

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McFarland Unified School District

CDS Code: 123456787654321

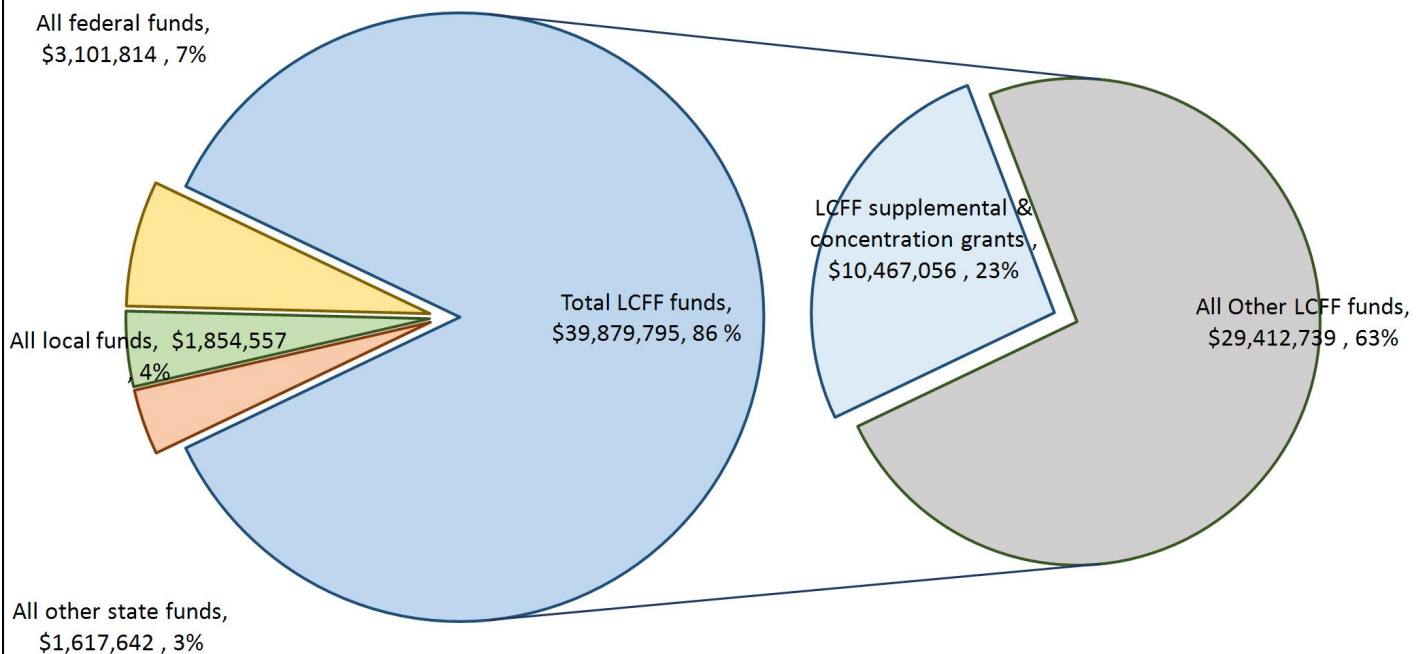
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Samuel Aaron Resendez, Superintendent

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

Projected Revenue by Fund Source

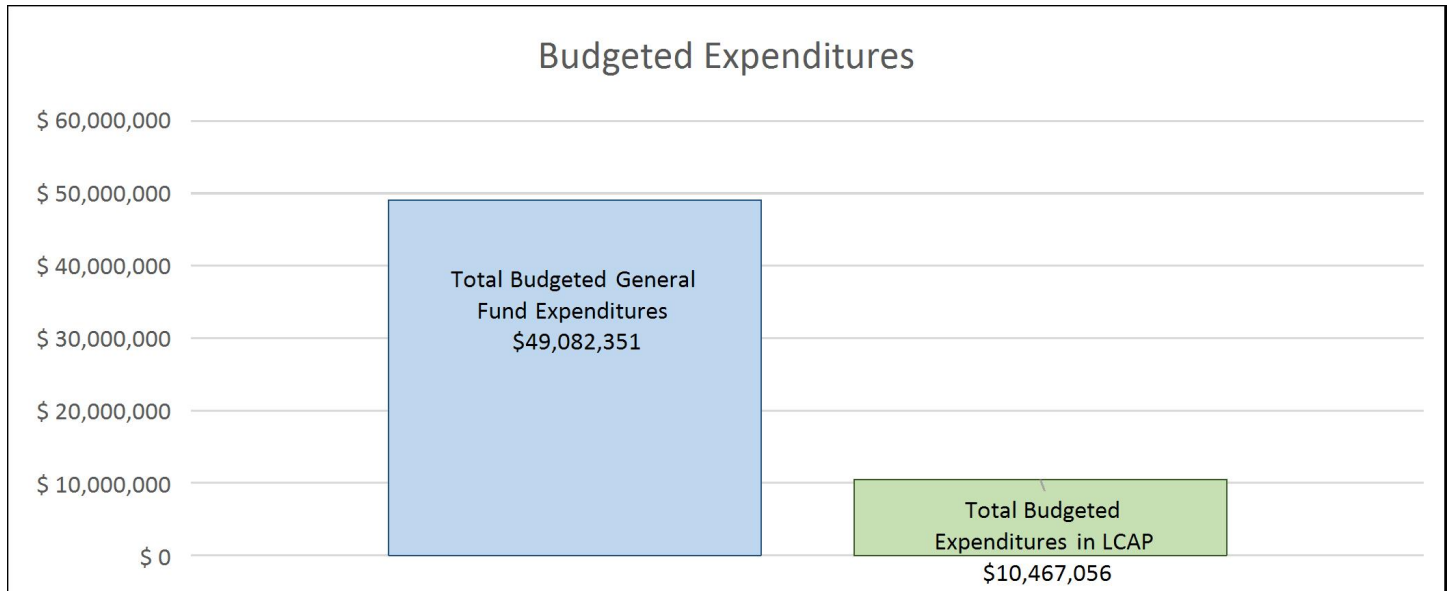


This chart shows the total general purpose revenue McFarland Unified School District expects to receive in the coming year from all sources.

The total revenue projected for McFarland Unified School District is \$46,453,808, of which \$39,879,795.00 is Local Control Funding Formula (LCFF), \$1,617,642.00 is other state funds, \$1,854,557.00 is local funds, and \$3,101,814.00 is federal funds. Of the \$39,879,795.00 in LCFF Funds, \$10,467,056.00 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 McFarland Unified 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.

McFarland Unified School District plans to spend \$49,082,351.00 for the 2019-20 school year. Of that amount, \$10,467,056.00 is tied to actions/services in the LCAP and \$38,615,295 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

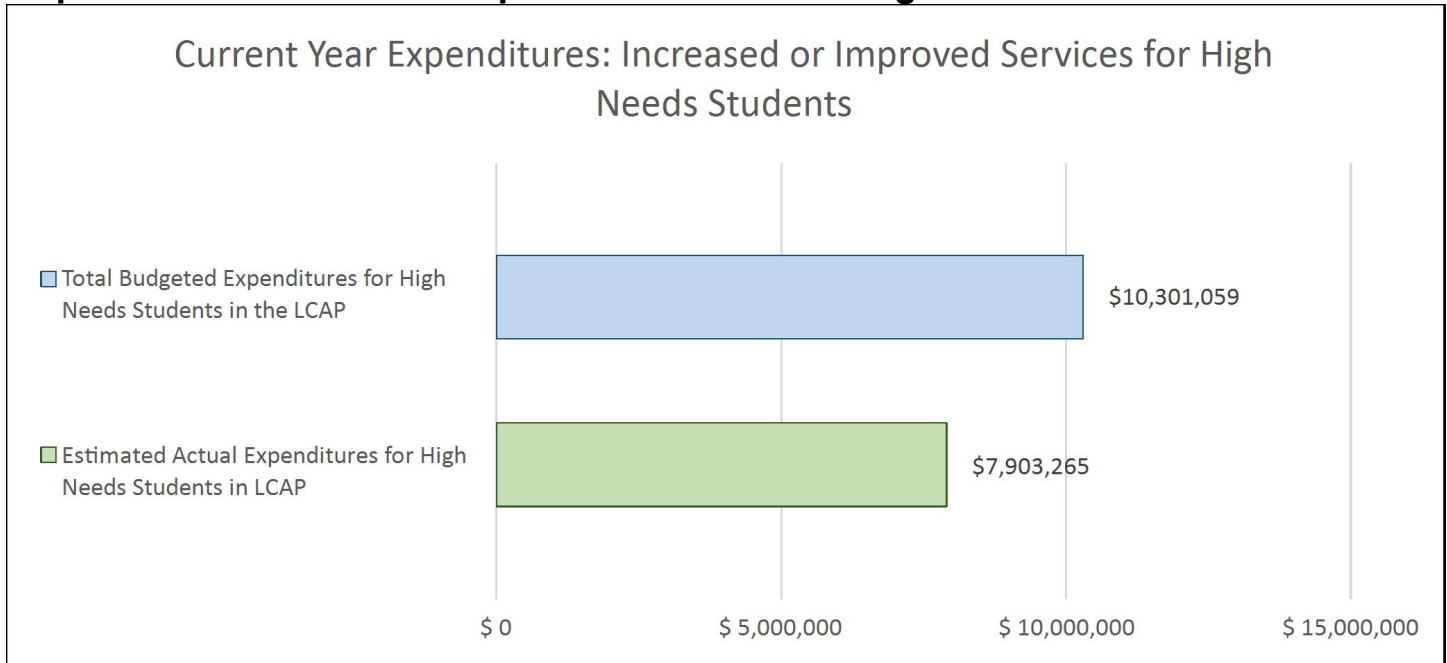
General Fund expenditures not included in the LCAP were teacher salaries, administrator supplies, CTE costs, books and supplies, conferences, professional development, facilities improvements, and other operational costs

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

In 2019-20, McFarland Unified School District is projecting it will receive \$10,467,056.00 based on the enrollment of foster youth, English learner, and low-income students. McFarland Unified 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, McFarland Unified School District plans to spend \$10,467,056.00 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 McFarland Unified 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 McFarland Unified 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, McFarland Unified School District's LCAP budgeted \$10,301,059.00 for planned actions to increase or improve services for high needs students. McFarland Unified School District estimates that it will actually spend \$7,903,265.46 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-2,397,793.54 had the following impact on McFarland Unified School District's ability to increase or improve services for high needs students: In general our goals were implemented as planned. Our CAASPP results for 2019 look to be improved from the previous year. The following are areas where our spending was lower than what we budgeted:

GOAL 1

Action 1.2 We did not have 2 learning directors for half of the year due to resignations and promotions, which is why we came in under budget for this action.

Action 1.3 We did not complete the textbook adoption during this fiscal year accounting for the 800,000 difference. This adoption will take place July 2019.

Action 1.5 We did not complete all upgrades to technology infrastructure this year, accounting for about 200,000 difference.

Action 1.6 Many of the 4000-4999 expenditures were made using other funds, accounting for nearly 400,000 of the difference.

Action 1.10 Sites covered extended learning opportunities with different funding

GOAL 2

Action 2.1: We over budgeted for certificated support staff. The facilities improvements were delayed, due to circumstances out of our control. We also were unable to finalize a contract with the police department to provide an SRO.

Action 2.3: We over budgeted for the salaries for the campus supervisor/SASI positions.

Action 2.7: We over budgeted for the new band teacher.

Action 2.9: We over budgeted for Athletic supplies.

GOAL 3

Action 3.4 Our sites did not take advantage of the \$ set aside to support Parenting Partners. they used alternative funds this 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

McFarland Unified School District

Contact Name and Title

Samuel Aaron Resendez
Superintendent

Email and Phone

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661-792-3081

2017-20 Plan Summary

The Story

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

OUR COMMUNITY PROFILE

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

OUR DISTRICT PROFILE

McFarland Unified School District Mission:

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

McFarland Unified School District Vision:

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

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

We serve approximately 3,400 students Transitional Kindergarten-12th grade with 92.3% identified as unduplicated per CALPADS Free/Reduced Meal Eligibility Counts Report. There are seven schools: three elementary schools, one middle school, two high schools, and one alternative high school.

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

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

LCAP Highlights

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

Through analysis of our state and local data and with input from all stakeholders, 3 Goals have been identified as the focus for the 2019-20 LCAP:

GOAL 1 Full implementation of our state content standards to increase student achievement in ELA-ELD, Math, Social Studies, Science and Literacy as measured by multiple assessments including state and local assessments administered regularly.

- ° Develop staff capacity to support state content standards
- ° Provide support staff
- ° Provide research based curriculum
- ° Recruit, hire, and retain highly qualified teachers and provide professional development
- ° Provide Technology Materials (Including 1 to 1 devices)
- ° Provide research based academic support that builds toward college and career readiness
- ° Continue to provide enrichment for students in all grades to increase student achievement
- ° Provide additional support for our English Language Learners
- ° Provide additional support for core curriculum
- ° Provide enrichment courses

Actions 1.1 - 1.10

GOAL 2 Create safe and welcoming learning environments where students attend and are connected to their schools

- ° Provide a safe and welcoming environment through programs such as MTSS, PBIS, ATS, and Restorative Practices
- ° Provide student enrichment such as MYPAAS, CHAMPS, ASES, and other after school programs
- ° Provide a Campus Supervisor and Student Affairs Specialist (SASI)
- ° Maintain band and color guard
- ° Continue to provide enrichment for Special Education students in all grades to promote a safe welcoming environment where students attend and are connected to their schools
- ° Continue to provide additional enrichment courses and extracurricular activities to support students academically and socially.

Actions 2.1 to 2.9

GOAL 3 Engage parents and families to support student success in school by building community partnerships.

- ° Continue to provide additional opportunities for stakeholder participation through DELAC Meetings, ELAC Meetings, Open House, Parent Teacher Conference, Back to School Nigh, Quarterly LCAP Meeting, and other events, meetings, and services
- ° Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.
- ° Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.
- ° Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.

Actions 3.1 to 3.4

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 following data reflects what we have identified as successes in our district. Through principal's meetings we will continue to discuss implementation strategies that will allow us to duplicate these successes. Our high school graduation rate remains a strength and we will continue using the strategies that have helped us keep the percentage high. The launch of McFarland High School Early College marks a new era in education in McFarland with a level 3 early college starting Fall 2019. STAR data has shown to have a strong correlation to CAASPP success, therefore that data will be used in tracking our growth/progress in CAASPP. Furthermore, tracking the other pieces data in the appropriate information systems and sharing quarterly, will allow us to make adjustments throughout the year in order to continue the positive growth we have realized.

DISTRICTWIDE

1. CAASPP

ELA - Distance from 3 went from -59.1 to -51.3, an improvement of 7.8 points

MATH - Distance from 3 went from -80.1 to -77.8, an improvement of 2.3 points

2. GRADUATION RATE

2018 - 97.8% Graduated from district high schools, which was an improvement of 3.1 percentage points

ELEMENTARY PROGRESS

1. STAR PERFORMANCE - This year we began using STAR by Renaissance Learning as an assessment tool. The tool allows us to measure growth in students in both Reading and Math. The following data reflects our elementary sites from August 2018 to April 2019

READING

Average percentile rank of MUSD elementary students grew from 18.76 to 27.19 (+ 8.43)

Browning Road Steam Academy (BRSA) grew from 13 to 18 (+5)

Kern Avenue School (KAS) grew from 17 to 22 (+5)

Horizon Elementary School (HES) grew from 27 to 42 (+15)

% of MUSD elementary students scoring at the 50th percentile or above grew from 19.49% to 28.24% (+ 8.75)

Browning Road Steam Academy (BRSA) grew from 14% to 18% (+4)

Kern Avenue School (KAS) grew from 16% to 26% (+10)

Horizon Elementary School (HES) grew from 30% to 41% (+11)

MATH

The average percentile rank of MUSD elementary students grew from 29.81 to 40.87 (+11.06)

Browning Road Steam Academy (BRSA) grew from 30 to 36 (+6)

Kern Avenue School (KAS) grew from 23 to 35 (+12)

Horizon Elementary School (HES) grew from 39 to 52 (+13)

% of MUSD elementary students scoring at the 50th percentile or above grew from 32.33% to 42.90% (+10.57)

Browning Road Steam Academy (BRSA) grew from 31% to 39% (+8)

Kern Avenue School (KAS) grew from 30% to 37% (+7)

Horizon Elementary School (HES) grew from 37% to 53% (+16)

This data and other program data will continue to be used to monitor progress and shared with teachers and parents at least quarterly.

