaching and additional planning with a newly designed benchmark and interim assessment framework, while also creating a school-wide culture plan focusing on alternative strategies to suspension and school-wide discipline.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Elk Hills did not qualify for CSI status.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1 - BASIC A) Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>18-19 A) 100% of Teachers will be appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p> <p>Baseline A) 90% of Teachers are appropriately assigned, fully credentialed in subject areas taught, and for the pupils they are teaching.</p>	<p>100% of teachers were appropriately assigned for the 18-19 SY.</p>
<p>Metric/Indicator B) Pupils have sufficient access to standards-aligned instructional materials.</p>	<p>100% of pupils received sufficient access to standards-aligned instructional materials.</p>

Expected

18-19

B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.

Baseline

B) 100% of pupils have have sufficient access to standards-aligned instructional materials.

Metric/Indicator

C) School facilities are maintained in good repair, FIT report: Exemplary

18-19

C) School facilities will be maintained in good repair, FIT report: Exemplary

Baseline

C) School facilities: Exemplary

Metric/Indicator

Priority 2 - IMPLEMENTATION OF STATE STANDARDS

A) Implementation of the academic content and performance standards,CCSS

18-19

A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.

Baseline

A) Implementation of the academic content and academic content and performance standards CCSS: Partially implemented as per administrative walk throughs.

Metric/Indicator

B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language

Actual

100% of school facilities were maintained in good repair and FIT report submitted with exemplary status.

Implementation of state standards were determined to be on the substantial level as observed through classroom and school walk-throughs.

100% of EL students accessed ELD standards for purposes of gaining academic content knowledge and English Language proficiency.

Expected

proficiency through designated and integrated ELD as indicated by Administrative observation.

18-19

B) 100 % of EL students will be able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation..

Baseline

B) 100 % of EL students have access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.

Metric/Indicator

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

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

18-19

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

Baseline

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

Metric/Indicator

B) Programs and services are developed and provided to 100% of unduplicated pupils.

18-19

B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils.

Baseline

B) Programs and services are developed and provided to 100% of unduplicated pupils.

Metric/Indicator

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

18-19

Actual

100% of students have access to a broad course of study in all subject areas.

Programs and services were developed and provided to 100% of unduplicated students.

Programs and services were maintained and provided to 100% of students with exceptional needs.

Expected

C) Programs and services will be maintained and provided to 100% of individuals with exceptional needs.

Baseline

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

Actual

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
Administration will complete regular classroom visits supporting implementation of state academic standards in alignment with newly adopted curriculum for ELA and Math.	There were several leadership transitions this school year. Supports were provided between and among teachers; training on newly adopted curriculum was not provided.	\$0	\$0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to train staff / provide professional development opportunities on usage of new materials around ELA and Math implementation. Preview social studies and science materials for future adoption.	Full training was not provided during the 18-19 SY due to a transition in leadership; however, this planned action/service will be prioritized in the new school year.	1000-1999: Certificated Personnel Salaries Base \$5000 3000-3999: Employee Benefits Base \$500	1000-1999: Certificated Personnel Salaries Base \$3,833 3000-3999: Employee Benefits Base \$735

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to recruit and retain highly qualified staff
The district is staffed with teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers

The district retained (2) highly qualified staff members to maintain K-5 class sizes below 25 students.

2000-2999: Classified Personnel Salaries
Supplemental/Concentration
\$111,356

3000-3999: Employee Benefits
Supplemental/Concentration
\$47,614

1000-1999: Certificated Personnel Salaries
Supplemental/Concentration
\$106,444

3000-3999: Employee Benefits
Supplemental/Concentration
\$39,725

Action 4

Planned Actions/Services

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

Actual Actions/Services

Continued providing support materials for core EL, math and science.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

Action 5

Planned Actions/Services

Monitor student progress through the implementation of a supplemental comprehensive assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents. Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system . Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks principally directed to support unduplicated students.

Actual Actions/Services

An assessment tool was not utilized or implemented this school year. This is a prioritized area for the coming 19-20 SY.

Budgeted Expenditures

1000-1999: Certificated Personnel Salaries
Supplemental/Concentration
\$5000

3000-3999: Employee Benefits
Supplemental/Concentration
\$860

Estimated Actual Expenditures

\$0

\$0

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide high quality, research based, and tiered interventions and supports to all students in all areas	<p>Supports were provided through supplemental materials from Go Math & Journeys and CA Connections.</p> <p>This action also included tiered interventions above/beyond core instruction which were not implemented. This portion of the action step will be prioritized in the 19-20 SY.</p>	<p>Continue Response to Intervention ,including the purchase of instructional materials Base \$50000</p> <p>3000-3999: Employee Benefits Base \$5000</p> <p>4000-4999: Books And Supplies Base \$2000</p>	<p>2000-2999: Classified Personnel Salaries Base \$8,125</p> <p>3000-3999: Employee Benefits Base \$2,176</p> <p>4000-4999: Books And Supplies Base \$1,399</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions/services aimed at providing all students with core material, instructional intervention resources were not fully implemented across the school district due to various leadership transitions. While a concern, a lot of attention has focused on prioritizing these actions moving forward. The transitions have created an opportunity for all staff and faculty to come together as one in order to clarify the needs and priorities of the district. Training for teachers and an assessment system was not implemented; however, stakeholders reviewed LCAP priorities and agreed such actions/services should continue into the 19-20 SY in order to maximize strategies aimed at addressing school-wide learning gaps in ELA and Math. Providing high quality, research based interventions and support (NextGen Mathematics) was implemented in 3/8 classrooms. Support and alignment will be provided to all teachers at the beginning of the new school year so that resources are maximized and utilized in all classrooms.