2. CAASPP PERFORMANCE

Districtwide elementary 3rd-5th grade students in 2018:

ELA 29.68% met or exceeded standard, increase of 6.05 percentage points from 2017

3rd Grade at Horizon Elementary School scored:
ELA 50% met or exceeded standard
MATH 48.69% met or exceeded standard

MIDDLE SCHOOL PROGRESS

STAR PERFORMANCE - This year we began using STAR by Renaissance Learning as an assessment tool. The tool allows us to measure growth in students in both Reading and Math. The following data reflects McFarland Middle School from August 2018 to April 2019

READING

% of MUSD elementary students scoring at the 50th percentile or above grew from 8% to 9% (+1%), with 6th Grade making the most progress at 10% in April.

MATH

The average percentile rank of MUSD middle school students grew from 21 to 27% (+6%), with 8th Grade at 33%

% of MUSD elementary students scoring at the 50th percentile or above grew from 20% to 28% (+8%) with 8th Grade at 30%

This data and other program data will continue to be used to monitor progress and shared with teachers and parents at least quarterly.

2. CAASPP PERFORMANCE

6th-8th grade students in 2018:

ELA 28.36% met or exceeded standard, increase of 4.54 percentage points from 2017

MATH 20.25% met or exceed standard, increase of 1.8 percentage points from 2017

MCFARLAND HIGH SCHOOL PROGRESS

1. PHYSICAL FITNESS TEST

2017 to 2018 Fitness Results

9th Grade students in the Healthy Fitness Zone in 6 of 6 standards rose from 17.7% to 27.2%

2. COLLEGE & CAREER INDICATOR

2018 Dashboard indicates 52.4% prepared, an increase of 15.5 percentage points

3. EARLY COLLEGE

Spring of 2019 McFarland High School official launched McFarland Early College. Starting in the fall of 2019, all incoming freshmen will have the opportunity to complete a minimum of 12 college credits by the time they

graduate with an option of completing an AA by the time they graduate from high school.

4. GRADUATION RATE

2018 99.5% graduated from McFarland High School, which was an improvement of .5 percentage points

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

CHRONIC ABSENTEEISM

DISTRICT WIDE - ORANGE

Students with Disabilities - Red (Increased percentage by 4.1% to 19.7%)

Homeless - Red (Increased percentage by 8% to 13.5%)

English Language Learners - Orange (Decreased percentage by 1.2% to 8.1%)

Foster Youth - Orange (Decreased percentage by 18% to 35.3%)

Hispanic - Orange (Increased percentage by .9% to 8.2%)

Socioeconomic Disadvantaged - Orange (Increased percentage by 1.1% to 8.9%)

SITES

MMS - ORANGE (Increased 0.7% to 10.7%)

KAS - ORANGE (Increased 0.8% to 10.2%)

NEXT STEPS

Schools such as Horizon and Browning Road have found ways to lower their chronic absenteeism. Having our other schools learning about the systems in place, the implementation of PBIS, and the emphasis on school culture at these 2 schools will help identify areas in which they can improve. Each site will continue to receive money for attendance incentives.

MATHEMATICS

DISTRICT WIDE - ORANGE

English Language Learners - Red (Declined -1.4 points to -95.1)

Homeless - Red (Declined 8 points to -99.5)

Hispanic - Orange (Improved distance from standard by 2 points to -78.2)

Socioeconomic Disadvantaged - Orange (Improved distance from standard by 1.2 points to -81.7)

Students with Disabilities - Orange (Improved distance from standard by 11.4 points to -175)

SITES

MHS - ORANGE (Declined 5.4 points from standard to -100.6)

BRSA - ORANGE (Declined 7.7 points from standard to -87.3)

NEXT STEPS

Will continue to provide training on best practices for English Language Development. We expect Math scores to improve this year with the implementation of Next Gen Math. If this is the case, we will continue to use Next Gen Math as an assessment and practice system for our students.

ENGLISH LANGUAGE ARTS

DISTRICT WIDE - YELLOW

English Language Learners - Orange (Improved distance from standard by 5.2 points to -74.3)

Students with Disabilities - Orange (Improved distance from standard by 15 points to -147.1)

SITES

MHS - ORANGE (Declined 19.7 Points from standard to -10.6)

BRSA - RED (Declined 1.9 points from standard to -78.4)

NEXT STEPS

Our long term approach to improving ELA is to bring a focus on literacy in K-2nd. We will provide professional development in this area over the next 3 years by focusing specifically on increasing the knowledge and abilities of our teachers in the science of teaching reading. All special education teachers will be a part of the professional development plan.

SUSPENSION

DISTRICT - GREEN

Foster Youth - Orange (Decreased percentage by 6.6% to 13.9%)

NEXT STEPS

The Director of Child Welfare and Attendance is working with the group home manager to find ways to improve the behavior and suspension rates of foster youth.

PHYSICAL FITNESS

4.4% of 5th Grade students scored in the Healthy Fitness Zone in all 6 fitness areas (Decreased 1.9 points from 6.3%)

14.4% of 7th Grade students scored in the Healthy Fitness Zone in all 6 fitness areas (Decreased by 6 points from 20.4%)

NEXT STEPS

As part of efforts to improve in our physical fitness we have identified the need to improve physical education at our elementary sites. To do so, we will need to invest in training, curriculum, and facilities.

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

As a district, our dashboard indicates one area where we have a student subgroup performing 2 or more levels below all students: SUSPENSIONS

ALL STUDENTS - GREEN

FOSTER YOUTH - ORANGE

As part of efforts to improve the suspension rates of foster youth we have a Director of Child Welfare & Attendance, School Social Worker (MFT), and Counselors. We plan to provide alternatives to

suspensions whenever possible and provide counseling and therapeutic services as appropriate. Some of the Goals/Actions that will support these efforts include

Goal 2 Create safe and welcoming learning environments where students attend and are connected to their schools:

Action 1 Continue to provide a safe and welcoming environment where students are connected to their schools by providing: Progressive Discipline, Alternatives to Suspension, PBIS, Restorative Practices, and other incentives to attend school. Continue with Child Welfare and attendance Truancy Support provider.

Action 2 Continue to provide student enrichment to ensure a safe and welcoming environment where students attend and are connected to their school

Action 3 Continue to provide a campus supervisor and Student affairs specialist at MHS and MMS

No other areas on the dashboard showed a gap of 2 or more levels. However the following data shows a need for attention:

The ELA indicator for BRSA and MHS

MHS - ORANGE (Declined 19.7 Points from standard to -10.6)

BRSA - RED (Declined 1.9 points from standard to -78.4)

The Mathematics indicator for BRSA and MHS

MHS - ORANGE (Declined 5.4 points from standard to -100.6)

BRSA - ORANGE (Declined 7.7 points from standard to -87.3)

As part of efforts to improve the ELA and MATH scores at these sites we plan the following:

- 1) Provide additional release time to analyze data and plan response to intervention
- 2) Maintain the position of Director of Curriculum and Instruction in order to support data analysis and best instructional practices
- 3) Provide a district testing calendar that will dictate assessment windows for Renaissance STAR and use that data to support next steps for students in both ELA and MATH
- 4) At the elementary level, use DIBELS and NEXT GEN MATH to analyze data and make instructional decisions
- 5) Purchase specific supplemental supplies to support academic growth in these areas
- 6) Provide additional learning opportunities through after school, Saturday School, and summer school in an effort to close the achievement gap.

The Chronic Absentee indicator for MMS and KAS

MMS - ORANGE (Increased 0.7% to 10.7%)

KAS - ORANGE (Increased 0.8% to 10.2%)

As part of efforts to improve the chronic absenteeism at these sites we plan the following:

- 1) Provide additional training to attendance clerks, administrators, and counselors to identify attendance trends
- 2) Provide time for administrative teams to plan their system within MTSS specifically in this area

- 3) Continue to provide attendance incentives
- 4) Provide Alternatives to Suspension, PBIS, Restorative Practices, and Continue with Child Welfare and attendance Truancy Support provider.

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.

Not Applicable

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.

Not applicable

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.

Not applicable

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

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1-Basic Services (A) Teachers appropriately assigned and fully credentialed for assignment</p> <p>18-19 2018-19 Maintain 100% fully credentialed and appropriately assigned teachers</p> <p>Baseline 100% are fully credentialed and appropriately assigned</p>	<p>100% are fully credentialed and appropriately assigned</p>
<p>Metric/Indicator Priority 1-Basic Services (B) Pupils access to standards-aligned materials</p>	<p>100% of our students had access to standards-aligned materials</p>

Expected

18-19

2018-19

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

Baseline

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

Metric/Indicator

Priority 1-Basic Services

(C) School facilities maintained in good repair.

18-19

2018-19

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

Baseline

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

Metric/Indicator

Priority 2- Implementation of Common Core State Standards

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

18-19

2018-19

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

Increase C3 Quick Snapshot

"Learning Objectives"

to 62% Fully Observed

Baseline

2016-17 LCAP Staff Survey

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

94% Strongly Agree/Agree

C3 Quick Snapshot

Actual

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

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

C3 Surveys found 65.6% of the time "Learning Objectives" were observed

Expected

"Learning Objectives"
58% were Fully Observed

Metric/Indicator

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

18-19

2018-19

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

Baseline

2016-17

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

Metric/Indicator

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

18-19

2018 CAASPP ELA ALL Students Results

3rd grade 23%

4th grade 36%

5th grade 36%

6th grade 24%

7th grade 27%

8th grade 27%

11th grade 42%

2018 CAASPP ELA LEP Students

3rd grade 19%

4th grade 16%

5th grade 11%

6th grade 6%

7th grade 5%

8th grade 4%

11th grade 7%

Actual

English Learners are enrolled in ELD and Core CCSS classes 100% of the time

As of 6/1/2019 the following CAASPP results were available:
Percentages indicate the % of students who met or exceeded the minimum expectation on CAASPP

2018-19

ELA All Students

3rd Grade 27%

4th Grade 39%

5th Grade 35%

6th Grade 29%

7th Grade 33%

8th Grade 31%

11th Grade 30%

ELA LEP Students

3rd Grade 17%

4th Grade 22%

5th Grade 13%

6th Grade 9%

7th Grade 5%

8th Grade 0%

11th Grade 0%

Math All Students

Expected

2018 CAASPP Math ALL Students

3rd grade 19%
 4th grade 29%
 5th grade 22%
 6th grade 13%
 7th grade 17%
 8th grade 33%
 11th grade 23%

2018 CAASPP Math LEP Students

3rd grade 15%
 4th grade 14%
 5th grade 8%
 6th grade 6%
 7th grade 4%
 8th grade 10%
 11th grade 4%

2018 CST Science ALL Students

5th grade 28%
 8th grade 37%
 10th grade 33%

2018 CST Science LEP Students

5th grade 9%
 8th grade 10%
 10th grade 8%

Baseline

2016 CAASPP ELA ALL Students Results

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

2016 CAASPP ELA LEP Students

3rd grade 15%
 4th grade 12%

Actual

3rd Grade 35%
 4th Grade 31%
 5th Grade 19%
 6th Grade 19%
 7th Grade 24%
 8th Grade 25%
 11th Grade 16%

Math LEP Students

3rd Grade 25%
 4th Grade 20%
 5th Grade ...
 6th Grade 3%
 7th Grade 4%
 8th Grade 5%
 11th Grade 0%

CAASPP SCIENCE aka CAST

Preliminary scores will not be available until Fall 2019

Expected

Actual

5th grade 7%
6th grade 2%
7th grade 1%
8th grade 0%
11th grade 3%

2016 CAASPP Math ALL Students

3rd grade 15%
4th grade 25%
5th grade 18%
6th grade 9%
7th grade 13%
8th grade 29%
11th grade 19%

2016 CAASPP Math LEP Students

3rd grade 11%
4th grade 10%
5th grade 4%
6th grade 2%
7th grade 0%
8th grade 6%
11th grade 0%

2016 CST Science ALL Students

5th grade 24%
8th grade 33%
10th grade 29%

2016 CST Science LEP Students

5th grade 5%
8th grade 6%
10th grade 4%

Metric/Indicator

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

18-19

N/A

Expected

N/A

Baseline

N/A

Metric/Indicator

Priority 4- Pupil Achievement:

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

18-19

2017-18

1. Increase students who complete a-g courses to All Student at 49.7% and English Language Learners at 8.2%

2. Increase students who completed CTE sequence/programs to All Students to 19% and English Language Learners to 35%

Baseline

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

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

Metric/Indicator

Priority 4- Pupil Achievement:

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

18-19

CELDT 2017-18

Advanced: 9%

Early Advanced: 29%

Intermediate: 39%

Early Intermediate: 19%

Beginning: 16%

*State Assessment will be changing to English Language Proficiency Assessment for California (ELPAC) which may result in a change in the data reported.

Actual

1) Percentage of pupils completing a-g: ALL students: 54.7% and ELs 1.8%

2) Percentage of CTE sequence/programs completed: DATA unavailable at time of report

ELPAC proficiency bands for 2018-19:

Well Developed 19%

Moderately Developed 41%

Somewhat Developed 29%

Beginning 11%

Data reflects elementary schools. Middle and high school data was not available at time of the report.

Expected

Baseline

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

Metric/Indicator

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

18-19

English Learner Reclassification 2018-19
1. KA 111 students
2. BR 59 students
3. HE 8 students
4. MMS 65 students
5. MHS 45 students
6. SJHS 5 students
7. MIS 2 students
8. MUSD English Learner Reclassification Rate 20.3%

Baseline

English Learner Reclassification 2016-17
1. KA 107 students
2. BR 55 students
3. HE 4 students
4. MMS 61 students
5. MHS 41 students
6. SJHS 1 students
7. MIS 0 student
8. MUSD English Learner Reclassification Rate 16.3%

Metric/Indicator

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

18-19

2017-18
Increase of pupils passing AP Exam with a score of 3 or higher to 83%

Actual

English Learner Reclassification 2018-19

1. KA 2 students
2. BR 41 students
3. HE 0 students
4. MMS 6 students
5. MHS 35 students
6. SJHS 1 students
7. MIS 0 students
8. MUSD English Learner Reclassification Rate 5.7%

Percentage of students passing AP with 3 or better:

44.8%

Expected

Baseline

2015-16 AP Scores

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

Metric/Indicator

Priority 4- Pupil Achievement:

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

18-19

2017

1. Increase students demonstrating college preparedness in English to 12%

2. Increase students demonstrating college preparedness in Math to 6%

Baseline

2015

1. 8% students pupils demonstrate college preparedness in English

2. 2% students pupils demonstrate college preparedness in Math

Metric/Indicator

Priority 7-Course Access:

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

18-19

2018-19

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

Baseline

2016-17

Actual

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

1) English to 11.86%

2) Math to .47%

100% of students have access to a broad course of study

Expected

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

Metric/Indicator

Priority 7-Course Access:

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

18-19

2018-19

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

Baseline

2016-17

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

Metric/Indicator

Priority 7-Course Access:

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

18-19

2018-19

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

Baseline

2016-17

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

Metric/Indicator

Priority 8- Other Pupil Outcomes

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

Actual

100% of unduplicated pupils have access and enrolled to programs and services

100% of exceptional needs pupils have access and enrolled to programs and services

The following percentages indicate the % of students at or above benchmark on DIBELS (now called Acadience Reading)

- Kindergarten 63%
- 1st Grade 49%
- 2nd Grade 49%

Expected

18-19

2018-19

2017-18

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

- Kindergarten: 81%
- 1st Grade: 12%
- 2nd Grade: 58%
- 3rd Grade: 71%
- 4th Grade: 78%
- 5th Grade: 78%

Baseline

2016-17 Baseline

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

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

Metric/Indicator

Priority 8- Other Pupil Outcomes

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

18-19

2018-19

1. Increase 5th Grade: 57.2% are classified as Healthy Fitness Zone for Body Composition

2. Increase 7th Grade: 53% are classified as Healthy Fitness Zone for Aerobic Capacity

3. Increase 9th Grade: 54.2% are classified as Healthy Fitness Zone for Body Composition

Baseline

Actual

- 3rd Grade 43%
- 4th Grade 34%
- 5th Grade 44%

2018-19 Physical Fitness Results

% indicate the % of students classified in the "Health Fitness Zone"

- 1) 5th Grade Body Composition 38.77%
- 2) 7th Grade Aerobic Capacity 49.81%
- 3) 9th Grade Body Composition 51.56%

Expected

2016-17

1. 5th Grade: 53.2% are classified as Healthy Fitness Zone for Body Composition

2. 7th Grade: 49% are classified as Healthy Fitness Zone for Aerobic Capacity

3. 9th Grade: 50.2% are classified as Healthy Fitness Zone for Body Composition

Actual

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
<p>G1. 1</p> <p>Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures.</p> <ul style="list-style-type: none"> • ELA & Math CFAs • DIBELS • CAASPP • Renaissance Learning (STAR Reading and STAR Math) • Release time for teachers to collaborate around data to make data driven decisions • Create a CFA Revision Team to revise the CFAs and Benchmarks 	<p>Services and actions that were delivered to build staff capacity include:</p> <ul style="list-style-type: none"> • Learning Director provided at all sites • DIBELS was administered at all elementariness • CAASPP was administered districtwide • Renaissance Learning (STAR Reading and STAR Math) was adopted and implemented districtwide • Sites had release time for teachers to collaborate around data to make data driven decisions 	<p>Learning Directors 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 656,084.10</p> <p>Learning Directors 3000-3999: Employee Benefits Supplemental and Concentration 245,463.91</p> <p>Professional Development 4000-4999: Books And Supplies Supplemental and Concentration 50,000.00</p> <p>Conference Expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 40,000.00</p>	<p>Learning Directors 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 530,398.05</p> <p>Learning Directors 3000-3999: Employee Benefits LCFF Supplemental and Concentration 185,094.63</p> <p>Professional Development 4000-4999: Books And Supplies LCFF Supplemental and Concentration 22,682.33</p> <p>Conference Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 50,441.42</p>

		Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 25,000.00	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 39,648.58
		Using Title I funds--deleting from LCAP 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00	N/A Not Applicable Not Applicable N/A

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 2 Continue to provide additional support staff: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors in order to maximize support principally directed toward unduplicated students.	We provided TOSAs, Librarians, and a Chief Academic Officer in order to maximize support	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 648,344.00	Support Staff 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 720,084.42
		Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 272,814.04	Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 292,448.55
		Librarians 2000-2999: Classified Personnel Salaries Supplemental and Concentration 132,102.08	Librarians 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 160,447.15
		Librarians 3000-3999: Employee Benefits Supplemental and Concentration 103,198.93	Librarians 3000-3999: Employee Benefits LCFF Supplemental and Concentration 126,855.59
		Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 67,415.81	Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 42,751.29

Support Staff 3000-3999:
Employee Benefits Supplemental
and Concentration 38,228.24

Support Staff 3000-3999:
Employee Benefits LCFF
Supplemental and Concentration
27,523.66

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G1. 3</p> <p>Continue to provide additional research based curriculum, professional development (PD) and supplies in order to maximize support principally directed toward unduplicated students.</p> <ul style="list-style-type: none"> • Renaissance Learning • Thinking Maps Training (K - 2) • ELD • Science 	<p>Provided additional research based curriculum, professional development (PD) and supplies in:</p> <ul style="list-style-type: none"> • Renaissance Learning in all elementariness and middle school • Thinking Maps Training was provided to K-6 • Contracted with Kate Kinsella and Associates for ELD 	<p>Supplies & Material 4000-4999: Books And Supplies Supplemental and Concentration 42,000.00</p> <p>ELA/ELD Intervention 4000-4999: Books And Supplies Supplemental and Concentration 25,000.00</p> <p>Science Adoption 4000-4999: Books And Supplies Supplemental and Concentration 800,000.00</p> <p>Supplemental to Core 4000-4999: Books And Supplies Supplemental and Concentration 159,250.00</p> <p>Additional Library Books 4000-4999: Books And Supplies Supplemental and Concentration 22,500.00</p>	<p>Supplies & Material 4000-4999: Books And Supplies LCFF Supplemental and Concentration 100,202.68</p> <p>ELA/ELD Intervention 4000-4999: Books And Supplies LCFF Supplemental and Concentration 85,600.85</p> <p>Science Adoption 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p> <p>Supplemental to Core 4000-4999: Books And Supplies LCFF Supplemental and Concentration 351,646.82</p> <p>Additional Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 24,624.80</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G1. 4</p> <p>Continue to recruit, hire, and retain highly qualified teachers and</p>	<p>We recruited and hired highly qualified teachers and provided professional development. We maintained our BTSA relationship</p>	<p>Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other</p>	<p>Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other</p>

provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers in order to maximize support principally directed toward unduplicated students.

with KCSOS and provided support providers for interns.

Operating Expenditures Supplemental and Concentration 3,000.00

Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 24,000.00

Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 40,566.00

Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits Supplemental and Concentration 7929.50

Stipends for Intern Support Provider and SAT Coordinator 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 10,432.00

Stipends for Intern Support Provider and SAT Coordinator 3000-3999: Employee Benefits Supplemental and Concentration 2039.00

Operating Expenditures LCFF Supplemental and Concentration 0

Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 24,000.00

Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 44,257.33

Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7,889.49

Stipends for Intern Support Provider and SAT Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 9,552.00

Stipends for Intern Support Provider and SAT Coordinator 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,041.70

Action 5

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
<p>G1. 5</p> <p>Continue to provide technology materials and supplemental instructional supplies supporting state content standards to increase student achievement.</p>	<p>Provided technology materials and supplemental instructional supplies, including devices for all students 2nd to 12th grade and upgrading technology in classrooms.</p>	<p>Technology contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 269,900.00</p>	<p>Money was diverted to MAP+, technology enrichment, and tech upgrades Not Applicable Not Applicable 0</p>
		<p>TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 71,000.00</p>	<p>Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 71,000</p>
		<p>McFarland Achievement Pathway + (MAP+) 4000-4999: Books And Supplies Supplemental and Concentration 150,000.00</p>	<p>McFarland Achievement Pathway + (MAP+) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 180,604.73</p>
		<p>Technology Enrichment by TOSAs 4000-4999: Books And Supplies Supplemental and Concentration 25,000.00</p>	<p>Technology Enrichment by TOSAs 4000-4999: Books And Supplies LCFF Supplemental and Concentration 94,295.98</p>
		<p>Technology hardware/software 4000-4999: Books And Supplies Supplemental and Concentration 150,000.00</p>	<p>Technology hardware/software 4000-4999: Books And Supplies LCFF Supplemental and Concentration 139,189.98</p>
		<p>Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 335,956.22</p>	<p>Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 316,710.67</p>
		<p>McFarland Achievement Pathway+ (MAP+) 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>McFarland Achievement Pathway+ (MAP+) 5900: Communications LCFF Supplemental and Concentration 0</p>

		Supplemental and Concentration 25,000.00	
		Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,000.00	Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1,588.81
		Technology (upgrade, replacement & internet) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 224,416.00	Technology (upgrade, replacement & internet) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 233,295.00
		Technology infrastructure/network 6000-6999: Capital Outlay Supplemental and Concentration 400,000.00	Technology infrastructure/network 6000-6999: Capital Outlay LCFF Supplemental and Concentration 278,787.88

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 6 Continue to provide additional research based academic support that build toward college and career readiness to increase student achievement.	Expanded our CTE offerings. Continued with AVID at MMS and MHS. Increased our pathways and officially launched "McFarland Early College"	Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 357,487.50	Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 385,615.45
		Title I funded Not Applicable Not Applicable 0.00	N/A Not Applicable Not Applicable 0
		Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher 3000-3999: Employee Benefits Supplemental and Concentration 170,597.55	Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher 3000-3999: Employee Benefits LCFF

	Supplemental and Concentration 172,565.25
AVID Support Tutors 2000-2999: Classified Personnel Salaries Supplemental and Concentration 36,050.00	AVID Support Tutors 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 8,483.46
AVID Support Tutors 3000-3999: Employee Benefits Supplemental and Concentration 9,888.00	AVID Support Tutors 3000-3999: Employee Benefits LCFF Supplemental and Concentration 983.52
AVID curriculum supplies 4000- 4999: Books And Supplies Supplemental and Concentration 5,000.00	AVID curriculum supplies 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 1,590.07
College and career readiness 4000-4999: Books And Supplies Supplemental and Concentration 459,550.00	College and career readiness 4000-4999: Books And Supplies LCFF Supplemental and Concentration 60,750.04
College and career readiness exams 4000-4999: Books And Supplies Supplemental and Concentration 10,800.00	College and career readiness exams 4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,694.15
Title I funded Not Applicable Not Applicable 0.00	N/A Not Applicable Not Applicable 0
College and career readiness exams 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,000.00	College and career readiness exams 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5,625.65
AVID Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 37,050.00	AVID Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8,827.75

		Online a-g courses 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000.00	Online a-g courses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 13,250.00
		College and career readiness 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 14,850.00	College and career readiness 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 28,266.76
		AVID 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 7,600.00	AVID 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 8,626.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G1. 7</p> <p>Continue to provide supplemental intervention and enrichment opportunities for students in Tiers I, II, and III in all grades to increase student achievement under the MTSS Framework.</p>	<p>Schools provided these supports, but did not utilize these funds.</p>	<p>Intervention and Enrichment supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00</p>	<p>Intervention and Enrichment supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G1. 8</p> <p>Continue to provide additional support for our English Language</p>	<p>Each site had an ELD Resource teacher who hosted ELAC meetings and provided training and support at their sites</p>	<p>Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 27,822.00</p>	<p>Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 28,656.00</p>

Learners to increase student achievement.

Site Resource Teacher Stipend:
ELAC 3000-3999: Employee
Benefits Supplemental and
Concentration 5,438.40

Site Resource Teacher Stipend:
ELAC 3000-3999: Employee
Benefits LCFF Supplemental and
Concentration 5,601.39

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G1. 9</p> <p>Continue to provide additional support and enrichment opportunities for core curriculum to increase student achievement.</p>	<p>All 3 elementary schools attended CAMP KEEP.</p> <p>2 elementary sites and the middle school maintained and/or expanded their makerspaces and fab labs.</p> <p>Browning Road began to implement their STEAM curriculum</p>	Camp K.E.E.P. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 25,361.00	Camp K.E.E.P. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 26,842.00
		Camp K.E.E.P. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3,575.00	Camp K.E.E.P. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 0.00
		Camp K.E.E.P. 3000-3999: Employee Benefits Supplemental and Concentration 5,656.12	Camp K.E.E.P. 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,889.32
		Response to Intervention Materials 4000-4999: Books And Supplies Supplemental and Concentration 15,000.00	Response to Intervention Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 9,986.38
		MakerSpace (BR, HES). Fab Lab (BR, MMS) 4000-4999: Books And Supplies Supplemental and Concentration 170,000.00	MakerSpace (BR, HES). Fab Lab (BR, MMS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 189,829.06
		Camp KEEP 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,400.00	Camp KEEP 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 13,653.86
		Camp KEEP 5800: Professional/Consulting Services	Camp KEEP 5800: Professional/Consulting Services

		And Operating Expenditures Supplemental and Concentration 84,600.00	And Operating Expenditures LCFF Supplemental and Concentration 80,847.66
		CTE equipment (MHS) 4000-4999: Books And Supplies Supplemental and Concentration 30,000.00	CTE equipment (MHS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,204.65
		Browning Road STEAM Academy Materials 4000-4999: Books And Supplies Supplemental and Concentration 61,000.00	Browning Road STEAM Academy Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 47,995.9
		Project Lead the Way (BR) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000.00	Project Lead the Way (BR) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 810.00

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 10 Continue to provide additional enrichment courses and extra curricular activities to support students academically.	Improvements to the AG farm in order to allow more students to participate has continued Some after school extended learning took place, but was funded mostly with other monies	Moved to Goal 2, Action 9 pg, 115 Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable 0
		Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 24,720.00	Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 2,655.28
		Moved to Title I Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable 0
		Extended Learning Opportunities 3000-3999: Employee Benefits Supplemental and Concentration 40,000.00	Extended Learning Opportunities 3000-3999: Employee Benefits LCFF Supplemental and Concentration 519.05

		Extended Learning Opportunities 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00	Extended Learning Opportunities 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,857.56
		Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,500.00	Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,466.04
		Ag Farm 6000-6999: Capital Outlay Supplemental and Concentration 50,000.00	Ag Farm 6000-6999: Capital Outlay LCFF Supplemental and Concentration 54,496.00
		Extended Learning Opportunities 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 4,000.00	Extended Learning Opportunities 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1,433.41
		Bond did not pass Not Applicable Not Applicable 000	N/A Not Applicable Not Applicable 0
		Two vans to transport students were purchased in 2017-18 Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable 0

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G1. 11 Moved to Goal 2, Action 7 pg, 112	This action was moved to Goal 2 Action 7	Not Applicable Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A

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.

Goal 1 actions were generally implemented as planned.

Action 1 We implemented Renaissance Learning (STAR) this year and provided the opportunity for training throughout the district. Site were given release time for data decision making. CFA revision team did not get started until late Spring, so the bulk of this will continue next year.

Action 3 We were able to team up with Dr Kate Kinsela and her associates to provide training and coaching to our teachers that use English 3D in dedicated ELD.

We were not able to complete the textbook adoption for science during this fiscal year. The textbook adoption will happen in July.

Action 6 It was announced this year that starting in the FALL (2019) McFarland High School will now be known as McFarland High Early College. By converting to an early college, starting in Fall 2019, all incoming freshman will have an opportunity to earn 12 to 60 units of college credit by the time they graduate from high school, with some being able to earn an AA at the same time. College and Career Readiness has been a focal point, so much that much of the effort in this area has been covered through grant funds.

Action 7 Our sites provided intervention efforts through other funding this year, but we see the need to continue to budget for this as our CAASPP scores are still in need of improving.

Action 9 Browning Road School has completed its transition to Browning Road Steam Academy. The site has a full STEAM curriculum, a Fab Lab, and a Makerspace.

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

Actions/Services 1-10 for Goal 1 were overall effective based on a variety of metrics used throughout the school year such as:

Actions/Services: 1

We provided staff planning time to analyze data and implement next steps. Professional Development was provided in STAR & AR, which we saw an increase in the usage of Accelerated Reader during the course of the year. We also saw considerable growth in STAR scores from our students over the year.

Actions/Services: 5

We have completed our 1:1 rollout. All students 2nd-12th Grade have been issued a Chromebook. Having one-to-one devices allows for students to have greater access to their learning at school and at home. The district will continue to provide one-to-one devices to our students.

Action/Services: 6

College and Career readiness continues to be a focus for McFarland High School. We have continued to offer pathways and dual enrollment. We plan to continue our focus on college and career readiness by working closely with our stakeholders, industry partners, and our community colleges. This evident in our launch of McFarland Early College.

Action 9 Browning Road Steam Academy has taken a different approach this year with its conversion to STEAM Academy. While CAASPP scores to have improved, we feel more data is needed to judge the over all effectiveness of the movement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1.1 We did not have 2 learning directors for half of the year due to resignations and promotions. We did not have the Benchmark team created until the end of the year. Some of the books and supply money was diverted to professional development costs and conferences costs in the 5000-5999.

Action 1.2 Certificated Salaries and benefits were higher than anticipated

Action 1.3 We did not complete the textbook adoption during this fiscal year accounting for the 800,000 difference. This adoption will take place July 2019. Some of the money dedicated for the adoption was diverted to the other objects within this action.

Action 1.5 We did not complete all upgrades to technology infrastructure this year, accounting for about 200,000 difference. We also had extra chrome books from prior years which allowed us to outfit an entire grade level without the need to purchase. Money from "Tech Contracts 5000-5999" was diverted to cover other needs in this action.

Action 1.6 Many of the 4000-4999 expenditures were made using other funds, accounting for nearly 400,000 of the difference. The expansion of our pathways is still an anticipated expense, but did not fully materialize this year in terms of 4300 College & Career Ready expenses. Our AVID program was not as large as anticipated, which is why those expenses were under budget.

Action 1.7 These expenses were not realized this year as the sites founds ways to begin implementation without the funds. However, we believe that these efforts will require future funding.

Action 1.9 We did not have classified salary expenditure needs as we were able to cover the supervision requirement for CAMP KEEP through certificated personnel. We were well below on CTE Equipment as the welding program project was delayed.

Action 1.10 Sites covered extended learning opportunities with different funding

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 following changes have been identified to further our efforts in Goal 1:

Action/Service 3

The need to adopt NGSS aligned curriculum still exists. We will complete this service in July.

Action/Services 5

This action was budgeted for equipment for kindergarten and 1st grade 1 to 1 initiative. We removed the acronym TOSA as it gave the impression that at TOSA was funded with this action.

Action/Services: 6

Our college and career efforts have been enhanced with the addition of Early College at our high school. Therefore, there is a need to make sure this effort is funded.

Action/Service: 7

While our schools did start planning for MTSS tiers, the actual implementation did not happen. This action will continue with a greater emphasis next year.

Action/Service: 9

CAMP KEEP is typically a culminating type activity. So, with the addition of 6th Grade to our elementary school next year, we are opting to skip CAMP KEEP for 1 year and start taking 6th grade students in 2020-21. this will avoid next year's 6th grade students going 2 years in a row.