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

The articulated goal was established to ensure unduplicated students have direct access to Common Core curriculum and materials in all grades TK-8. 100% of Elk Hills students had substantial exposure and access to common core aligned curricula and supplemental material; the district also consistently secured (2) teachers in order to keep class sizes below 25 in grades TK-5th grade. The impact on small class sizes allows for greater student attention, personalized and differentiated support particularly for student groups in the Red and Orange and categories according to our 2018 Student Group Report.

Several other actions were not implemented and the LCAP will outline these actions as priorities for the new school year. Namely, training on new curriculum and instructional best practices were not provided. With newly adopted Math and ELA curricula, training and teacher support is necessary. Teachers have been relying on curricular tools and each other in order to implement purchased curriculum but teachers will benefit from additional training and guidance on how to organize and pace the curriculum for students. Also, an assessment system was not established which limited teacher and school leader monitoring of ongoing student learning as well as coaching and support opportunities between teachers and the school leader. Lastly, intervention was provided as an in-class, small group focus but was not extended beyond the classroom, which will be a modified action/service for the upcoming school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were two actions not executed resulting in a material difference between budgeted expenditures and estimated actuals. The district has a new superintendent/principal effective January 2019. Most of the actions were implemented during the first three months of the school year. While there were several leaders in an interim capacity, tracking and implementation of the LCAP was not fully realized. Namely, acquiring additional intervention resources were not deemed as necessary. An assessment tool was not developed which resulted in \$0 compared to the original \$5K budgeted amount for the school year. Given the goal and the district's greatest needs, additional monies will be allocated for staff to provide small group support giving students greater access and support with the common core curriculum across all grade levels.

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 continue with the articulated goal in providing students with access to common core curricula; however, there will be a shift and greater attention will be placed on the impact and overall metrics on how effectively students are accessing the curriculum. After engaging with teachers, reviewing achievement data, surveying teaching and learning across the school ELA and Math will be a school-wide focus; therefore, the actions described under this goal will support a more data-driven, solutions oriented school environment. For example, a benchmark system aligned with common core and the state SBAC test will be created for quarterly monitoring on the impact of curricular access and supports. An additional norm referenced assessment such as NWEA will be piloted in order to benchmark student learning across the county, state and country. The results will be timely (quarterly) in addition to classroom based formative assessments. Because over 50% of incoming students enter EHSD not yet proficient, instructional material and supplemental resources will continue providing teachers and instructional support staff with tools to help facilitate small group instruction with a focus on discrete skill development and extra practice. Additionally, several students will require additional time beyond the classroom.

A portion of the actions/services will be to provide teachers with additional compensation for before school, lunch and prep period intervention for students needing targeted case management support. Additional S&C dollars will purchase a third teacher to maintain/keep low class sizes. This year marks the first year for the superintendent/principals and he along with the school community are identifying/re-evaluating base and supplemental and concentration expenditures for the school district.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING A) Statewide SBAC testing</p> <p>18-19 ELA: 52.6 points below Level 3 Math: 82.7 points below Level 3 3 point increase over previous year for both Math and ELA</p> <p>Baseline Statewide SBAC current test results: 16-17: Elk Hills: ELA: 58.6 points below Level 3 Math: 88.7 points below Level 3</p>	<p>ELA: 64.1 points below standard (DFS) (a decline of 5.1 points over last year)</p> <p>Math: 86.7 points below standard (DFS) (a decline of 12.4 points over last year)</p>
Metric/Indicator	NA

Expected	Actual
<p>B) API</p> <p>18-19 API – N/A</p> <p>Baseline API - NA</p>	
<p>Metric/Indicator C) Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A</p> <p>18-19 Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A</p> <p>Baseline Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A</p>	NA
<p>Metric/Indicator D) EL Pupils will make progress toward English proficiency as measured by the CELDT/ELPAC</p> <p>18-19 Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/ELPAC.</p> <p>Baseline 10% of EL Pupils will make progress toward English proficiency as measured by the CELDT/ELPAC (6 students)</p>	Establishing baseline ELPAC Metrics at this time.
<p>Metric/Indicator E) English Learner reclassification rate</p> <p>18-19 English Learner reclassification rate will increase each year based on baseline data.</p> <p>Baseline 0% of our English Learners were reclassified (six students)</p>	We did not have any students reclassify this school year.
<p>Metric/Indicator F) Pupils passed AP exam with a score of 3 or higher – N/A</p> <p>18-19 Pupils passed AP exam with a score of 3 or higher – N/A</p> <p>Baseline</p>	N/A

Expected	Actual
Pupils passed AP exam with a score of 3 or higher – N/A	
Metric/Indicator G) Pupils in EAP – N/A 18-19 Pupils in EAP – N/A Baseline Pupils in EAP – N/A	N/A
Metric/Indicator Priority 8 – Other pupil Outcomes A) Pupil outcomes in the subject areas described in Sections mentioned above, as available 18-19 Increase Physical Fitness test scores by 5% Baseline Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards	Establishing Physical Fitness Test (PFT) baselines for the following fitness standards: 1. Aerobic Capacity 2. Abdominal Strength 3. Trunk Extensor Strength 4. Upper Body Strength 5. Flexibility

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
Maintain supplemental Nextgen Math subscription	Maintained supplemental Nextgen Math Subscription TK-8 school-wide; software was consistently used in 3 out 9 grade levels.	NextGen Math Subscription 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$1500	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$2,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Professional development activities will continue to provide staff with (1) time and materials to continue the development of course pacing plans and the development of CCSS aligned learning activities, and (2) training to continue to implement the CCSS.

Professional development was not fully implemented. Teachers did utilize pacing plans aligned to CCSS; however, additional training and alignment will be necessary.