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

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Priority 5-Pupil Engagement (A) School Attendance Rates</div> <div>18-19 2017-18 Increase District wide Attendance Rate: 95.59%</div> <div>Baseline 2015-16 District wide Attendance Rate: 92.59%</div>	<div>2018-19 Attendance Rate 95.47%</div>
<div>Metric/Indicator Priority 5-Pupil Engagement (B) Chronic absenteeism Rates</div> <div>18-19 2017-18</div>	<div>2018-19 Chronic Absentees</div> <div>MUSD 10.37% BR 7.58% KA 10.79% HES 0.98% MMS 10.48%</div>

Expected

MUSD: 22.2%
BR: 6.1%
KA: 6.2%
MMS: 9.4%
MHS: 13.1%
SJHS: 58.5%
MIS: N/A

Baseline

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

Metric/Indicator

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

18-19

2017-18
Maintain Middle School Dropout Rate: 0 Students

Baseline

2015-16
Middle School Dropout Rate: 2 Students

Metric/Indicator

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

18-19

2017-18
Decrease High School Dropout Rate

1. MHS: All Students: 0%, EL: 0%

Actual

MHS 14.06%
SJHS 56.63%

2018-19 Middle School Dropouts
0 students

2018-19 High School Dropouts

1) MHS All students 2.9% EL 4.4%

2) SJHS All students 14.3% EL 0%

3) MIS All students 50% EL 0%

Expected

2. SJHS: All Students: 25.4%, EL: 10.3%

3. MIS: All Students: 53.1%, EL: 29.3%

Baseline

2015-16

High School Dropout Rate

1. MHS: All Students: 0.6%, EL: 2.1%

2. SJHS: All Students: 29.4%, EL: 14.3%

3. MIS: All Students: 57.1%, EL: 33.3%

Metric/Indicator

Priority 5-Pupil Engagement

(E) High School Graduation Rates

18-19

2017-18

Increase High School Graduation Rate

1. MHS: All Students: 100%, EL: 100%

2. SJHS: All Students: 51.1%, EL: 75.4%

3. MIS: All Students: 32.6%, EL: 37.3%

Baseline

2015-16

High School Graduation Rate

1. MHS: All Students: 99.4%, EL: 97.9%

2. SJHS: All Students: 47.1%, EL: 71.4%

3. MIS: All Students: 28.6%, EL: 33.3%

Metric/Indicator

Priority 6-School Climate

(A) Pupil Suspension Rates

Actual

2018-19 High School Graduation Rates

1) MHS All students 97.1% EL 95.6%

2) SJHS All students 85.7% EL 100%

3) MIS All Students 50% EL 100%

2018-19 Pupil Suspension Rates

KA: 3

BR: 0

Expected

18-19

2018-19

Decrease Pupil Suspension Rate per Student Information System: Infinite Campus

KA: 2 students

BR: 7 students

HE: 6 students

MMS: 48 students

MHS: 54 students

SJHS: 9 students

MIS: Maintain 0 students

Baseline

2016-17

Pupil Suspension Rate per Student Information System: Infinite Campus

KA: 4 students

BR: 9 students

HE: 8 students

MMS: 50 students

MHS: 56 students

SJHS: 11 students

MIS: 0 students

Metric/Indicator

Priority 6-School Climate
(B) Pupil Expulsion Rates

18-19

2018-19

Decrease Pupil Expulsion Rate per Student Information System: Infinite Campus

KA: Maintain 0 students

BR: Maintain 0 students

HE: Maintain 0 students

MMS: 3 students

MHS: 1 students

SJHS: 0 students

MIS: Maintain 0 students

Actual

HE: 0

MMS: 57

MHS: 69

SJHS: 4

MIS: 0

2018-19 Expulsions

KA: 0 students

BR: 0 students

HE: 0 students

MMS: 0 students

MHS: 6 students

SJHS: 0 students

MIS: 0 students

Expected

Baseline

2016-17

Pupil Expulsion Rate per Student Information System: Infinite Campus

KA: 0 students

BR: 0 students

HE: 0 students

MMS: 5 students

MHS: 3 students

SJHS: 2 students

MIS: 0 students

Metric/Indicator

Priority 6-School Climate

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

18-19

LCAP Stakeholder Survey 2018-19

1. Students results 89.4%

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

2. Parents results 99.3%

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

Baseline

LCAP Stakeholder Survey 2016-17

1. Students results 85.4%

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

2. Parents results 95.3%

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

Actual

For the 2018-19 school year, we had a transition in our district leadership and the survey was not duplicated from previous years. However, there was an LCAP survey developed and distributed that solicited parent and student comments. Sample responses to the following were acquired:

1. Student Question: "What else can the school do to help motivate you to succeed?":

Response: "Nothing because the school is already motivating me to improve and succeed ins school"

2. Parent Question: "What else can the school do to help motivate your child to succeed?":

Response: "My child already loves school and is motivated thanks to all you do"

Unfortunately, this survey did not give us comparable percentages.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 1	Created a safe and welcoming environment where students attend and are connected to their schools through initiatives such as:	Support Staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 390,400.70	Support Staff 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 284,956.08
Continue to provide a safe and welcoming environment where students attend and are connected to their schools.	<ul style="list-style-type: none"> • PBIS • Restorative Practices • Alternative to Suspensions (ATS) • Provide Support Staff • Incentives for behavior and attendance 	Support Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 293,734.74	Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 308,407.34
MTSS Framework		Support Staff 3000-3999: Employee Benefits Supplemental and Concentration 297,127.89	Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 260,183.17
<ul style="list-style-type: none"> • PBIS • Restorative Practices • Alternative to Suspensions (ATS) • Provide Support Staff • Incentives 		Support Staff Supplies 4000-4999: Books And Supplies Supplemental and Concentration 98,000.00	Support Staff Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 65,615.51
		Facilities improvement 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 290,345.42	Facilities improvement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 17,101.2
		PBIS, Restorative Practices, School Safety, CAASPP Incentive 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 43,500.00	PBIS, Restorative Practices, School Safety, CAASPP Incentive 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 43,918.48
		School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training 5800: Professional/Consulting Services	School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training 5800: Professional/Consulting Services

		And Operating Expenditures Supplemental and Concentration 121,820.00	And Operating Expenditures LCFF Supplemental and Concentration 25,322.98
		Ag Farm 6000-6999: Capital Outlay Supplemental and Concentration 230,000.00	Ag Farm 6000-6999: Capital Outlay LCFF Supplemental and Concentration 214,303.85
		Alternative to Suspension contract 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 26,000.00	Alternative to Suspension contract 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 26,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G2. 2</p> <p>Continue to provide additional student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools</p> <ul style="list-style-type: none"> McFarland Youth Performing Arts After School (MYPAAS) Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS) After School Programs 	<p>Delivered the following programs at the elementary and middle school sites:</p> <ul style="list-style-type: none"> McFarland Youth Performing Arts After School (MYPAAS) Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS) 	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 12,984.00</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits Supplemental and Concentration 2,538.00</p> <p>Student enrichment supplies--MYPASS 4000-4999: Books And Supplies Supplemental and Concentration 10,000.00</p> <p>CHAMPS Materials 4000-4999: Books And Supplies Supplemental and Concentration 25,000.00</p>	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12,604.00</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,079.67</p> <p>Student enrichment supplies--MYPASS 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,800.00</p> <p>CHAMPS Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,827.05</p>

		Moved to Goal 3, Action 4 Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A
		Moved to Goal 3, Action 4 Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A
		CHAMPS Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00	CHAMPS Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6,201.60

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 3 Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety principally directed toward our unduplicated students.	Employed a Campus Supervisor and Student Affairs Specialist at the high school and middle school.	Campus Supervisor and SASI 2000-2999: Classified Personnel Salaries Supplemental and Concentration 217,449.00 Campus Supervisor and SASI 3000-3999: Employee Benefits Supplemental and Concentration 141,508.88	Campus Supervisor and SASI 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 159,649.38 Campus Supervisor and SASI 3000-3999: Employee Benefits LCFF Supplemental and Concentration 119,830.47

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G2. 4 Moved to Goal 1, Action 6 pg. 84	See Goal 1 Action 6	Moved to Goal 1, Action 6 pg. 84 Not Applicable Not Applicable N/A Moved to Goal 1, Action 6 pg. 84 Not Applicable Not Applicable N/A Moved to Goal 1, Action 6 pg. 84 Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A

Moved to Goal 1, Action 6 pg. 84
Not Applicable Not Applicable
N/A

Not Applicable Not Applicable Not
Applicable N/A

Action 5

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

G2. 5
Moved to Goal 1, Action 3 pg. 76

See Goal 1 Action 3

Moved to Goal 1, Action 3 pg. 76
Not Applicable Not Applicable
N/A

Not Applicable Not Applicable Not
Applicable N/A

Moved to Goal 1, Action 3 pg. 76
Not Applicable Not Applicable
N/A

Not Applicable Not Applicable Not
Applicable N/A

Moved to Goal 1, Action 3 pg. 76
Not Applicable Not Applicable
N/A

Not Applicable Not Applicable Not
Applicable N/A

Moved to Goal 1, Action 3 pg. 76
Not Applicable Not Applicable
N/A

Not Applicable Not Applicable Not
Applicable N/A

Purchased in 2017-18 4000-
4999: Books And Supplies
Supplemental and Concentration
0.00

Not Applicable Not Applicable Not
Applicable N/A

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

G2. 6
Moved to Goal 1, Action 8 pg. 89

See Goal 1 Action 8

Not Applicable Not Applicable Not
Applicable N/A

Not Applicable Not Applicable Not
Applicable N/A

Action 7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>G2. 7</p> <p>Maintain supplemental Band and Color Guard course at our high school to promote a safe and welcoming environment where students attend and are connected to their schools</p>	<p>Offered Band at the high and middle school. Provided choral music at the middler school.</p>	Band & Color Guard supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 20,000.00	Band & Color Guard supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 16,510.68
		Band & Color Guard 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 10,000.00	Band & Color Guard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 21,980.01
		Band Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 107,281.00	Band Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 61,053.64
		Band Teacher 3000-3999: Employee Benefits Supplemental and Concentration 58,994.00	Band Teacher 3000-3999: Employee Benefits LCFF Supplemental and Concentration 24,717.90

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G2. 8</p> <p>Moved to Goal 1, Action 6 pg. 84</p>	See Goal 1 Action 6	Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>G2. 9</p> <p>Continue to provide additional enrichment courses and extracurricular activities to support students academically and socially.</p>	<p>Extracurricular activities were offered at the high school. Horizon Elementary started an after school chorus program</p>	Moved to Title I Funding Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A
		Moved to Title I Funding Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A
		Moved to Title I Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

Athletic Stipend 2000-2999:
Classified Personnel Salaries
Supplemental and Concentration
82,153.00

Athletic Stipend 3000-3999:
Employee Benefits Supplemental
and Concentration 38,534.21

Athletic supplies 4000-4999:
Books And Supplies
Supplemental and Concentration
218,389.00

Athletic transportation 5000-5999:
Services And Other Operating
Expenditures Supplemental and
Concentration 166,532.00

Athletic Trainer & safety, training
5800: Professional/Consulting
Services And Operating
Expenditures Supplemental and
Concentration 77,000.00

Athletic Stipends 1000-1999:
Certificated Personnel Salaries
Supplemental and Concentration
83,744.00

HES Chorus 4000-4999: Books
And Supplies Supplemental and
Concentration 6,000.00

Athletic Stipend 2000-2999:
Classified Personnel Salaries
LCFF Supplemental and
Concentration 100,656.66

Athletic Stipend 3000-3999:
Employee Benefits LCFF
Supplemental and Concentration
28,074.70

Athletic supplies 4000-4999:
Books And Supplies LCFF
Supplemental and Concentration
141,596.70

Athletic transportation 5000-5999:
Services And Other Operating
Expenditures LCFF Supplemental
and Concentration 182,191.10

Athletic Trainer & safety, training
5800: Professional/Consulting
Services And Operating
Expenditures LCFF Supplemental
and Concentration 64,886.68

Athletic Stipends 1000-1999:
Certificated Personnel Salaries
LCFF Supplemental and
Concentration 82,190

HES Chorus 4000-4999: Books
And Supplies LCFF
Supplemental and Concentration
4079.66

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, Goal 2 has been effectively implemented. Schools such as Horizon have found attendance rates increase each year.

PBIS has become a larger part of the elementary school culture.

Our middle school went to PBIS training this year and will beginning planning and implementing their system.

ATS and Restorative Justice have been a focus at the middle and high school. Both schools have a campus supervisor and SASI that help create positive relationships with the students.

Surveys have indicated an overall satisfaction with our schools' climates.

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

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

Actions: 1-3

Providing support staff to work with students, parents, and staff in creating a safe and welcoming learning environment. Using PBIS lowered the number of students suspended at each site. Expulsions are down as well.

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

While we had MYPAAS at 2 sites this year, only one took advantage of the supply money available. It is apparent we need to do a better job of communicating the financial support we provide to our programs.

Action 7

The addition of after school music at Horizon proved to be a higher motivator for students at that school. High school and middle school bands performed several times during there course of the year and garnered much praise from the community and the school board.

Action 9

Athletics at the middle and high school continue to be a unifying activity for school pride. The high school girls basketball team reaching the state final brought much community support and awareness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: We over budgeted for certificated support staff. The facilities improvements were delayed, due to circumstances out of our control. We also were unable to finalize a contract with the police department to provide an SRO.

Action 2: Our CHAMPS program coordinators were not aware of the money available to them, as they have explained that their supervisor, who is no longer with the district, did not share that information with them.

Action 3: We over budgeted for the salaries for the campus supervisor/SASI positions.

Action 7: We over budgeted for the new band teacher.

Action 9: Athletic supplies came in under budget. While travel expenses were slightly higher, mostly attributed to post season success, such as our girls basketball team making it to the state finals.

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

Action 1 We will continue to work with the different law enforcement agencies in Kern County to find a suitable arrangement for an SRO

Action 2 The addition of 6th grade at our elementary sites has prompted the need to add additional CHAMPS staff to work with the students.

Action 7 The success of the HES after school music program has prompted us to expand our music offering from high school to all schools.

The action will now read: "Maintain supplemental band/music at all of our schools and color guard at MHS to promote a safe and welcoming environment where students attend and are connected to their schools"

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Priority 3-Parent Involvement

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

18-19

2018-19

1. Maintain District English Language Advisory Committee Meetings at 7

2. Maintain LCAP Meetings

MUSD Staff: 4

Parents, Students & Community Members: 4

3. Maintain participation in LCAP Survey

- Parents: 189
- Staff: 100
- Students: 411

2018-19

1) District English Advisory Committee Meetings

Held 3 DELAC Meetings

Held 4 ELAC Meetings at each site

2) Maintain LCAP Meetings

Held 3 MUSD Staff Meetings

Held 3 Community Meetings

3) Maintain participation in LCAP Survey

86 Parents responded

51 Staff responded

314 students responded

Expected

Baseline 2016-17

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

Metric/Indicator

Priority 3-Parent Involvement

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

18-19

2018-19

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

Baseline

2016-17

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

Metric/Indicator

Priority 3-Parent Involvement

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

18-19

Actual

2018-19

- 1) We did maintain a Semesterly District/Site Newsletter
- 2) We maintained Parent Leadership Training through Parenting Partners. We only held 1 at each site as the demand from parents was not high enough to offer semesterly

2018-19

1. IEP meetings are scheduled in advance at all sites
2. Parents are able to reschedule IEP meetings as needed

Expected

2018-19

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

Baseline

2016-17

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

Actual

3. At evening events and meetings, sites often provide child care and dinner in order for parents to attend

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 1 Continue to provide additional opportunities for stakeholder participation DELAC Meetings ELAC Meetings Open House Parent Teacher Conference Back to School Night Quarterly LCAP Meetings Various services from Family Resource Center	Were were able to provide: DELAC meetings ELAC Meetings were held at all sites Parent Teacher Conference Back to School Night LCAP Meetings were held with parents, staff, and administrators Various services from Family Resource Center	Moved to Goal 1, Action 8 pg. 113 Not Applicable Not Applicable N/A Moved to Goal 2, Action 2 pg. 113 Not Applicable Not Applicable N/A Moved to Goal 1, Action 8 pg. 113 Not Applicable Not Applicable N/A Moved to Goal 1, Action 8 pg. 113 Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A

		Moved to Goal 2, Action 2 pg. 104 Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A
		Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies Supplemental and Concentration 7,500.00	Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 9,845.00
		Conference expenditures 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000.00	Conference Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,620.24
		Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 100.00	Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 113.87
		Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 400.00	Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 396..13

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 2 Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.	Family Resource Center was staffed and provided support to our struggling families. Teacher on Special Assignment/Community Liaison worked with families to provide low cost internet services and free laptops to families that qualify	Family Resource Center 4000-4999: Books And Supplies Supplemental and Concentration 5,000.00 Family Resource Center 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1000.00	Family Resource Center 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,252.35 Family Resource Center 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,121.08

		Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 555.00	Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 911.75
		Family Resource Staff 2000-2999: Classified Personnel Salaries Supplemental and Concentration 71,373.56	Family Resource Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 67,115.37
		Family Resource Staff 3000-3999: Employee Benefits Supplemental and Concentration 41,874.57	Family Resource Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 42,464.92
		Academic Coach 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 88,353.00	Teacher on Special Assignment/Community Liaison 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 90,943.00
		Academic Coach 3000-3999: Employee Benefits Supplemental and Concentration 34,971.33	Teacher on Special Assignment/Community Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration 31,507.08

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 3 Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.	Sites provided various family nights based on literacy, math, and STEAM	Moved to Goal 1, Action 3 Not Applicable Not Applicable N/A Parent Nights 4000-4999: Books And Supplies Supplemental and Concentration 20,000.00	Not Applicable Not Applicable Not Applicable N/A Parent Nights 4000-4999: Books And Supplies LCFF Supplemental and Concentration 23,946.24

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 4 Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.	The elementary and middle school provided parenting partners in the Spring at each respective site	Parenting Partners 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00 Parenting Partners funded via Prop 47 Grant Not Applicable Not Applicable N/A Stipend for staff facilitators - Parenting Partners 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 2,000.00 Stipend for staff facilitators - Parenting Partners 3000-3999: Employee Benefits Supplemental and Concentration 977.35	Parenting Partners 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00 Not Applicable Not Applicable Not Applicable N/A Stipend for staff facilitators - Parenting Partners 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0.00 Stipend for staff facilitators - Parenting Partners 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 5 Moved to Goal 2, Action 7	See Goal 2 Action 7	Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 6 Moved to Goal 2, Action 9	See Goal 2 Action 9	Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 7 Moved to Goal 1, Action 8	See Goal 1 Action 8	Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
G3. 8 Moved to Goal 1, Action 6	See Goal 1 Action 6	Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

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.

Goal 3 was generally implemented as planned.

Our FRC provided support throughout the year

Sites provided Parenting Partners workshops.

Sites hosted STEAM Nights and the parent functions.

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

Action/Service: 1

We will continue to work with our staff to ensure parents are fully supported with resources needed to support their child academically, socially, and emotionally. Feedback from parents is actively sought and considered when planning events and training.

Action/Service 2: Our FRC continues to provide support to families in the community.

Action/Service: 4

Parenting Partners, provided parents with the opportunity to train other parents at their school site. We will continue to offer Parenting Partners at each elementary site and the middle school. We have found that the time commitment still continues to be a barrier, so we are trying to find ways to overcome that.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1 We slightly under budgeted for Child Welfare and Attendance.

Action 3 We under budgeted for family night supplies.

Action 4 Our sites did not take advantage of the \$ set aside to support Parenting Partners. they used alternative funds this year

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.

It is our belief that the actions attached to this goal can and will be effective. Because we did not fully implement them as planned, we are not making substantial changes to this goal. Instead, we will take steps to make sure our sites are aware of and utilize the funding provided to support parent engagement.

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?

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

Parent, Student and Community LCAP Advisory Committee-

McFarland Unified met with our Parent, Student and Community LCAP Advisory Committee three times to review our LCAP (November 14, 2018, February 6, 2019, and May 23, 2019) in the evening. We had four parents attend the May 23, 2019 session. The other sessions were not attended by parents. February 6, 2019 an update on the LCAP Actions/Services and the California School Dashboard was presented to the Parent, Student and Community LCAP Advisory Committee. The superintendent was prepared to provide written comments to stakeholder questions (if applicable prior to the June 11, 2019 Public Hearing on the McFarland Unified School District LCAP, LCFF, and budget review). The committee is comprised of parents, students, community members, the superintendent and other district staff.

McFarland Unified School District Staff LCAP Advisory Committee-

McFarland Unified met with our District LCAP Advisory Committee three times to review our LCAP (November 14, 2018, February 6, 2019, and May 23, 2019). February 6, 2019 an update on the LCAP Actions/Services and the California School Dashboard data was presented to District LCAP Advisory Committee and allowed for the superintendent to post any written comments to stakeholder questions (if applicable prior to the June 11, 2019 Public Hearing on the McFarland Unified School District LCAP, LCFF, and budget review). The committee is comprised of certificated staff, classified staff, site administrators, the superintendent and other district staff.

McFarland Unified School LCAP Advisory Committee Notifications:

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

Advisory Committee & District English Language Advisory Committee (English & Spanish), and community postings (English and Spanish).

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

McFarland Unified met with MTA and CSEA three times to review LCAP progress and gather stakeholder input on the LCAP on November 11, 2018, February 6, 2019, and May 23, 2019. February 2019, all bargaining members were invited to complete an online survey to give input on the LCAP. The survey remained open for responses through March February 2019 the CA School Dashboards were presented to the local bargaining units.

Additional LCAP Input:

Parents, students, and McFarland Unified School District Staff were able to provide input through our web based survey implemented between February and March, 2019. Each site had technology devices readily available for easy access for parents and community members in English and Spanish throughout the school day. The survey was also available on McFarland Unified School District website. Parents were notified by automated message dialer and push notification.

Impact on LCAP and Annual Update

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

Parent, Student and Community LCAP Advisory Committee-

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

Parent and Students-

Based on our LCAP Parent Survey, parents expressed a need in providing field trips, incentives, and better parent/teacher relations. The 2019-20 LCAP will reflect this input in Goals 1,2, and 3.

McFarland Unified School District Staff LCAP Advisory Committee-

Over several meetings, the committee determined there was a need to support elective courses at our high school and middle school and continue to increase our dual enrollment course offerings at our high school. There was also a strong showing to increase physical education and music at the elementary level.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

We serve approximately 3,400 students in Transitional Kindergarten - 12th grade with 92.3% identified as unduplicated students. In order to achieve the district goals for ALL students, as well as reach more rigorous goals for the identified high need student groups, there is need for continued support, in the form of professional development, collaboration time, instructional materials, etc, for staff, and parents to ensure students are supported academically, socially and emotionally. The following needs are based on data from state and local assessment measures, the California School Dashboard, DataQuest, surveys and various school meetings.

- Because we believe that highly qualified teachers provide the best instruction to our student, our district has shared a plan to aggressively seek highly qualified teachers to decrease or eliminate the need to have Interns/Provisional Internship Permits/Short Term Staff Permits.
- Because we still have a significant number of student not achieving at grade level standard, we will provide release time for certificated staff to analyze and develop a plan of action to support all students in the areas of English Language Arts, Mathematics, Science, and other areas measured on the dashboard.

- Because our district vision to to ensure all students are college and career ready, we will continue support for career readiness, CTE, and Early College to improve college preparedness and CTE completion.
- Because we have a significant population of English Language learners and acquiring English will help them become college and career ready, additional support is needed to ensure our English Language Learners are making adequate progress in English proficiency as indicated on our reclassification.
- Because 21st Century skills is part of our district vision, we plan to maintain the one-to-one initiative for chromebooks to increase student achievement.
- Because we believe that all student deserve every chance to master critical content, additional support for students who need additional instruction in critical content areas will be delivered through Tiers II and III in areas measured by the school dashboard
- Because we believe that early childhood education efforts allow for early interventions that will better prepare our incoming kindergartners for full participation at grade level, we plan to expand our Transitional Kindergarten offering district wide.

Expected Annual Measurable Outcomes

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

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

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	3rd grade 11% 4th grade 10% 5th grade 4% 6th grade 2% 7th grade 0% 8th grade 6% 11th grade 0% 2016 CST Science ALL Students 5th grade 24% 8th grade 33% 10th grade 29% 2016 CST Science LEP Students 5th grade 5% 8th grade 6% 10th grade 4%	6th grade 4% 7th grade 2% 8th grade 8% 11th grade 2% 2017 CST Science ALL Students 5th grade 26% 8th grade 35% 10th grade 31% 2017 CST Science LEP Students 5th grade 7% 8th grade 8% 10th grade 6%	6th grade 6% 7th grade 4% 8th grade 10% 11th grade 4% 2018 CST Science ALL Students 5th grade 28% 8th grade 37% 10th grade 33% 2018 CST Science LEP Students 5th grade 9% 8th grade 10% 10th grade 8%	6th grade 8% 7th grade 6% 8th grade 12% 11th grade 6% 2019 CAST Science ALL Students 5th grade 30% 8th grade 39% 10th grade 35% 2019 CAST Science LEP Students 5th grade 11% 8th grade 12% 10th grade 10%
Priority 4- Pupil Achievement: (B) Academic Performance Index	N/A	N/A	N/A	N/A
Priority 4- Pupil Achievement: (C) Percentage of pupils completing a-g or CTE sequence/programs	1. 45.7% All Students; 4.2% English Language Learners completed a-g courses in 2015-16 2. 15% All Students; 31% English Language Learners completed CTE	2016-17 1. Increase students who complete a-g courses to All Student at 47.7% and English Language Learners at 6.2%	2017-18 1. Increase students who complete a-g courses to All Student at 49.7% and English Language Learners at 8.2%	2018-19 1. Increase students who complete a-g courses to All Student at 51.7% and English Language Learners at 10.2%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	sequence/programs in 2015-16	2. Increase students who completed CTE sequence/programs to All Students to 17% and English Language Learners to 33%	2. Increase students who completed CTE sequence/programs to All Students to 19% and English Language Learners to 35%	2. Increase students who completed CTE sequence/programs to All Students to 21% and English Language Learners to 37%
Priority 4- Pupil Achievement: (D) Percentage of English Language (EL) pupils making progress toward English proficiency as measured by the CELDT from DataQuest	CELDT 2015-16 Advanced: 5% Early Advanced: 25% Intermediate: 35% Early Intermediate: 19% Beginning: 16%	CELDT 2016-17 Advanced: 7% Early Advanced: 27% Intermediate: 37% Early Intermediate: 17% Beginning: 14%	2017-18 ELPAC SUMMATIVE Level 4 - Well Developed: 28% Level 3 - Moderately Developed: 38% Level 2 - Somewhat Developed: 20% Level 1 - Beginning Stage: 13%	2018-19 ELPAC SUMMATIVE Level 4 - Well Developed: 30% Level 3 - Moderately Developed: 40% Level 2 - Somewhat Developed: 18% Level 1 - Beginning Stage: 11%
Priority 4- Pupil Achievement: (E) English Learner reclassification rate	English Learner Reclassification 2016-17 1. KA 107 students 2. BR 55 students 3. HE 4 students 4. MMS 61 students 5. MHS 41 students 6. SJHS 1 students 7. MIS 0 student 8. MUSD English Learner Reclassification Rate 16.3%	English Learner Reclassification 2017-18 1. KA 109 students 2. BR 57 students 3. HE 6 students 4. MMS 63 students 5. MHS 43 students 6. SJHS 3 students 7. MIS 1 students 8. MUSD English Learner Reclassification Rate 18.3%	English Learner Reclassification 2018-19 1. KA 111 students 2. BR 59 students 3. HE 8 students 4. MMS 65 students 5. MHS 45 students 6. SJHS 5 students 7. MIS 2 students 8. MUSD English Learner Reclassification Rate 20.3%	English Learner Reclassification 2019-20 1. KA 113 students 2. BR 61 students 3. HE 10 students 4. MMS 67 students 5. MHS 47 students 6. SJHS 7 students 7. MIS 3 students 8. MUSD English Learner Reclassification Rate 22.3%
Priority 4- Pupil Achievement:	2015-16 AP Scores 79% pupils passed AP Exam with a score of 3 or higher	2016-17 Increase of pupils passing AP Exam with a	2017-18 Increase of pupils passing AP Exam with a	2018-19 Increase of pupils passing AP Exam with a

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
(C) Extent to which exceptional needs pupils have access and enrolled in programs and services	100% exceptional needs pupils have access and enrolled in programs and services	Maintain 100% exceptional needs pupils having access and enrolled in programs and services	Maintain 100% exceptional needs pupils having access and enrolled in programs and services	Maintain 100% exceptional needs pupils having access and enrolled in programs and services
Priority 8- Other Pupil Outcomes (A) Measure literacy skills using Dynamic Indicator for Early Literacy Skills (DIBELS) TK-5th	2016-17 Baseline Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 163 students = 77% 1st Grade: 24 students = 8% 2nd Grade: 144 students = 54% 3rd Grade: 202 students = 67% 4th Grade: 202 students = 74% 5th Grade: 213 students = 74% 	2017-18 Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 79% 1st Grade: 10% 2nd Grade: 56% 3rd Grade: 69% 4th Grade: 76% 5th Grade: 76% 	2018-19 2017-18 Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 81% 1st Grade: 12% 2nd Grade: 58% 3rd Grade: 71% 4th Grade: 78% 5th Grade: 78% 	2019-20 2017-18 Composite Score for End-of-Year At or Above Target: <ul style="list-style-type: none"> Kindergarten: 83% 1st Grade: 50% 2nd Grade: 60% 3rd Grade: 73% 4th Grade: 80% 5th Grade: 80%
Priority 8- Other Pupil Outcomes (B) Pupils access to physical fitness to improve overall health measured by Physical Fitness Test for grades 5th, 7th, 9th grade	2016-17 1. 5th Grade: 53.2% are classified as Healthy Fitness Zone for Body Composition 2. 7th Grade: 49% are classified as Healthy Fitness Zone for Aerobic Capacity	2017-18 1. Increase 5th Grade: 55.2% are classified as Healthy Fitness Zone for Body Composition 2. Increase 7th Grade: 51% are classified as Healthy Fitness Zone for Aerobic Capacity	2018-19 1. Increase 5th Grade: 57.2% are classified as Healthy Fitness Zone for Body Composition 2. Increase 7th Grade: 53% are classified as Healthy Fitness Zone for Aerobic Capacity	2019-20 1. Increase 5th Grade: 59.2% are classified as Healthy Fitness Zone for Body Composition 2. Increase 7th Grade: 55% are classified as Healthy Fitness Zone for Aerobic Capacity

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 1

2018-19 Actions/Services

G1. 1

2019-20 Actions/Services

G1. 1

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

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

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

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

Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures. The following services will allow formative assessment and instructional strategies to align to improve progress and achievement for unduplicated students:

- ELA & Math CFAs
- DIBELS
- CAASPP
- Release time for teachers to collaborate around data to make data driven decisions
- Continue to revise CFAs (Benchmarks)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	61,330.00	656,084.10	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Professional Development	1000-1999: Certificated Personnel Salaries Learning Directors	Not Applicable Moved to Goal 1 Action 2
Amount	27,598.50	245,463.91	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	3000-3999: Employee Benefits Professional Development	3000-3999: Employee Benefits Learning Directors	Not Applicable Moved to Goal 1 Action 2

Amount	6,000.00	50,000.00	20,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Professional Development	4000-4999: Books And Supplies Professional Development	4000-4999: Books And Supplies Professional Development
Amount	150,000.00	40,000.00	45,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference Expenditures	5000-5999: Services And Other Operating Expenditures Conference Expenditures	5000-5999: Services And Other Operating Expenditures Conference Expenditures
Amount	115,600.00	25,000.00	15,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development	5800: Professional/Consulting Services And Operating Expenditures Professional Development
Amount	20,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Staff opportunity to collaborate and communicate with other districts	Not Applicable Using Title I funds--deleting from LCAP	Not Applicable See 2018-19

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 2

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

2018-19 Actions/Services

G1. 2

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

2019-20 Actions/Services

G1. 2

Continue to provide additional support staff to assist with implementation and monitoring of programs that focus on unduplicated students' achievement as well as ongoing instructional support and professional development for teachers: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors to support students academically.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	601,322.50	648,344.00	\$1,417,398.93
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff Salaries
Amount	270,595.13	272,814.04	\$568,158.29
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff Benefits
Amount	368,911.04	132,102.08	165,489.67
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Librarians	2000-2999: Classified Personnel Salaries Librarians	2000-2999: Classified Personnel Salaries Librarians
Amount	166,009.97	103,198.93	131,017.44
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Librarians	3000-3999: Employee Benefits Librarians	3000-3999: Employee Benefits Librarians
Amount	70,728.56	67,415.81	124,145.48
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff

Amount	31,827.86	38,228.24	99,164.02
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 3

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

2018-19 Actions/Services

G1. 3

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

2019-20 Actions/Services

G1. 3

Continue to provide additional research based curriculum, professional development (PD) and supplies to maximize support in data and progress monitoring, early writing, and additional

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

instructional support principally directed toward unduplicated students to increase student achievement:

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	42,000.00	20,726.73
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplies & Material	4000-4999: Books And Supplies Supplies & Material	4000-4999: Books And Supplies Supplies & Material
Amount	500,000.00	25,000.00	30,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies ELA/ELD Intervention	4000-4999: Books And Supplies ELA/ELD Intervention	4000-4999: Books And Supplies ELA/ELD Intervention
Amount	1,200,000.00	800,000.00	675,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Social Studies Adoption	4000-4999: Books And Supplies Science Adoption	4000-4999: Books And Supplies Adopted Curriculum
Amount	159,250.00	159,250.00	30,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental to Core	4000-4999: Books And Supplies Supplemental to Core	4000-4999: Books And Supplies Supplemental to Core

Amount	4,166.67	22,500.00	23,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Additional Library Books	4000-4999: Books And Supplies Additional Library Books	4000-4999: Books And Supplies Additional Library Books

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

G1. 4

Continue to recruit, hire, and retain highly qualified teachers and provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers.