Release time/Substitutes 1000-1999: Certificated Personnel Salaries Base \$2000

1000-1999: Certificated Personnel Salaries Base \$2,000

Workshops 5000-5999: Services And Other Operating Expenditures Base \$5000

5000-5999: Services And Other Operating Expenditures Base \$2,200

3000-3999: Employee Benefits Base \$463

3000-3999: Employee Benefits Base \$300

Action 3

Planned Actions/Services

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

Actual Actions/Services

Extra intervention support was not provided outside of the core classroom block. A plan to support students outside of the core instructional block was not implemented as most services were provided by teachers in the classroom during core block instruction. This action/service will be consolidated/modified with Goal 1/Action 6 for further alignment and focus.

Budgeted Expenditures

2000-2999: Classified Personnel Salaries Base \$2000

Estimated Actual Expenditures

2000-2999: Classified Personnel Salaries Base \$0

3000-3999: Employee Benefits Base \$300

3000-3999: Employee Benefits Base \$0

Action 4

Planned Actions/Services

Purchase chrome books for 7th grade in order to supplement curriculum access.

Actual Actions/Services

The district has been purchasing chromebook laptops one grade/class per school year based on funding availability. The funds helped purchase a class set of laptop computers for the 7th grade class. The purchase of computers provided students with access to

Budgeted Expenditures

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

Estimated Actual Expenditures

4000-4999: Books And Supplies Supplemental/Concentration
\$7,475

the school-wide google suite, supplemental software (NextGen Math), and SBAC practice tools.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall actions/services for this goal were implemented during the 18-19 SY with the exception of professional development/training and extra intervention for students. Resources and technological tools have been a top priority for the district; teachers and students have had full implementation in alignment with the articulated goal.

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

The district did not reach its articulated goal based on the CA Dashboard. Action/services were not fully implemented, specifically school-wide implementation of NextGen Math, professional development, and extra intervention for students below grade level. There were several promising practices and preliminary test results show positive growth aligned to this goal. For example, Next Generation Math software implementation (action #1) was used consistently in 3rd grade, and preliminary results among all students is showing strong progress toward proficiency. 7th grade preliminary test results are also showing strong progress across all students. The purchase of technology have provided greater access to core and supplemental material in order to increase proficiency in Math and ELA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The majority of the material difference between budgeted expenditures and actual expenditures were due to various leadership transitions during the school year. The district now has a permanent superintendent/principal and a strong team of teachers who will prioritize implementing all actions/services during the 19/20 SY. The purchase of chromebooks came under budget due to overestimating the actual purchase. This budget line will factor replacement needs school-wide and will also prioritize student monitoring software.

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 articulated goal will continue into the new school year. Math and ELA mastery will be a focus; the district will continue to utilize Next Generation Mathematics with full scale implementation. The district did not make adequate progress this school year in Math and ELA. The SBAC results will be used as a baseline for further analysis after full LCAP implementation in the 19-20 SY. This will ensure actions/services are effectively implemented and monitored. Having baseline data will also help establish academic goals with all teachers at the beginning of the school year. Math and ELA goals will be based on 18-19 SBAC results and will gauge the following years' growth goals.

The LCAP will outline the academic and climate related actions/services closely aligned with the intended LCAP goals. Training and support on new curriculum and instructional strategies will be implemented at the beginning of the SY with partnerships from KCSOS and leveraging of best practices across the school. Stronger support services will be provided inside and outside of the classroom with the use of certificated staff members. These services will be primarily articulated and measured under the first articulated LCAP goal. We have readjusted the Expected Annual Measurable Outcomes for pupil achievement in ELA and Math to be realistically aligned with the district.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3 - PARENTAL INVOLVEMENT A) Quantify efforts the school district makes to seek parent input in making decisions for the district and each individual school-site.</p> <p>18-19 A) Continue to hold meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 93% participation</p> <p>Baseline A) Held meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation,</p>	<p>Surveys were sent home and offered during school-wide events with 35% participation rate; PTO meetings were inconsistently scheduled with minimal to zero attendance.</p>
<p>Metric/Indicator</p>	<p>Establishing baseline.</p>

Expected	Actual
<p>B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils</p> <p>18-19 B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts</p> <p>Baseline B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts</p>	
<p>Metric/Indicator C) Same for individuals with exceptional needs.</p> <p>18-19 C) Elk Hills has no exceptional needs students</p> <p>Baseline C) Elk Hills has no exceptional needs students</p>	<p>Elk Hills has 16% of exceptional needs students.</p>
<p>Metric/Indicator Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate</p> <p>18-19 A) Maintain our current rate of 96% school attendance rate</p> <p>Baseline Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate: 96%</p>	<p>Maintained an attendance rate of 92%.</p>
<p>Metric/Indicator B) Chronic absenteeism rate</p> <p>18-19 B) Maintain our current rate of 5% or below for chronic absenteeism</p> <p>Baseline B) Chronic absenteeism rate: 5%</p>	<p>18-19 Chronic Absenteeism was 8%.</p>
<p>Metric/Indicator C) Middle School dropout rate</p> <p>18-19 C) Maintain our current rate of 0% Middle school drop out</p>	<p>N/A</p>

Expected	Actual
Baseline C) Middle School dropout rate: 0%	
Metric/Indicator D) High School dropout rate 18-19 D) High School dropout rate – N/A Baseline D) High School dropout rate – N/A	N/A
Metric/Indicator E) High School graduation rate 18-19 E) High School graduation rate – N/A Baseline E) High School graduation rate – N/A	N/A
Metric/Indicator Priority 6 – School Climate as measured by all of the following, as applicable A) Pupil suspension rate 18-19 A) Maintain pupil suspension rate at or below 5% Baseline A) Pupil suspension rate: 5%	Pupil suspension rate 5%.
Metric/Indicator B) Pupil expulsion rate: 18-19 B) Maintain pupil expulsion rate at 0% Baseline B) Pupil expulsion rate: 0%	Expulsion rate at 0%.
Metric/Indicator C) Results of other local measures, surveys of pupils, parents, and staff feel a sense of safety and school connectedness. 18-19 C) Continue to send surveys to pupils, parents, and staff and maintain that at least 90% feel a sense of safety and school connectedness. Baseline	Survey results note 94.1% of stakeholders feel a sense of safety and school connectedness.