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

Modified Action

2018-19 Actions/Services

G1. 4

Continue to recruit, hire, and retain highly qualified teachers and provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers in

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

Modified Action

2019-20 Actions/Services

G1. 4

Continue to recruit, hire, and retain highly qualified teachers and expand our early education offerings by adding additional TK classes as well as provide professional development to support research based

order to maximize support principally directed toward unduplicated students.

curriculum with the goal of having 100% fully credentialed teachers in order to maximize support principally directed toward unduplicated students.

Budgeted Expenditures

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

Amount	36,083.00	40,566.00	52,536.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Beginning Teacher Support & Assessment (BTSA) Stipend	1000-1999: Certificated Personnel Salaries Beginning Teacher Support & Assessment (BTSA) Stipend	1000-1999: Certificated Personnel Salaries Beginning Teacher Support & Assessment (BTSA) Stipend
Amount	16,237.35	7929.50	11,229.44
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Beginning Teacher Support & Assessment (BTSA) Stipend	3000-3999: Employee Benefits Beginning Teacher Support & Assessment (BTSA) Stipend	3000-3999: Employee Benefits Beginning Teacher Support & Assessment (BTSA) Stipend
Amount	N/A	10,432.00	11,940.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	1000-1999: Certificated Personnel Salaries Stipends for Intern Support Provider and SAT Coordinator	1000-1999: Certificated Personnel Salaries Stipends for Intern Support Provider and SAT Coordinator
Amount	N/A	2039.00	2,552.11
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	3000-3999: Employee Benefits Stipends for Intern Support Provider and SAT Coordinator	3000-3999: Employee Benefits Stipends for Intern Support Provider and SAT Coordinator

Amount	N/A	N/A	307,272.00
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	1000-1999: Certificated Personnel Salaries Additional TK Teachers to provide instruction to more TK students
Amount	N/A	N/A	144,728.12
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	3000-3999: Employee Benefits Additional TK Teachers

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 5

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

2018-19 Actions/Services

G1. 5

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

2019-20 Actions/Services

G1. 5

Continue to purchase, maintain, replace, and upgrade technology for staff and students in order to implement 21st Century classroom strategies and tools as well and enhance support for students who may not have technology access at home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	262,900.00	269,900.00	65,100.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Technology contracts	5000-5999: Services And Other Operating Expenditures Technology contracts	5000-5999: Services And Other Operating Expenditures Technology contracts
Amount	92,850.00	71,000.00	85,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st)	5000-5999: Services And Other Operating Expenditures TOSA Tech for 1:1 (iPads+case; Chromebooks for K & 1st)	5000-5999: Services And Other Operating Expenditures Tech for 1:1 (iPads+case; Chromebooks for K & 1st)
Amount	300,000.00	150,000.00	295,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies McFarland Achievement Pathway + (MAP+)	4000-4999: Books And Supplies McFarland Achievement Pathway + (MAP+)	4000-4999: Books And Supplies McFarland Achievement Pathway + (MAP+)

Amount	31,000.00	25,000.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Technology Enrichment by TOSAs	4000-4999: Books And Supplies Technology Enrichment by TOSAs	Not Applicable We completed the 1:1 rollout
Amount	183,000.00	150,000.00	300,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Technology hardware/software	4000-4999: Books And Supplies Technology hardware/software	4000-4999: Books And Supplies Technology hardware/software
Amount	75,601.24	335,956.22	391,098.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, & Rev. K12	5800: Professional/Consulting Services And Operating Expenditures Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12	5800: Professional/Consulting Services And Operating Expenditures Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12
Amount	50,000.00	25,000.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures McFarland Achievement Pathway+ (MAP+)	5800: Professional/Consulting Services And Operating Expenditures McFarland Achievement Pathway+ (MAP+)	Not Applicable We completed the 1:1 rollout

Amount	4,000.00	4,000.00	3,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology Enrichment by TOSAs	5800: Professional/Consulting Services And Operating Expenditures Technology Enrichment by TOSAs	5800: Professional/Consulting Services And Operating Expenditures Technology Enrichment by TOSAs
Amount	224,416.00	224,416.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Technology (upgrade, replacement & internet)	5800: Professional/Consulting Services And Operating Expenditures Technology (upgrade, replacement & internet)	Not Applicable Upgrading Completed
Amount	140,000.00	400,000.00	250,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Technology infrastructure/network	6000-6999: Capital Outlay Technology infrastructure/network	6000-6999: Capital Outlay Technology infrastructure/network

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

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

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

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

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

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>G1. 6</p> <p>Provide research based academic support that build toward college and career readiness to increase student achievement.</p>	<p>G1. 6</p> <p>Continue to provide additional research based academic support that build toward college and career readiness to increase student achievement.</p>	<p>G1. 6</p> <p>Continue to provide additional research based academic support and enrichment that build toward college and career readiness to increase student achievement. Examples include: Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers, and AVID Tutors</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,049.00	357,487.50	400,584.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Pathway Teacher - Logistics	1000-1999: Certificated Personnel Salaries Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher	1000-1999: Certificated Personnel Salaries Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers

Amount	9,274.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Stipends for AVID Coordinators	Not Applicable Title I funded	Not Applicable See 2018-19
Amount	26,695.35	170,597.55	195,050.60
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits Pathway Teacher - Logistics, Welding, AG Science, Additional CTE Teacher	3000-3999: Employee Benefits Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers
Amount	20,000.00	36,050.00	30,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries AVID Support Tutors	2000-2999: Classified Personnel Salaries AVID Support Tutors	2000-2999: Classified Personnel Salaries AVID Support Tutors
Amount	9,000.00	9,888.00	11,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits AVID Support Tutors	3000-3999: Employee Benefits AVID Support Tutors	3000-3999: Employee Benefits AVID Support Tutors
Amount	3,400.00	5,000.00	5,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies AVID curriculum supplies	4000-4999: Books And Supplies AVID curriculum supplies	4000-4999: Books And Supplies AVID curriculum supplies

Amount	53,450.00	459,550.00	250,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies College and career readiness	4000-4999: Books And Supplies College and career readiness	4000-4999: Books And Supplies College and career readiness
Amount	24,724.00	10,800.00	10,800.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies College and career readiness exams	4000-4999: Books And Supplies College and career readiness exams	4000-4999: Books And Supplies College and career readiness exams
Amount	17,050.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures AVID Conference	Not Applicable Title I funded	Not Applicable See 2018-19
Amount	2,200.00	3,000.00	3,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures College and career readiness exams	5000-5999: Services And Other Operating Expenditures College and career readiness exams	5000-5999: Services And Other Operating Expenditures College and career readiness exams
Amount	7,600.00	37,050.00	7,600.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures AVID	5000-5999: Services And Other Operating Expenditures AVID Field Trips	5000-5999: Services And Other Operating Expenditures AVID Field Trips

Amount	15,000.00	15,000.00	15,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Online a-g courses	5800: Professional/Consulting Services And Operating Expenditures Online a-g courses	5800: Professional/Consulting Services And Operating Expenditures Online a-g courses
Amount	14,850.00	14,850.00	20,850.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures College and career readiness	5800: Professional/Consulting Services And Operating Expenditures College and career readiness	5800: Professional/Consulting Services And Operating Expenditures College and career readiness
Amount	N/A	7,600.00	7,600.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	5800: Professional/Consulting Services And Operating Expenditures AVID	5800: Professional/Consulting Services And Operating Expenditures AVID

Action 7

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

Students to be Served:

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

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

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 7

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

2018-19 Actions/Services

G1. 7

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

2019-20 Actions/Services

G1. 7

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000.00	10,000.00	52,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Special Education supplies & materials	4000-4999: Books And Supplies Intervention and Enrichment supplies & materials	4000-4999: Books And Supplies Intervention and Enrichment supplies & materials

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G1. 8

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

2018-19 Actions/Services

G1. 8

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

2019-20 Actions/Services

G1. 8

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,728.44	27,822.00	28,656.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC

Amount	3,477.80	5,438.40	6,125.10
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

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

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 9

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

2018-19 Actions/Services

G1. 9

Continue to provide additional support and enrichment opportunities for core

2019-20 Actions/Services

G1. 9

Continue to provide additional support and enrichment opportunities for core

curriculum to increase student achievement.

curriculum to increase student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,000.00	25,361.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Camp K.E.E.P.	1000-1999: Certificated Personnel Salaries Camp K.E.E.P.	Not Applicable With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21
Amount	10,000.00	3,575.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Camp K.E.E.P.	2000-2999: Classified Personnel Salaries Camp K.E.E.P.	Not Applicable With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21
Amount	11,250.00	5,656.12	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	3000-3999: Employee Benefits Camp K.E.E.P.	3000-3999: Employee Benefits Camp K.E.E.P.	Not Applicable With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21
Amount	15,000.00	15,000.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Additional support for core curriculum	4000-4999: Books And Supplies Response to Intervention Materials	Not Applicable Included in Goal 1 Action 7

Amount	15,000.00	170,000.00	30,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Physical Education supplies & materials (elementary sites)	4000-4999: Books And Supplies MakerSpace (BR, HES). Fab Lab (BR, MMS)	4000-4999: Books And Supplies MakerSpace (BR, HES). Fab Lab (BR, MMS)
Amount	15,400.00	15,400.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Camp K.E.E.P.	5000-5999: Services And Other Operating Expenditures Camp KEEP	Not Applicable Not Attending CAMP KEEP in 2019-20, will look to return in 2020-21
Amount	84,600.00	84,600.00	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Camp K.E.E.P.	5800: Professional/Consulting Services And Operating Expenditures Camp KEEP	Not Applicable Not Attending CAMP KEEP in 2019-20, will look to return in 2020-21
Amount	N/A	30,000.00	N/A
Source	Not Applicable	Supplemental and Concentration	Not Applicable
Budget Reference	Not Applicable Not Applicable	4000-4999: Books And Supplies CTE equipment (MHS)	Not Applicable Included in Goal 1 Action 6
Amount	N/A	61,000.00	5,000.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	4000-4999: Books And Supplies Browning Road STEAM Academy Materials	4000-4999: Books And Supplies Browning Road STEAM Academy Materials

Amount	N/A	5,000.00	5,000.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	5800: Professional/Consulting Services And Operating Expenditures Project Lead the Way (BR)	5800: Professional/Consulting Services And Operating Expenditures Project Lead the Way (BR)

Action 10

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 10

Continue to provide enrichment courses to support students academically.

2018-19 Actions/Services

G1. 10

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

2019-20 Actions/Services

G1. 10

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

include: Vex Robotics, Math Field Day,
and Battle of the Books

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	37,560.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Athletic Stipend	Not Applicable Moved to Goal 2, Action 9	Not Applicable See 2018-19
Amount	59,000.00	24,720.00	33,104.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities
Amount	5,150.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Extended Learning Opportunities	Not Applicable Moved to Title I	Not Applicable See 2018-19
Amount	45,769.50	40,000.00	11,083.40
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Extended Learning Opportunities	3000-3999: Employee Benefits Extended Learning Opportunities	3000-3999: Employee Benefits Extended Learning Opportunities

Amount	33,188.00	10,000.00	22,728.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Extended Learning Opportunities	4000-4999: Books And Supplies Extended Learning Opportunities	4000-4999: Books And Supplies Extended Learning Opportunities
Amount	4,000.00	2,500.00	33,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Extended Learning Opportunities	5000-5999: Services And Other Operating Expenditures Extended Learning Opportunities	5000-5999: Services And Other Operating Expenditures Extended Learning Opportunities
Amount	150,000.00	50,000.00	40,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Ag Farm pending Bond passage	6000-6999: Capital Outlay Ag Farm	6000-6999: Capital Outlay Ag Farm (Fiscally supported in Goal 1 Action 10 and Goal 2 Action 2)
Amount	52,000.00	4,000.00	5,079.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Extended Learning Opportunities	5800: Professional/Consulting Services And Operating Expenditures Extended Learning Opportunities	5800: Professional/Consulting Services And Operating Expenditures Extended Learning Opportunities
Amount	100,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	6000-6999: Capital Outlay Ag Farm pending Bond passage	Not Applicable Bond did not pass	Not Applicable See 2018-19

Amount	70,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	6000-6999: Capital Outlay Two vans to transport students	Not Applicable Two vans to transport students were purchased in 2017-18	Not Applicable See 2018-19

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland High School

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G1. 11

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

2018-19 Actions/Services

G1. 11

Moved to Goal 2, Action 7

2019-20 Actions/Services

Moved to Goal 2, Action 7

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	78,879.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Band Teacher	Not Applicable Not Applicable	Not Applicable Not Applicable
Amount	35,495.55	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Band Teacher	Not Applicable Not Applicable	Not Applicable Not Applicable
Amount	6,666.67	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Band supplies & materials	Not Applicable Not Applicable	Not Applicable Not Applicable
Amount	6,233.34	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Band supplies & materials	Not Applicable Not Applicable	Not Applicable Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

We serve approximately 3,400 students in Transitional Kindergarten - 12th grade with 92.3% identified as unduplicated students. In order to achieve the district goals for ALL students, as well as reach more rigorous goals for the identified high need student groups, there is need for continued support, in the form of professional development, collaboration time, instructional materials, etc, for staff, and parents to ensure students are supported academically, socially and emotionally. The following needs are based on data from state and local assessment measures, the California School Dashboard, DataQuest, surveys and various school meetings.

Since attendance has an impact on achievement and our California School Dashboard has identified the McFarland Middle School' Suspension Rate with a Performance Level of Orange:

- additional support to reduce chronic absenteeism rates is needed
- additional release time for certificated staff to analyze and develop a plan of action to support all students in Positive Behavior Interventions and Strategies to reduce the number of suspensions at our middle school for all students.

Since 93.3% of our students with disabilities are considered unduplicated and, per the California School Dashboard; Suspension Rate Performance Level is Yellow, English Language Arts and Mathematics Performance Level is Red for this group, additional support is needed in increasing attendance and ultimately achievement.

Since students deserve a safe and welcoming environment, Student Affairs Specialists at McFarland High and Junior High will be utilized promote a safe, welcoming environment where students attend and are connected to their schools

Expected Annual Measurable Outcomes

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		3. MIS: All Students: 55.1%, EL: 31.3%	3. MIS: All Students: 53.1%, EL: 29.3%	3. MIS: All Students: 51.1%, EL: 29.3%
Priority 5-Pupil Engagement (E) High School Graduation Rates	2015-16 High School Graduation Rate 1. MHS: All Students: 99.4%, EL: 97.9% 2. SJHS: All Students: 47.1%, EL: 71.4% 3. MIS: All Students: 28.6%, EL: 33.3%	2016-17 Increase High School Graduation Rate 1. MHS: All Students: 100%, EL: 99.9% 2. SJHS: All Students: 49.1%, EL: 73.4% 3. MIS: All Students: 30.6%, EL: 35.3%	2017-18 Increase High School Graduation Rate 1. MHS: All Students: 100%, EL: 100% 2. SJHS: All Students: 51.1%, EL: 75.4% 3. MIS: All Students: 32.6%, EL: 37.3%	2018-19 Increase High School Graduation Rate 1. MHS: All Students: 100%, EL: 100% 2. SJHS: All Students: 53.1%, EL: 77.4% 3. MIS: All Students: 34.6%, EL: 39.3%
Priority 6-School Climate (A) Pupil Suspension Rates	2016-17 Pupil Suspension Rate per Student Information System: Infinite Campus KA: 4 students BR: 9 students HE: 8 students MMS: 50 students MHS: 56 students SJHS: 11 students MIS: 0 students	2017-18 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus KA: 3 students BR: 8 students HE: 7 students MMS: 49 students MHS: 55 students SJHS: 10 students MIS: Maintain 0 students	2018-19 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus KA: 2 students BR: 7 students HE: 6 students MMS: 48 students MHS: 54 students SJHS: 9 students MIS: Maintain 0 students	2019-20 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus KA: 1 students BR: 6 students HE: 5 students MMS: 47 students MHS: 53 students SJHS: 8 students MIS: Maintain 0 students
Priority 6-School Climate (B) Pupil Expulsion Rates	2016-17 Pupil Expulsion Rate per Student Information System: Infinite Campus	2017-18 Decrease Pupil Expulsion Rate per	2018-19 Decrease Pupil Expulsion Rate per	2019-20 Decrease Pupil Expulsion Rate per

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	KA: 0 students BR: 0 students HE: 0 students MMS: 5 students MHS: 3 students SJHS: 2 students MIS: 0 students	Student Information System: Infinite Campus KA: Maintain 0 students BR: Maintain 0 students HE: Maintain 0 students MMS: 4 students MHS: 2 students SJHS: 1 students MIS: Maintain 0 students	Student Information System: Infinite Campus KA: Maintain 0 students BR: Maintain 0 students HE: Maintain 0 students MMS: 3 students MHS: 1 students SJHS: 0 students MIS: Maintain 0 students	Student Information System: Infinite Campus KA: Maintain 0 students BR: Maintain 0 students HE: Maintain 0 students MMS: 2 students MHS: 0 students SJHS: Maintain 0 students MIS: Maintain 0 students
Priority 6-School Climate (C) Other Local Measures on Sense of Safety and School Connectedness	LCAP Stakeholder Survey 2016-17 1. Students results 85.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school." 2. Parents results 95.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."	LCAP Stakeholder Survey 2017-18 1. Students results 87.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school." 2. Parents results 97.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."	LCAP Stakeholder Survey 2018-19 1. Students results 89.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school." 2. Parents results 99.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."	Data not available

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

2017-18 Actions/Services

G2. 1

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

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

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

Modified Action

2018-19 Actions/Services

G2. 1

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

MTSS Framework

- PBIS
- Restorative Practices
- Alternative to Suspensions (ATS)

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

Modified Action

2019-20 Actions/Services

G2. 1

Continue to provide a safe and welcoming environment where students attend and are connected to their schools by providing staff, professional development, and supplies in order to meet the needs of our unduplicated students.

Examples include:

- Provide Support Staff
- Incentives

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,131,338.84	390,400.70	352,630.64
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff	1000-1999: Certificated Personnel Salaries Support Staff
Amount	156,947.00	293,734.74	554,045.03
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff	2000-2999: Classified Personnel Salaries Support Staff
Amount	579,728.63	297,127.89	381,293.94
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff	3000-3999: Employee Benefits Support Staff
Amount	43,975.00	98,000.00	60,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Support Staff Supplies	4000-4999: Books And Supplies Support Staff Supplies	4000-4999: Books And Supplies Support Staff Supplies

Amount	100,000.00	290,345.42	50,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Facilities improvement	5000-5999: Services And Other Operating Expenditures Facilities improvement	5000-5999: Services And Other Operating Expenditures Facilities improvement (Rebranding from Middle School to Junior High School and from Bulldogs to Sabercats)
Amount	24,200.00	43,500.00	25,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Support Staff Operating Expenditures	5000-5999: Services And Other Operating Expenditures PBIS, Restorative Practices, School Safety, CAASPP Incentive	5000-5999: Services And Other Operating Expenditures PBIS, Restorative Practices, School Safety, CAASPP Incentive
Amount	5,420.00	121,820.00	91,530.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Support Staff	5800: Professional/Consulting Services And Operating Expenditures School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training	5800: Professional/Consulting Services And Operating Expenditures School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training
Amount	500,000.00	230,000.00	100,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay Facility Maintenance (Repair & Paint MHS)	6000-6999: Capital Outlay Ag Farm	6000-6999: Capital Outlay Ag Farm (Fiscally supported in Goal 2 Action 1 and Goal 1 Action 10)

Amount	N/A	26,000.00	26,000.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	5800: Professional/Consulting Services And Operating Expenditures Alternative to Suspension contract	5800: Professional/Consulting Services And Operating Expenditures Alternative to Suspension contract

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

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

Actions/Services

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

Modified Action

2017-18 Actions/Services

G2. 2

Continue to provide student enrichment to ensure a safe and welcoming environment

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

Modified Action

2018-19 Actions/Services

G2. 2

Continue to provide additional student enrichment to ensure a safe and

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

Unchanged Action

2019-20 Actions/Services

G2. 2

Continue to provide additional student enrichment to ensure a safe and

where students attend and are connected to their schools

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

welcoming environment where students attend and are connected to their schools

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

welcoming environment where students attend and are connected to their schools

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,607.00	12,984.00	12,604.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries McFarland Youth Performing Arts After School (MYPAAS)	1000-1999: Certificated Personnel Salaries McFarland Youth Performing Arts After School (MYPAAS)	1000-1999: Certificated Personnel Salaries McFarland Youth Performing Arts After School (MYPAAS)
Amount	6,573.15	2,538.00	2,694.04
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits McFarland Youth Performing Arts After School (MYPAAS)	3000-3999: Employee Benefits McFarland Youth Performing Arts After School (MYPAAS)	3000-3999: Employee Benefits McFarland Youth Performing Arts After School (MYPAAS)
Amount	34,900.00	10,000.00	10,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Student enrichment supplies	4000-4999: Books And Supplies Student enrichment supplies-- MYPASS	4000-4999: Books And Supplies Student enrichment supplies-- MYPASS

Amount	N/A	25,000.00	5,774.08
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	4000-4999: Books And Supplies CHAMPS Materials	4000-4999: Books And Supplies CHAMPS Materials
Amount	2,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Parent Leadership: extended learning for children	Not Applicable Moved to Goal 3, Action 4	Not Applicable Not applicable
Amount	900.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Parent Leadership: extended learning for children	Not Applicable Moved to Goal 3, Action 4	Not Applicable Not applicable
Amount	N/A	10,000.00	6,584.79
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	5000-5999: Services And Other Operating Expenditures CHAMPS Field Trips	5000-5999: Services And Other Operating Expenditures CHAMPS Field Trips
Amount	N/A	N/A	10,000.00
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	Not Applicable Not applicable	5800: Professional/Consulting Services And Operating Expenditures CADET CORP Consultant for CHAMPS

Amount	N/A	N/A	86,370.00
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	Not Applicable Not applicable	2000-2999: Classified Personnel Salaries Additional CHAMPS Leads
Amount	N/A	N/A	26,423.26
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	Not Applicable Not applicable	3000-3999: Employee Benefits Additional CHAMPS Leads

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland Middle School and McFarland High School

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

G2. 3	G2. 3	G2. 3
Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety.	Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) to support student safety principally directed toward our unduplicated students.	Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) in order to maintain and develop a safe, welcoming environment specifically supporting low income, EL, and foster youth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	90,347.00	217,449.00	168,143.27
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Campus Supervisor and SAS	2000-2999: Classified Personnel Salaries Campus Supervisor and SASI	2000-2999: Classified Personnel Salaries Campus Supervisor, SASI
Amount	40,656.15	141,508.88	117,308.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Campus Supervisor and SASI	3000-3999: Employee Benefits Campus Supervisor and SASI	3000-3999: Employee Benefits Campus Supervisor and SASI

Action 4

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

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

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G2. 4

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

2018-19 Actions/Services

G2. 4

Moved to Goal 1, Action 6 pg. 84

2019-20 Actions/Services

G2. 4

Moved to Goal 1, Action 6

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies College and career readiness supplies	Not Applicable Moved to Goal 1, Action 6	Not Applicable Not applicable
Amount	3,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies AVID supplies & materials	Not Applicable Moved to Goal 1, Action 6	Not Applicable Not applicable

Amount	15,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries AVID Support	Not Applicable Moved to Goal 1, Action 6	Not Applicable Not applicable
Amount	6,750.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits AVID Support	Not Applicable Moved to Goal 1, Action 6	Not Applicable Not applicable

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G2. 5

2018-19 Actions/Services

G2. 5

2019-20 Actions/Services

G2. 5

Provide additional support for core curriculum to meet student needs academically and socially.

Moved to Goal 1, Action 3 pg. 76

Moved to Goal 1, Action 3

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Extended Learning Opportunities	Not Applicable Moved to Goal 1, Action 3	Not Applicable Not applicable
Amount	4,500.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Extended Learning Opportunities	Not Applicable Moved to Goal 1, Action 3	Not Applicable Not applicable
Amount	10,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Supplies & Materials	Not Applicable Moved to Goal 1, Action 3	Not Applicable Not applicable
Amount	4,166.67	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Library books for KA/BR/HE/MMS/MHS	Not Applicable Moved to Goal 1, Action 3	Not Applicable Not applicable

Amount	20,000.00	N/A	N/A
Source	Supplemental and Concentration	Supplemental and Concentration	Not Applicable
Budget Reference	4000-4999: Books And Supplies Physical Education supplies & materials	4000-4999: Books And Supplies Purchased in 2017-18	Not Applicable Not applicable

Action 6

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide
Limited to Unduplicated Student Group(s)

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G2. 6

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

2018-19 Actions/Services

G2. 6

Moved to Goal 1, Action 8 pg. 89

2019-20 Actions/Services

G2. 6

Moved to Goal 1, Action 8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,728.44	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC	Not Applicable Not applicable	Not Applicable Not applicable
Amount	3,477.80	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits English Learner Resource Teacher Stipend	Not Applicable Not applicable	Not Applicable Not applicable

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G2. 7

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

2018-19 Actions/Services

G2. 7

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

2019-20 Actions/Services

G2. 7

Provide a K-12 performing arts curriculum to promote in order to improve a broad course of study for our EL, foster youth, and low income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,666.67	20,000.00	40,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Band & Color Guard supplies & materials	4000-4999: Books And Supplies Band & Color Guard supplies & materials	4000-4999: Books And Supplies Band & Color Guard supplies & materials
Amount	6,233.34	10,000.00	20,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Band & Color Guard	5000-5999: Services And Other Operating Expenditures Band & Color Guard	5000-5999: Services And Other Operating Expenditures Band & Color Guard
Amount	N/A	107,281.00	194,702.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	1000-1999: Certificated Personnel Salaries Band Teacher	1000-1999: Certificated Personnel Salaries Band Teachers Salaries

Amount	N/A	58,994.00	96,330.42
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	3000-3999: Employee Benefits Band Teacher	3000-3999: Employee Benefits Band Teachers Benefits

Action 8

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

Students to be Served:

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

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

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

Scope of Services:

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

LEA-wide
[Add Scope of Services selection here]

Location(s):

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

G2. 8

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

Modified Action

2018-19 Actions/Services

G2. 8

Moved to Goal 1, Action 6

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

Unchanged Action

2019-20 Actions/Services

G2. 8

Moved to Goal 1 Action 6

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Special Education supplies & materials	Not Applicable Not applicable	Not Applicable Not applicable

Action 9

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>G2. 9</p> <p>Continue to provide enrichment courses to support students academically and socially.</p>	<p>G2. 9</p> <p>Continue to provide additional enrichment courses and extracurricular activities to support students academically and socially.</p>	<p>G2. 9</p> <p>Continue to provide extracurricular activities and athletics equipment, supplies, and transportation to increase physical fitness and enrichment opportunities that adds to a culture of inclusion. Examples include: K-12 Athletics Field trips to locations such as Long Beach Aquarium and Fresno Zoo which is principally directed toward supporting EL, low income, and foster youth.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	41,200.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Summer School	Not Applicable Moved to Title I Funding	Not Applicable Not applicable
Amount	5,150.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-2999: Classified Personnel Salaries Summer School	Not Applicable Moved to Title I Funding	Not Applicable Not applicable

Amount	20,857.50	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Summer School	Not Applicable Moved to Title I	Not Applicable Not applicable
Amount	123,100.00	82,153.00	252,017.33
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries Athletic Stipend	2000-2999: Classified Personnel Salaries Athletic Stipend	2000-2999: Classified Personnel Salaries Athletic Stipends & Salaries
Amount	55,395.00	38,534.21	144,061.85
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits Athletic Stipend	3000-3999: Employee Benefits Athletic Stipend	3000-3999: Employee Benefits Athletic Stipend & Salaries Benefits
Amount	87,765.00	218,389.00	207,951.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Athletic supplies	4000-4999: Books And Supplies Athletic supplies	4000-4999: Books And Supplies Athletic supplies
Amount	153,885.00	166,532.00	241,948.35
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Athletic transportation	5000-5999: Services And Other Operating Expenditures Athletic transportation	5000-5999: Services And Other Operating Expenditures Athletic transportation

Amount	62,000.00	77,000.00	106,300.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Athletic Trainer & safety	5800: Professional/Consulting Services And Operating Expenditures Athletic Trainer & safety, training	5800: Professional/Consulting Services And Operating Expenditures Athletic Trainer & safety, training
Amount	N/A	83,744.00	91,294.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	1000-1999: Certificated Personnel Salaries Athletic Stipends	1000-1999: Certificated Personnel Salaries Athletic Stipends
Amount	N/A	6,000.00	N/A
Source	Not Applicable	Supplemental and Concentration	Not Applicable
Budget Reference	Not Applicable Not applicable	4000-4999: Books And Supplies HES Chorus	Not Applicable Moved to 2.7
Amount	N/A	125,000.00	125,000.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not applicable	5000-5999: Services And Other Operating Expenditures Field Trips	5000-5999: Services And Other Operating Expenditures Field Trips

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

We serve approximately 3,400 students in Transitional Kindergarten - 12th grade with 92.3% identified as unduplicated students. In order to achieve the district goals for ALL students, as well as reach more rigorous goals for the identified high need student groups, there is a need for continued support to engage parents and families to support student success in school based on our state and local assessment measures, the LCAP Survey data results and LCAP Stakeholder Meetings from the following items:

- Family Nights at elementary sites
- Provide parent leadership training
- Continued support of the FRC
- Community communication and outreach through our Teacher on Special Assignment/Community Liaison

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3-Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites	2016-17 1. Host District English Language Advisory Committee: 7	2017-18 1. Maintain District English Language Advisory Committee Meetings at 7	2018-19 1. Maintain District English Language Advisory Committee Meetings at 7	2019-20 1. Maintain District English Language Advisory Committee Meetings at 7

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(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

Unchanged Action

2017-18 Actions/Services

G3. 1

Continue to provide opportunities for stakeholder participation
DELAC Meetings
ELAC Meetings
Open House
Parent Teacher Conference
Back to School Night

2018-19 Actions/Services

G3. 1

Continue to provide additional opportunities for stakeholder participation
DELAC Meetings
ELAC Meetings
Open House
Parent Teacher Conference
Back to School Night

2019-20 Actions/Services

Continue to provide additional opportunities for stakeholder participation
DELAC Meetings
ELAC Meetings
Open House
Parent Teacher Conference
Back to School Night
Quarterly LCAP Meetings

Quarterly LCAP Meetings
Various services from Family Resource Center

Quarterly LCAP Meetings
Various services from Family Resource Center

Various services from Family Resource Center

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	34,257.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Support Staff	Not Applicable Moved to Goal 1, Action 8 pg. 113	Not Applicable N/A
Amount	14,607.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries MYPAAS	Not Applicable Moved to Goal 2, Action 2 pg. 113	Not Applicable N/A
Amount	21,988.80	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Support Staff	Not Applicable Moved to Goal 1, Action 8 pg. 113	Not Applicable N/A
Amount	10,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Supplies & Materials	Not Applicable Moved to Goal 1, Action 8 pg. 113	Not Applicable N/A
Amount	9,900.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies MYPAAS Supplies & Materials	Not Applicable Moved to Goal 2, Action 2 pg. 104	Not Applicable N/A

Amount	3,775.00	7,500.00	7,500.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Child Welfare and Attendance supplies & materials	4000-4999: Books And Supplies Child Welfare and Attendance supplies & materials	4000-4999: Books And Supplies Child Welfare and Attendance supplies & materials
Amount	5,000.00	2,000.00	2,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference expenditures	5000-5999: Services And Other Operating Expenditures Conference expenditures	5000-5999: Services And Other Operating Expenditures Conference expenditures
Amount	100.00	100.00	100.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Child Welfare and Attendance	5000-5999: Services And Other Operating Expenditures Child Welfare and Attendance	5000-5999: Services And Other Operating Expenditures Child Welfare and Attendance
Amount	200.00	400.00	400.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Child Welfare and Attendance	5800: Professional/Consulting Services And Operating Expenditures Child Welfare and Attendance	5800: Professional/Consulting Services And Operating Expenditures Child Welfare and Attendance

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G3. 2

Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships.

2018-19 Actions/Services

G3. 2

Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.

2019-20 Actions/Services

G3. 2

Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	555.00	5,000.00	5,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Family Resource Center	4000-4999: Books And Supplies Family Resource Center	4000-4999: Books And Supplies Family Resource Center

Amount	500.00	1000.00	3,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Family Resource Center	5000-5999: Services And Other Operating Expenditures Family Resource Center	5000-5999: Services And Other Operating Expenditures Family Resource Center
Amount	555.00	555.00	6,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Family Resource Center	5800: Professional/Consulting Services And Operating Expenditures Family Resource Center	5800: Professional/Consulting Services And Operating Expenditures Family Resource Center
Amount	N/A	71,373.56	83,710.43
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	2000-2999: Classified Personnel Salaries Family Resource Staff	2000-2999: Classified Personnel Salaries Family Resource Staff
Amount	N/A	41,874.57	45,374.33
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	3000-3999: Employee Benefits Family Resource Staff	3000-3999: Employee Benefits Family Resource Staff
Amount	N/A	88,353.00	90,943.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	1000-1999: Certificated Personnel Salaries Teacher on Special Assignment/Community Liaison	1000-1999: Certificated Personnel Salaries Teacher on Special Assignment/Community Liaison

Amount	N/A	34,971.33	33,705.91
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	3000-3999: Employee Benefits Teacher on Special Assignment/Community Liaison	3000-3999: Employee Benefits Teacher on Special Assignment/Community Liaison

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

2017-18 Actions/Services

G3. 3

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

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

Modified Action

2018-19 Actions/Services

G3. 3

Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.