Expected

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

Actual

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
Continue with supplemental Attendance incentives for students with 96% and Perfect attendance rates principally directed to support unduplicated students.	Supplemental attendance incentives provided for all students with perfect to exemplary attendance. Services included prizes and field trips (Condors & Rollerama)	Attendance incentives, ie. Condor game, raffle prizes 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$4000	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration \$3,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Engage all stakeholders in the annual review of school positive behavior procedures. Provide staff training and discussion on effective strategies to support positive student behavior	Planned action service facilitated during the Spring semester of the academic school year. Continued services will be necessary into the new school year for greater impact and results.	Continued staff training's 5000-5999: Services And Other Operating Expenditures Base \$1200	5000-5999: Services And Other Operating Expenditures Base \$0

Action 3

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

Survey and several school-wide activities sought feedback on all aspects of school program. Survey results will help inform LCAP and overall priorities for the new school year.

No Cost \$0

\$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Visit a university and or college next year with our 7th and 8th grade students and parents, because many of our students will be first time college goers.	7th and 8th grade students visited USC in May.	Possible overtime pay for bus driver 2000-2999: Classified Personnel Salaries Supplemental/Concentration \$1000	2000-2999: Classified Personnel Salaries Supplemental/Concentration \$500
		3000-3999: Employee Benefits Supplemental/Concentration \$232	3000-3999: Employee Benefits Supplemental/Concentration \$100

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.

Over the years a lot of attention and focus has been placed on rewarding students for strong attendance. This priority is underscored since the majority of students are not residents of the district. This year, students attended a Condor Hockey game and participated in a rollerama skating experience per trimester. Engaging stakeholders has remained a top priority. The transition of a new superintendent/principal has allowed for an opportunity to listen to the needs of all stakeholders. It is clear from the feedback that greater connection between attendance and academic achievement is necessary. There will also be greater effort placed on targeting all students and making a clearer connecting between attendance and academic achievement in pursuit of college and/or career attainment.

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

Attendance rates increased from the beginning of the school year toward the end; however, we still did not meet the goal of 96%. Rewards and incentives helped the students who are typically rewarded year after year. New incentives and a stronger connection to academic results will be a prioritized next step. The college trip in May gave 7th and 8th grade students an opportunity to visit USC for the first time. The conversations and exposure provided for reflection and goal setting both among the students and faculty. A broader focus on school climate will enhance the overall effectiveness of the actions/services to achieve the articulated goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Professional development and training was planned for the 18-19 school-year but was not executed fully due to several leadership transitions. The only material difference between budgeted and actual expenditures were under training (action #2). The articulated goal describes the conditions and school environment by which all stakeholders have a singular vision for each student -- college and career readiness. Additionally, it describes the necessary tools and strategies necessary so that faculty and students are supported in pursuit of the broad vision. As such, specific training related to positive behavior systems of support, creating a culture of excellence, and providing multiple tiers of interventions will impact the achievement of every student across the district.

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 goal and expected outcomes will remain the same for the 19-20- SY. The actions/services and metrics will be adjusted. The first adjustment will be to ensure common alignment with the district's vision, mission and core values. This alignment will anchor everyone around a vision of college and/or career readiness. Secondly, the superintendent/principal along with a teacher will attend a summer training focused on behavior support and establishing a climate of support and excellence. We will seek to learn about rubrics that align to our LCAP actions/services and allow us to accurately measure the climate of Elk Hills School. The plan will be to create and implement a culture plan with strategies adopted from the training for the incoming school year. Additional training will be necessary in order to increase awareness and understanding school-wide through-out the school year. Incentives will continue while seeking student feedback and prioritizing incentives that will translate to increased attendance rate school-wide and greater academic achievement results overall. The action/service related to college trips will continue but will include 6th grade in order to extend the exposure and overall impact to more students. We are intentionally articulating structures and supports for exceptional needs students within the Expected Annual Measurable Outcomes for 2019-20 in order to increase transparency. We want to consistently schedule parent meetings for all families. In reviewing parent involvement the survey completion rate was far below the expected outcome. We have adjusted the parent involvement metric in order accurately measure to improve parent involvement.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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

The involvement process began in the Winter of 2019 and has been a continuous collaborative process throughout.

All stakeholder groups were engaged in the survey and various focus groups. Stakeholder groups included: Teachers, Students, Parents, other school personnel such as local bargaining units, administration and board of trustees. The results of each survey were tabulated and then used to assure the goals were developed with their results in mind. Surveys and survey results were shared with Elk Hills School District Board of Trustees.

Key Dates:

February, LCAP Goals Reviewed and Revised; Budget Analysis w/ Faculty

March, 2019- Stakeholder survey distributed to students, faculty, parents

April, 2019 - Surveys distributed during Spring Classroom Showcase

April and May Board Meetings: CA Dashboard & survey results and recommendations provided

June 3, 2019 - LCAP available for public view

June 11, 2019 - LCAP Public Hearing

June 18, 2019 - Adoption of LCAP and district budget

Impact on LCAP and Annual Update

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

All major stakeholder groups received notice of LCAP input opportunities and given opportunity to participate in the process to provide progress towards goals as well as actions to consider during the school year to meet the state's eight priorities.

Stakeholders identified areas of progress and accomplishments for 2018-19 and areas of focus needed for 2019-20 school-year. As the new superintendent/principal assumed his new role, a listening and learning focus during the first three months aided in understanding the needs and priorities of the district. Small groups and individual meetings were held with teachers, students bargaining units and board members. Surveys were administered to understand perceptual needs of the district. All engagement opportunities have illuminated a shared commitment to the small and nurturing aspect of the district. The community is clear about their commitment to children with a "where kids come first" motto. There have been several priorities and hopes the data also underscores. First, consistency and high expectations for both behavior and academic outcomes across the entire district. Second, greater awareness on college and career initiatives so that students have a better 8th to 9th grade transition. Third, Raising of achievement in all core subject areas, particularly math in all grades with a focus on students reaching proficiency.

The LCAP's action and services directly address the concerns and priorities generated from the various consultancies. The consultancies helped focus, refine and adjust particular actions, metrics and budgetary needs.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

76% of the Elk Hills Students qualify for free or reduced meal lunch. Students face challenges accessing dental and vision care and are overcoming challenges with substance abuse, incarceration and varied expectations with relation to the importance of a quality education. As such, access to books or a structured environment at home for homework is varied from house hold to house hold. The district intends to provide resources, materials and curriculum to ensure equitable access for all students. Additionally, it intends to provide high qualified teachers who will have high expectations for students in spite of extenuated circumstances.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1 - BASIC A) Teachers are appropriately assigned, fully credentialed in subject areas taught,	A) 90% of Teachers are appropriately assigned, fully credentialed in subject areas taught,	A) 100% of Teachers will be appropriately assigned, fully credentialed in subject	A) 100% of Teachers will be appropriately assigned, fully credentialed in subject	A) 100% of Teachers will be appropriately assigned, fully credentialed in subject

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
and for the pupils they are teaching.	and for the pupils they are teaching.	areas taught, and for the pupils they are teaching.	areas taught, and for the pupils they are teaching.	areas taught, and for the pupils they are teaching.
B) Pupils have sufficient access to standards-aligned instructional materials.	B) 100% of pupils have have sufficient access to standards-aligned instructional materials.	B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.	B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.	B) Maintain 100% of pupils will have have sufficient access to standards-aligned instructional materials.
C) School facilities are maintained in good repair, FIT report: Exemplary	C) School facilities: Exemplary	C) School facilities will be maintained in good repair, FIT report: Exemplary	C) School facilities will be maintained in good repair, FIT report: Exemplary	C) School facilities will be maintained in good repair, FIT report: Exemplary
Priority 2 - IMPLEMENTATION OF STATE STANDARDS A) Implementation of the academic content and performance standards,CCSS	A) Implementation of the academic content and academic content and performance standards CCSS: Partially implemented as per administrative walk throughs.	A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.	A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.	A) Implementation of the academic content and performance standards adopted by the state board will be substantial implemented as measured by Administrative observation.
B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and	B) 100 % of EL students have access the CCSS and ELD standards for purposes of gaining academic content knowledge and English	B) 100 % of EL students will be able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and	B) 100 % of EL students will be able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and	B) 100 % of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Language proficiency through designated and integrated ELD as indicated by Administrative observation.	Language proficiency through designated and integrated ELD as indicated by Administrative observation.	English Language proficiency through designated and integrated ELD as indicated by Administrative observation.	English Language proficiency through designated and integrated ELD as indicated by Administrative observation..	English Language proficiency through designated and integrated ELD as indicated by Administrative observation.
<p>Priority 7 – Course Access: the extent to which pupils have access to, and are enrolled in:</p> <p>A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>A) 100% of students will have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>A) 100% of students will have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>	<p>A) 100% of students have access to a broad course of study that includes all of the subject areas described in Section 51210 and 51220 (a)</p>
B) Programs and services are developed and provided to 100% of unduplicated pupils.	B) Programs and services are developed and provided to 100% of unduplicated pupils.	B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils.	B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils.	B) Programs and services will continue to be developed and provided to 100% of unduplicated pupils.
C) Programs and services are developed and provided to 100% of individuals with exceptional needs.	C) Programs and services are developed and provided to 100% of individuals with exceptional needs.	C) Programs and services will be maintained and provided to 100% of individuals with exceptional needs.	C) Programs and services will be maintained and provided to 100% of individuals with exceptional needs.	C) Programs and services are developed and maintained to 100% of individuals with exceptional needs.

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2017-18

Amount

\$0

2018-19

\$0

2019-20

\$0

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

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Train staff / provide professional development opportunities on usage of new materials around ELA and Math implementation (Go Math, Journeys).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Amount	\$500	\$500	\$500
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Continue to recruit and retain highly qualified staff

2018-19 Actions/Services

Continue to recruit and retain highly qualified staff
The district is staffed with teachers that were all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class

2019-20 Actions/Services

Retain (3) teachers. The district maintained class size of 22-25 with the current level of staffing in grades K-5. If the district did not receive the supplemental and concentration funding, the district class size would rise to 29 students (reduction of three teachers). The third teacher helps lower class sizes

size would rise to 28.8 students, by reducing two teachers

to better assist the educational program for unduplicated pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$111,356	\$111,356	\$182,947
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$47,614	\$47,614	\$91,788
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 4

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

Students to be Served:

(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

Modified Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Establish list of support materials for Core EL, Math and Science	Establish list of support materials for Core EL, Math and Science	Establish list of support materials for Core EL, Math and Science

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Monitor student progress through the implementation of a comprehensive

2018-19 Actions/Services

Monitor student progress through the implementation of a supplemental

2019-20 Actions/Services

Monitor student progress through the implementation of a supplemental

assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents.

comprehensive assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents.
Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system . Teachers provided release time to identify grade level and subject area informal assessments and site-based benchmarks principally directed to support unduplicated students.

comprehensive assessment system using state and local multiple measures to provide formative feedback to teachers, students, and parents.