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

Modified Action

2019-20 Actions/Services

G3. 3

Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,166.67	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Library books	Not Applicable Moved to Goal 1, Action 3	Not Applicable Not Applicable
Amount	N/A	20,000.00	11,000.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	4000-4999: Books And Supplies Parent Nights	4000-4999: Books And Supplies Parent Nights
Amount	N/A	N/A	13,000.00
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	1000-1999: Certificated Personnel Salaries Extra Duty Salary
Amount	N/A	N/A	6,000.00
Source	Not Applicable	Not Applicable	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	3000-3999: Employee Benefits Extra Duty 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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: Kern Avenue Elementary, Browning Road School Elementary & Horizon Elementary

Actions/Services

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

Modified Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

G3. 4

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

2018-19 Actions/Services

G3. 4

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

2019-20 Actions/Services

G3. 4

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	1,000.00	2,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Parent Institute for Quality Education (PIQE)	4000-4999: Books And Supplies Parenting Partners	4000-4999: Books And Supplies Parenting Partners

Amount	24,700.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parent Institute for Quality Education (PIQE)	Not Applicable Parenting Partners funded via Prop 47 Grant	Not Applicable Parenting Partners funded via Prop 47 Grant
Amount	N/A	2,000.00	8,000.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	1000-1999: Certificated Personnel Salaries Stipend for staff facilitators - Parenting Partners	1000-1999: Certificated Personnel Salaries Stipend for staff facilitators - Parenting Partners
Amount	N/A	977.35	3,000.00
Source	Not Applicable	Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	Not Applicable Not Applicable	3000-3999: Employee Benefits Stipend for staff facilitators - Parenting Partners	3000-3999: Employee Benefits Stipend for staff facilitators - Parenting Partners

Action 5

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income

Schoolwide

Specific Schools: McFarland High School

Actions/Services

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

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

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

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

G3. 5

Continue to provide band and color guard
course at our high school to build parent,
family and community partnerships.

2018-19 Actions/Services

G3. 5

Moved to Goal 2, Action 7

2019-20 Actions/Services

G3. 5

Moved to Goal 2, Action 7

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,666.67	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Band & Color Guard	Not Applicable Not Applicable	Not Applicable Not Applicable
Amount	6,233.34	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	5000-5999: Services And Other Operating Expenditures Band & Color Guard	Not Applicable Not Applicable	Not Applicable Not Applicable

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)

Location(s):

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

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[Add Scope of Services selection here]

Location(s):

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

All Schools

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3. 6

Continue to provide enrichment for our Special Education Students in all grades to build parent, family and community partnerships.

2018-19 Actions/Services

G3. 6

Moved to Goal 2, Action 9

2019-20 Actions/Services

G3. 6

Moved to Goal 2, Action 9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies Special Olympics supplies & materials	Not Applicable Not Applicable	Not Applicable Not Applicable

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

G3. 7

Provide additional support for our English Language Learners to increase student achievement and build parent, family and community partnerships.

2018-19 Actions/Services

G3. 7

Moved to Goal 1, Action 8

2019-20 Actions/Services

G3. 7

Moved to Goal 1, Action 8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7,728.44	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-1999: Certificated Personnel Salaries Site Resource Teacher Stipend: ELAC	Not Applicable Not Applicable	Not Applicable Not Applicable
Amount	3,477.80	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	3000-3999: Employee Benefits Site Resource Teacher Stipend: ELAC	Not Applicable Not Applicable	Not Applicable Not Applicable

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Specific Schools: McFarland High School, San Joaquin High School and McFarland Independence School

Actions/Services

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

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

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

New Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
<p>G3. 8</p> <p>Provide research based academic support that build toward college and career readiness to increase student achievement and build parent, family and community partnerships</p>	<p>G3. 8</p> <p>Moved to Goal 1, Action 6</p>	<p>G3. 8</p> <p>Moved to Goal 1, Action 6</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000.00	N/A	N/A
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	4000-4999: Books And Supplies AVID	Not Applicable Not Applicable	Not Applicable Not Applicable

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$10,467,056

Percentage to Increase or Improve Services

36.91%

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

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

McFarland Unified School District is utilizing Local Control Funding Formula supplemental and concentration funds to best meet the needs of English Learners, low income, foster youth district-wide and school-wide as all requests in expending funds go through an approval process through the Educational Services and Business Department in ensuring that funds are spent to benefit these subgroups of students, as detailed in 5 CCR 15496(a)(7).

Local Control Funding Formula supplemental and concentration funds expended will be used in the following ways based on research which is in direct response from Stakeholder Engagement Meetings/Surveys.

LEA-wide:

- Collaboration time to meet in professional learning communities to address the needs of our unduplicated pupils. (Goal 1)
- Provide professional development opportunities (Goal 1)
- Offer Restorative Practices/Alternative to Suspension/PBIS (Goal 2)
- Additional support staff to support students academically, emotionally and socially. (Goal 2)
- Implementation of McFarland Unified School District 1:1 initiative to support college and career readiness. (Goal 1)
- Additional library books to support students in reading and writing. (Goal 1)
- Attendance Incentive Plans (Goal 2)
- Enrichment opportunities through Field Trips (Goal 2)
- Intervention classes and tutoring (Goal 1)
- Expansion of TK classes as an early intervention (Goal 1)
- School Resource Officer (Goal 2)

- Marriage and Family Therapist (Goal 1)
- Support for ASES (CHAMPS) (Goal 2)

School-wide:

- Implementing Positive Behavior Interventions and Strategies (PBIS) at all elementary and our middle school to provide behavior interventions to students to decrease the amount of suspensions.
- Provide all high schools on-line program to meet a-g and credit recovery requirements for a broad course of study.
- Maintain Pathways at McFarland High School to support college and career readiness.
- Launch of McFarland High School Early College
- Provide extra-curricular opportunities at McFarland Middle School
- Provide band and color guard course at McFarland High School

Provide music education at elementary schools

- Provide extra-curricula opportunities at all elementary sites and McFarland Middle School (McFarland Youth Performing Arts After School (MYPAAS) & Creating Healthy Alternative Merging Physical Activity & Support Strategies (CHAMPS).
- Provide parent leadership meeting at all our elementary sites to support parent/family engagement.
- Increase service in physical education at all elementary schools
- Vex Robotics at MHS and MJHS
- Fab Lab at Browning Road and MMS.
- MakerSpace at Browning Road, Horizon, and MMS.

Based on supporting research, experience, and educational theory, McFarland Unified School District has determined these actions described in our Local Control Accountability Plan (LCAP) are the most effective use of funds to meet the district's goals for unduplicated pupils and has established processes to ensure that supplemental and concentration funds are utilized in a manner which benefits the intended student subgroups.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$10,268,642.00

Percentage to Increase or Improve Services

36.70%

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

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

McFarland Unified School District is utilizing Local Control Funding Formula supplemental and concentration funds to best meet the needs of English Learners, low income, foster youth district-wide and school-wide as all requests in expending funds go through an approval process through the Educational Services and Business Department in ensuring that funds are spent to benefit these subgroups of students, as detailed in 5 CCR 15496(a)(7).

Local Control Funding Formula supplemental and concentration funds expended will be used in the following ways based on research which is in direct response from Stakeholder Engagement Meetings/Surveys.

LEA-wide:

- Collaboration time to meet in professional learning communities to address the needs of our unduplicated pupils.
- Additional support staff to support students academically, emotionally and socially.
- Implementation of McFarland Unified School District 1:1 initiative to support college and career readiness.
- Additional library books to support students in reading and writing.
- School Resource Officer
- Marriage and Family Therapist

School-wide:

- Implementing Positive Behavior Interventions and Strategies (PBIS) at all elementary and our middle school to provide behavior interventions to students to decrease the amount of suspensions.
- Provide McFarland Middle School and McFarland High School support in maintaining Advanced Via Individual Determination (AVID) courses.
- Provide all high schools on-line program to meet a-g and credit recovery requirements for a broad course of study.
- Maintain Pathways at McFarland High School to support college and career readiness.
- Provide opportunities for our 5th grade students to attend Camp K.E.E.P. at all elementary sites.
- Provide extra-curricula opportunities at McFarland Middle School (Robotics & Engineering Academy, Revolution K12 and Whitebox).
- Provide band and color guard course at McFarland High School.

- -Provide extra-curricula opportunities at all elementary sites and McFarland Middle School (McFarland Youth Performing Arts After School (MYPAAS) & Creating Healthy Alternative Merging Physical Activity & Support Strategies (CHAMPS)).
- Provide materials and supplies for our weight room at McFarland High School.
- Provide parent leadership meeting at all our elementary sites to support parent/family engagement.
- AG Science Pathway at MHS.
- Computer Science Pathway at MHS.
- Fab Lab at Browning Road and MMS.
- MakerSpace at Browning Road, Horizon, and MMS.
- STEAM resources (materials, Project Lead the Way, professional development) at Browning Road.

Based on supporting research, experience, and educational theory, McFarland Unified School District has determined these actions described in our Local Control Accountability Plan (LCAP) are the most effective use of funds to meet the district's goals for unduplicated pupils and has established processes to ensure that supplemental and concentration funds are utilized in a manner which benefits the intended student subgroups.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$9,119,655.00

Percentage to Increase or Improve Services

34.36%

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

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

McFarland Unified School District is utilizing Local Control Funding Formula supplemental and concentration funds to best meet the needs of English Learners, low income, foster youth district-wide and school-wide as all requests in expending funds go through an approval process through the Educational Services and Business Department in ensuring that funds are spent to benefit these subgroups of students, as detailed in 5 CCR 15496(a)(7).

Local Control Funding Formula supplemental and concentration funds expended will be used in the following ways based on research which is in direct response from Stakeholder Engagement Meetings/Surveys.

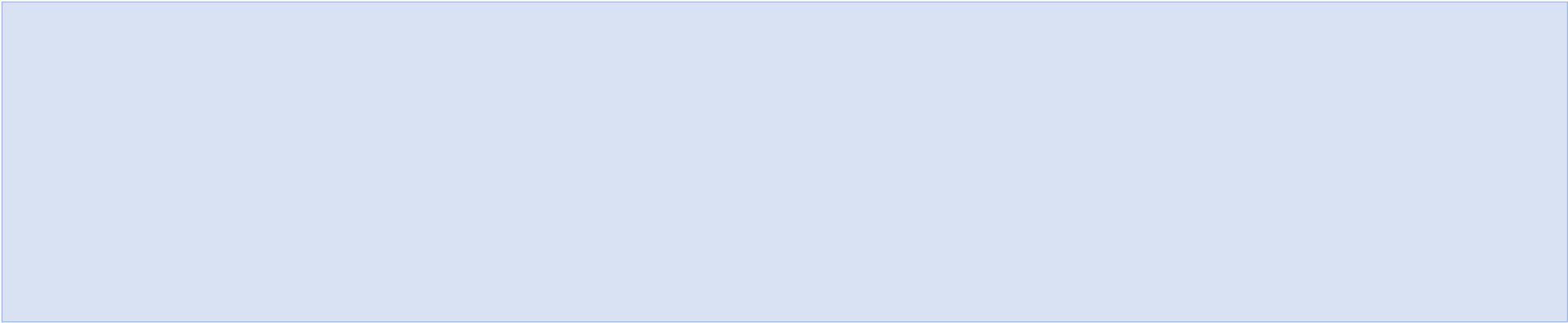
LEA-wide:

- Collaboration time to meet in professional learning communities to address the needs of our unduplicated pupils.
- Additional support staff to support students academically, emotionally and socially.
- Implementation of McFarland Unified School District 1:1 initiative to support college and career readiness.
- Additional library books to support students in reading and writing.

School-wide:

- Implementing Positive Behavior Interventions and Strategies (PBIS) at all elementary and our middle school to provide behavior interventions to students to decrease the amount of suspensions.
- Provide McFarland Middle School and McFarland High School support in maintaining Advanced Via Individual Determination (AVID) courses.
- Provide all high schools on-line program to meet a-g and credit recovery requirements for a broad course of study.
- Maintain Pathways at McFarland High School to support college and career readiness.
- Provide opportunities for our 5th grade students to attend Camp K.E.E.P. at all elementary sites.
- Provide extra-curricula opportunities at McFarland Middle School (Robotics & Engineering Academy, Revolution K12 and Whitebox).
- Provide band and color guard course at McFarland High School.
- -Provide extra-curricula opportunities at all elementary sites and McFarland Middle School (McFarland Youth Performing Arts After School (MYPAAS) & Creating Healthy Alternative Merging Physical Activity & Support Strategies (CHAMPS)).
- Provide materials and supplies for our weight room at McFarland High School.
- Provide parent leadership meeting at all our elementary sites to support parent/family engagement.

Based on supporting research, experience, and educational theory, McFarland Unified School District has determined these actions described in our Local Control Accountability Plan (LCAP) are the most effective use of funds to meet the district's goals for unduplicated pupils and has established processes to ensure that supplemental and concentration funds are utilized in a manner which benefits the intended student subgroups.



Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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	10,143,726.05	7,903,265.46	9,896,997.38	10,268,726.05	10,467,056.00	30,632,779.43
LCFF Supplemental and Concentration	0.00	7,903,265.46	0.00	0.00	10,467,056.00	10,467,056.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	10,143,726.05	0.00	9,896,997.38	10,268,726.05	0.00	20,165,723.43

* 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	10,143,726.05	7,903,265.46	9,896,997.38	10,268,726.05	10,467,056.00	30,632,779.43
1000-1999: Certificated Personnel Salaries	2,475,579.30	2,279,807.25	2,217,692.66	2,475,579.30	3,014,664.57	7,707,936.53
2000-2999: Classified Personnel Salaries	903,853.19	847,510.65	867,333.60	903,853.19	1,463,921.21	3,235,108.00
3000-3999: Employee Benefits	1,517,779.92	1,336,270.06	1,388,261.84	1,517,779.92	2,036,300.27	4,942,342.03
4000-4999: Books And Supplies	2,605,989.00	1,600,229.17	2,833,382.02	2,605,989.00	2,119,479.81	7,558,850.83
5000-5999: Services And Other Operating Expenditures	965,327.42	426,262.30	999,785.02	1,090,327.42	715,833.14	2,805,945.58
5800: Professional/Consulting Services And Operating Expenditures	995,197.22	865,598.30	780,542.24	995,197.22	726,857.00	2,502,596.46
5900: Communications	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	680,000.00	547,587.73	810,000.00	680,000.00	390,000.00	1,880,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	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	10,143,726.05	7,903,265.46	9,896,997.38	10,268,726.05	10,467,056.00	30,632,779.43
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	2,279,807.25	0.00	0.00	3,014,664.57	3,014,664.57
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	2,475,579.30	0.00	2,217,692.66	2,475,579.30	0.00	4,693,271.96
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	847,510.65	0.00	0.00	1,463,921.21	1,463,921.21
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	903,853.19	0.00	867,333.60	903,853.19	0.00	1,771,186.79
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	1,336,270.06	0.00	0.00	2,036,300.27	2,036,300.27
3000-3999: Employee Benefits	Supplemental and Concentration	1,517,779.92	0.00	1,388,261.84	1,517,779.92	0.00	2,906,041.76
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	1,600,229.17	0.00	0.00	2,119,479.81	2,119,479.81
4000-4999: Books And Supplies	Supplemental and Concentration	2,605,989.00	0.00	2,833,382.02	2,605,989.00	0.00	5,439,371.02
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	426,262.30	0.00	0.00	715,833.14	715,833.14
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	965,327.42	0.00	999,785.02	1,090,327.42	0.00	2,090,112.44
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	865,598.30	0.00	0.00	726,857.00	726,857.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	995,197.22	0.00	780,542.24	995,197.22	0.00	1,775,739.46
5900: Communications	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	547,587.73	0.00	0.00	390,000.00	390,000.00
6000-6999: Capital Outlay	Supplemental and Concentration	680,000.00	0.00	810,000.00	680,000.00	0.00	1,490,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	6,787,585.40	5,349,686.05	6,326,118.47	6,787,585.40	6,539,816.33	19,653,520.20
Goal 2	3,079,035.84	2,279,738.51	3,410,468.19	3,204,035.84	3,606,506.00	10,221,010.03
Goal 3	277,104.81	273,840.90	160,410.72	277,104.81	320,733.67	758,249.20
Goal 4			0.00	0.00	0.00	0.00

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