Teachers receive training on the use of state Interim Assessments as part of Smarter Balanced system. Teachers will be provided release time to identify grade level and subject area informal assessments and site-based benchmarks principally directed to support unduplicated students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000	\$5000	\$5,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$860	\$860	\$2,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			\$5,000
Source			Supplemental/Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures Student Progress Monitoring System

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Action will provide supplemental material and software to support students below grade level. Additionally, this action/service will compensate certificated staff in order to provide out-of-class interventions (before school, lunch, and during prep. periods) in ELA and Math.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$50000	\$50000	\$17,500
Source	Base	Base	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Continue Response to Intervention ,including the purchase of instructional materials	Continue Response to Intervention ,including the purchase of instructional materials	1000-1999: Certificated Personnel Salaries Out-of-class intervention and support services for students below grade level.
Amount	\$5000	\$5000	\$4,320
Source	Base	Base	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$2000	\$2000	\$9,000
Source	Base	Base	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Over 75% of Elk Hills students are academically behind grade level in ELA and over 85% are below grade level in Math. The district will be focused on raising the standards of excellence for every faculty member and student in order to change the narrative.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4 - PUPIL ACHIEVEMENT AS MEASURED BY ALL THE FOLLOWING A) Statewide SBAC testing	Statewide SBAC current test results: 16-17: Elk Hills: ELA: 58.6 points below Level 3 Math: 88.7 points below Level 3	ELA: 55.6 points below Level 3 Math: 85.7 points below Level 3 3 point increase over previous year for both Math and ELA	ELA: 52.6 points below Level 3 Math: 82.7 points below Level 3 3 point increase over previous year for both Math and ELA	ELA: 60 points below Distance From Standard Math: 80 points below Distance From Standard

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
B) API	API - NA	API – N/A	API – N/A	API – N/A
C) Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A	Pupils successfully completed sequences for entrance to UC, CSU, or Technical Educ. – N/A
D) EL Pupils will make progress toward English proficiency as measured by the CELDT/ELPAC	10% of EL Pupils will make progress toward English proficiency as measured by the CELDT/ELPAC (6 students)	Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/ELPAC.	Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/ELPAC.	Increase number of EL Pupils making progress toward English proficiency as measured by the CELDT/ELPAC.
E) English Learner reclassification rate	0% of our English Learners were reclassified (six students)	English Learner reclassification rate will increase each year based on baseline data.	English Learner reclassification rate will increase each year based on baseline data.	English Learner reclassification rate will increase each year based on baseline data..
F) Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A	Pupils passed AP exam with a score of 3 or higher – N/A
G) Pupils in EAP – N/A	Pupils in EAP – N/A	Pupils in EAP – N/A	Pupils in EAP – N/A	Pupils in EAP – N/A
Priority 8 – Other pupil Outcomes A) Pupil outcomes in the subject areas described in Sections mentioned above, as available	Elk Hills current scores: 5th grade: 34% passed 5 of 6 fitness standards 7th grade: 16% passed 5 of 6 fitness standards	Increase Physical Fitness test scores by 3%	Increase Physical Fitness test scores by 5%	Increase Physical Fitness test scores by 7%

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Purchase Nextgen Math subscription

2018-19 Actions/Services

Maintain supplemental Nextgen Math subscription

2019-20 Actions/Services

Maintain supplemental NextGen Math Subscription

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1500	\$1500	\$3,300
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures NextGen Math Subscription	5000-5999: Services And Other Operating Expenditures NextGen Math Subscription	5000-5999: Services And Other Operating Expenditures NextGen Math Subscription

Action 2

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

Students to be Served:

(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)

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	\$2500
Source	Base	Base	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Release time/Substitutes	1000-1999: Certificated Personnel Salaries Release time/Substitutes	1000-1999: Certificated Personnel Salaries Release time/Substitutes
Amount	\$5000	\$5000	\$5000
Source	Base	Base	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Workshops	5000-5999: Services And Other Operating Expenditures Workshops	5000-5999: Services And Other Operating Expenditures Workshops
Amount	\$463	\$463	\$500
Source	Base	Base	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Action 3

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

Students to be Served:

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

Location(s):

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

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)

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide extra support as needed to support intervention classes.

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

Eliminating this action/service due to redundancy. This action is covered under goal 1 action 6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	N/A
Source	Base	Base	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	Not Applicable
Amount	\$300	\$300	
Source	Base	Base	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	Not Applicable

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Purchase class sets of Chrome books

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

Unchanged Action

2018-19 Actions/Services

Purchase chrome books for 7th grade in order to supplement curriculum access.

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

Modified Action

2019-20 Actions/Services

Purchase & replace chromebooks for remaining sixth grade in order to supplement curricular access for all unduplicated students; technology monitoring software will also be added to 100% of chromebooks school-wide (GoGuardian).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$12,000	\$15,000
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	4000-4999: Books And Supplies 25-30 Chrome books with cart	4000-4999: Books And Supplies 25-30 Chrome books with cart	4000-4999: Books And Supplies Chrombooks w/ cart & replacement chromebooks

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

The Elk Hills School District will foster a school environment that ensures safety, engagement, and connectedness of students, staff, and families.

Prepare Students to be High School, College, Trade School or Career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Improve student readiness for their future goals.

90% of parents attended one or more meetings at school.

Attendance rate was 93%, 0% expulsions, chronic absenteeism-15%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 - PARENTAL INVOLVEMENT A) Quantify efforts the school district makes to seek parent input in making decisions for the	A) Held meetings for PTO,DAC and parent nights throughout the year. Send home parent surveys with 90% participation,	A) Continue to hold meetings for PTO,DAC and parent nights throughout the year. Send home parent	A) Continue to hold meetings for PTO,DAC and parent nights throughout the year. Send home parent	A) Continue to hold meetings for PTO, DAC and parent nights throughout the year. Send home parent

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
district and each individual school-site.		surveys with 90% participation	surveys with 93% participation	surveys with 40% participation
B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils	B) Activities/efforts the district provides to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts	B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts	B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts	B) Continue to promote parental participation in programs for unduplicated pupils.: Fall Fest, Back to school night, Math Night, Winter/Spring Concerts
C) Same for individuals with exceptional needs.	C) Elk Hills has no exceptional needs students	C) Elk Hills has no exceptional needs students	C) Elk Hills has no exceptional needs students	C) 100% of exceptional needs students will be invited to attend and participate in all school events/activities and educational academic programs.
Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate	Priority 5 – PUPIL ENGAGEMENT AS MEASURED BY ALL OF THE FOLLOWING AS APPLICABLE A) School attendance rate: 96%	A) Maintain our current rate of 96% school attendance rate	A) Maintain our current rate of 96% school attendance rate	A) Increase our current attendance rate from 92% to 93%.
B) Chronic absenteeism rate	B) Chronic absenteeism rate: 5%	B) Maintain our current rate of 5% chronic absenteeism	B) Maintain our current rate of 5% or below for chronic absenteeism	B) Maintain our current rate of 5% or below chronic absenteeism

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
C) Middle School dropout rate	C) Middle School dropout rate: 0%	C) Maintain our current rate of 0% Middle school drop out	C) Maintain our current rate of 0% Middle school drop out	C) Maintain our current rate of 0% Middle school drop out
D) High School dropout rate	D) High School dropout rate – N/A	D) High School dropout rate – N/A	D) High School dropout rate – N/A	D) High School dropout rate – N/A
E) High School graduation rate	E) High School graduation rate – N/A	E) High School graduation rate – N/A	E) High School graduation rate – N/A	E) High School graduation rate – N/A
Priority 6 – School Climate as measured by all of the following, as applicable A) Pupil suspension rate	A) Pupil suspension rate: 5%	A) Maintain pupil suspension rate at or below 5%	A) Maintain pupil suspension rate at or below 5%	A) Maintain pupil suspension rate at or below 5%
B) Pupil expulsion rate:	B) Pupil expulsion rate: 0%	B) Maintain pupil expulsion rate at 0%	B) Maintain pupil expulsion rate at 0%	B) Maintain pupil expulsion rate at 0%
C) Results of other local measures, surveys of pupils, parents, and staff feel a sense of safety and school connectedness.	C) Results of other local measures, surveys indicate 90% of pupils, parents, and staff feel a sense of safety and school connectedness.	C) Continue to send surveys to pupils, parents, and staff and maintain that 90% feel a sense of safety and school connectedness.	C) Continue to send surveys to pupils, parents, and staff and maintain that at least 90% feel a sense of safety and school connectedness.	C) Continue to send surveys to pupils, parents, and staff and maintain that at least 95% feel a sense of safety and school connectedness.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Continue with supplemental Attendance incentives for students with 96% and Perfect attendance rates principally directed to support unduplicated students.

2019-20 Actions/Services

Continue with supplemental attendance incentives for students with perfect attendance and above 95% attendance rates principally directed to support unduplicated students, and students who have been chronically absent.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4000	\$4000	\$2,500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Attendance incentives, ie. Condor game, raffle prizes	5000-5999: Services And Other Operating Expenditures Attendance incentives, ie. Condor game, raffle prizes	5000-5999: Services And Other Operating Expenditures Attendance incentives, ie. field trips

Amount			\$2,500
Source			Supplemental/Concentration
Budget Reference			4000-4999: Books And Supplies Attendance incentives, ie. awards/raffle/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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Engage in "PBIS" training and supports in order to engage all faculty and students with positive behavior support plans and multiple tiered systems of support across the district. This modified action will be aimed at ensuring attendance continues to increase, suspensions continue to

decrease and overall academic achievement is positively impacted.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1200	\$1200	\$2,500
Source	Base	Base	Supplemental/Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Continued staff training's	5000-5999: Services And Other Operating Expenditures Continued staff training's	5000-5999: Services And Other Operating Expenditures Staff Training
Amount			\$2,000
Source			Supplemental/Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries
Amount			\$500
Source			Supplemental/Concentration
Budget Reference			3000-3999: Employee Benefits

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

The district will be more active in the various communities in order to ensure parents have access to school leadership mitigating the concern parents are unable to attend meetings because of distance and time/schedule. This specific action/service will provide snacks, food and refreshments in order to host various parent meetings in various locations more proximate to our families (PTO and DAC).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$1000
Source			Supplemental/Concentration
Budget Reference	No Cost	No Cost	4000-4999: Books And Supplies

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Visit a university and or college next year with our 7th and 8th grade students and parents, because many of our students will be first time college goers.

2019-20 Actions/Services

Visit a university and or college next year with our 6-8th grade students and parents, because many of our students will be first time college goers.

Increasing the access for 6th graders so they too visit a college/university.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$1000	\$1500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Possible overtime pay for bus driver	2000-2999: Classified Personnel Salaries Possible overtime pay for bus driver	2000-2999: Classified Personnel Salaries Possible overtime pay for bus driver
Amount	\$232	\$232	\$500
Source	Supplemental/Concentration	Supplemental/Concentration	Supplemental/Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$356,855

Percentage to Increase or Improve Services

24.29%

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).

The Elk Hills School District is comprised of an unduplicated student count of 75% and is principally directing all supplemental and concentration funds to meet the needs of its unduplicated students school-wide. The district and all stakeholders have carefully reviewed the overall performance of our unduplicated students using summative SBAC scores and anecdotal observations which show performance gaps in English Language Arts and Math. Teachers and stakeholders have also reported students lacking adequate access to instructional resources at home; students lack exposure or access to books and/or homework help by a family member or tutor. Many students also lack access to health care or socio-emotional services which negatively impacts our students' wellbeing and their academic performance. The district will position itself to improving the school-wide climate and offering multiple support services based on individual student needs. We expect a focus on climate to raise academic outcomes in Math and ELA.

In consideration of this performance gap we decided to engage in the following actions below principally directed toward meeting the needs of our unduplicated students.

Goal 1 Action/services:

- A. PD targeted for Math/ELA new adopted curriculum for all teachers through-out the 19-20 SY
- B. Three teachers (versus two during 18-19 SY) to ensure class sizes remain 25 or below in grades K-5
- C. Training on different assessments to help maximize teacher planning and overall delivery of instruction

Goal 2 Action/Services:

- A. NextGen Mathematics subscription will continue providing unduplicated students with access to online math software for skill review and practice aligned to CCSS
- B. Release time for either planning or training with in conjunction with KCSOS teams of content coordinators to support teachers in long term and unit planning
- C. Funds will purchase grade level chromebooks and will help purchase replacement laptops; funds will also be used to purchase computer monitoring safety to ensure student safety

Goal 3 Action/Services:

- A. Rewards and incentives promoting strong attendance and the impact on learning. Funds will be directed toward addressing perfect attendance, most improved and those chronically absent
- B. Training to support and create a positive behavior support system for all students
- C. Funds will be used to increase parent engagement
- D. Funds will continue to expose 7th and 8th grade students to colleges; funds also account for the addition of the 6th grade class

With these actions we intend to see a decrease in chronic absenteeism, an increase in overall attendance, an increase in parent engagement and an overall increase on formative and summative academic outcomes as measured by state assessments and the CA Dashboard.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$238,608	17.33%

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).

Elk Hills School District is comprised of an unduplicated student count of 58.4% and is principally directing all supplemental and concentration funds to meet the needs of its unduplicated students school-wide. Highlighting the use of our S&C funding principally directed toward meeting the needs of our unduplicated students are as follows:

- * Goal 1/Action 2: Continue to train staff / provide supplemental professional development opportunities on the usage of new supplemental materials around ELA and Math implementation.
- Lowering class size by hiring highly Qualified teachers
 - Addition of instructional aides to provide more individual attention to students in need.
 - Provide updated supplemental truancy informational materials to support parents to increase attendance rates of their students.
- *The district is staffed with teachers that are all highly qualified. The district maintained class size of 22.4 with the current level of staffing. If the district did not receive the supplemental and concentration funding, the district class size would rise to 28.8 students, by reducing two teachers, therefore, these actions are principally directed to support unduplicated students.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$173,809	12.31%

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

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

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

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

Improved Actions:

- * New State Board Adopted CCSS curriculum: \$28,000
- * Lowering class size by hiring highly Qualified teachers: \$145,000
- * Increase student attendance recognition: \$4000

Increased Services:

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “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).

(e) “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, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	257,025.00	180,012.00	257,025.00	257,025.00	362,355.00	876,405.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	73,463.00	20,768.00	73,463.00	73,463.00	5,500.00	152,426.00
Supplemental/Concentration	183,562.00	159,244.00	183,562.00	183,562.00	356,855.00	723,979.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	257,025.00	180,012.00	257,025.00	257,025.00	362,355.00	876,405.00
	50,000.00	0.00	0.00	50,000.00	0.00	50,000.00
1000-1999: Certificated Personnel Salaries	12,000.00	112,277.00	121,356.00	123,356.00	214,947.00	459,659.00
2000-2999: Classified Personnel Salaries	114,356.00	8,625.00	55,000.00	3,000.00	1,500.00	59,500.00
3000-3999: Employee Benefits	54,969.00	43,036.00	54,969.00	54,969.00	100,108.00	210,046.00
4000-4999: Books And Supplies	14,000.00	8,874.00	14,000.00	14,000.00	27,500.00	55,500.00
5000-5999: Services And Other Operating Expenditures	11,700.00	7,200.00	11,700.00	11,700.00	13,300.00	36,700.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	5,000.00	5,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	257,025.00	180,012.00	257,025.00	257,025.00	362,355.00	876,405.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	50,000.00	0.00	0.00	50,000.00	0.00	50,000.00
1000-1999: Certificated Personnel Salaries	Base	7,000.00	5,833.00	5,000.00	7,000.00	5,000.00	17,000.00
1000-1999: Certificated Personnel Salaries	Supplemental/Concentration	5,000.00	106,444.00	116,356.00	116,356.00	209,947.00	442,659.00
2000-2999: Classified Personnel Salaries	Base	2,000.00	8,125.00	54,000.00	2,000.00	0.00	56,000.00
2000-2999: Classified Personnel Salaries	Supplemental/Concentration	112,356.00	500.00	1,000.00	1,000.00	1,500.00	3,500.00
3000-3999: Employee Benefits	Base	6,263.00	3,211.00	6,263.00	6,263.00	500.00	13,026.00
3000-3999: Employee Benefits	Supplemental/Concentration	48,706.00	39,825.00	48,706.00	48,706.00	99,608.00	197,020.00
4000-4999: Books And Supplies	Base	2,000.00	1,399.00	2,000.00	2,000.00	0.00	4,000.00
4000-4999: Books And Supplies	Supplemental/Concentration	12,000.00	7,475.00	12,000.00	12,000.00	27,500.00	51,500.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	6,200.00	2,200.00	6,200.00	6,200.00	0.00	12,400.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	5,500.00	5,000.00	5,500.00	5,500.00	13,300.00	24,300.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental/Concentration	0.00	0.00	0.00	0.00	5,000.00	5,000.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	227,330.00	162,437.00	227,330.00	227,330.00	323,055.00	777,715.00
Goal 2	23,263.00	13,975.00	23,263.00	23,263.00	26,300.00	72,826.00
Goal 3	6,432.00	3,600.00	6,432.00	6,432.00	13,000.00	25,864.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	183,562.00	159,244.00	183,562.00	183,562.00	346,355.00
	0.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	0.00	0.00	0.00
Supplemental/Concentration	183,562.00	159,244.00	183,562.00	183,562.00	346,355.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	66,463.00	20,768.00	66,463.00	66,463.00	13,500.00
	0.00	0.00	0.00	0.00	0.00
Base	66,463.00	20,768.00	66,463.00	66,463.00	5,500.00
Supplemental/Concentration	0.00	0.00	0.00	0.00	8,000.00