LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McKittrick Elementary School District

CDS Code: 15636516009773

School Year: 2021-22

LEA contact information:
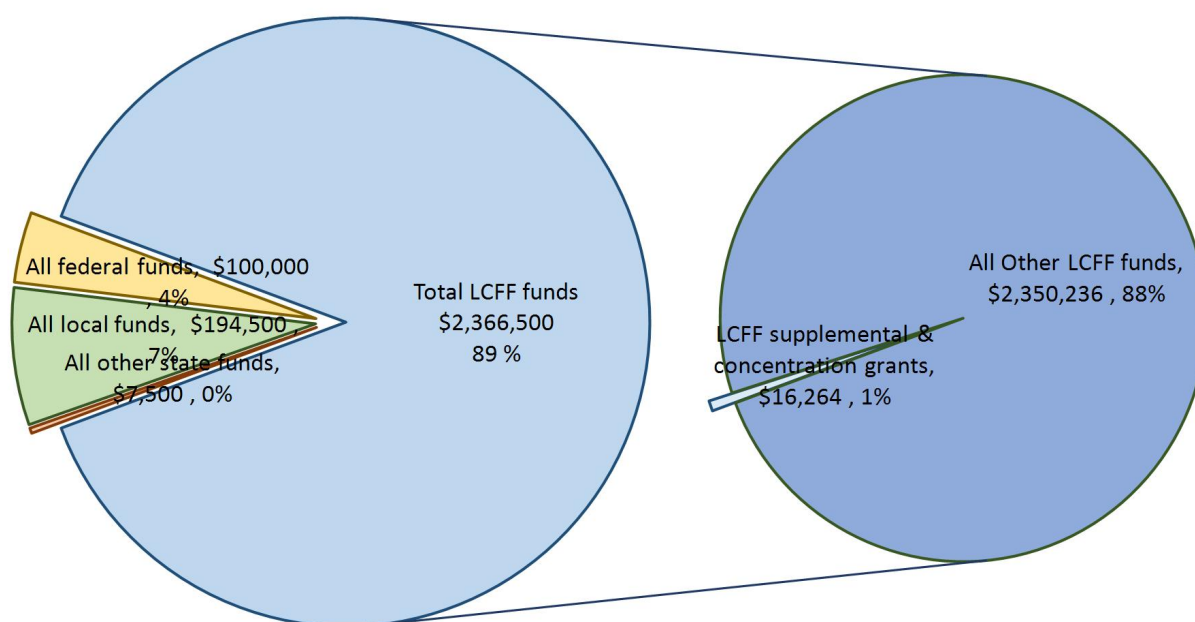
Barry Koerner

Superintendent/Principal

bkoerner@mckittrickschool.org

661-762-7303

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $100,000 , 4%

All local funds, $194,500 7%

All other state funds, $7,500 , 0%

Total LCFF funds $2,366,500 89 %

All Other LCFF funds, $2,350,236 , 88%

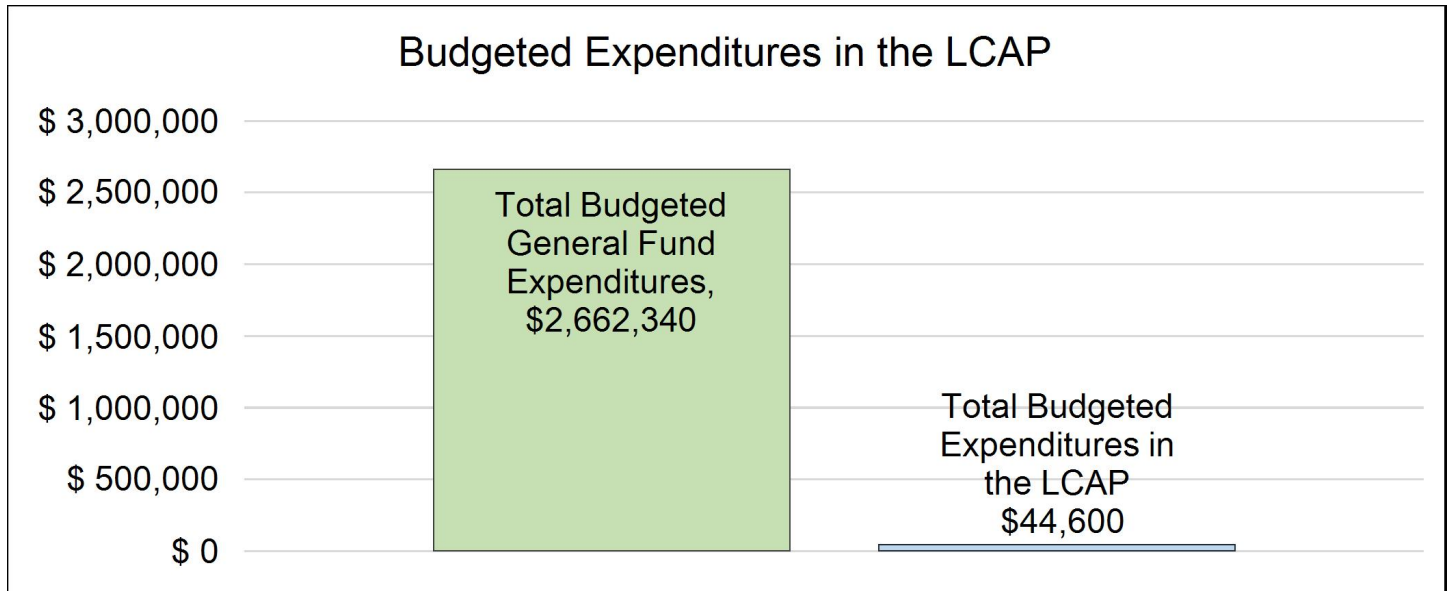LCFF supplemental & concentration grants, $16,264 , 1%

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

The total revenue projected for McKittrick Elementary School District is $2,668,500, of which $2,366,500 is Local Control Funding Formula (LCFF), $7,500 is other state funds, $194,500 is local funds, and

$100,000 is federal funds. Of the $2,366,500 in LCFF Funds, $16,264 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.

Budgeted Expenditures in the LCAP

Amount	
$ 3,000,000	
$ 2,500,000	Total Budgeted General Fund Expenditures, $2,662,340
$ 2,000,000	
$ 1,500,000	
$ 1,000,000	Total Budgeted Expenditures in the LCAP $44,600
$ 500,000	
$ 0	

This chart provides a quick summary of how much McKittrick Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

McKittrick Elementary School District plans to spend $2,662,340 for the 2021-22 school year. Of that amount, $44,600 is tied to actions/services in the LCAP and $2,617,740 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
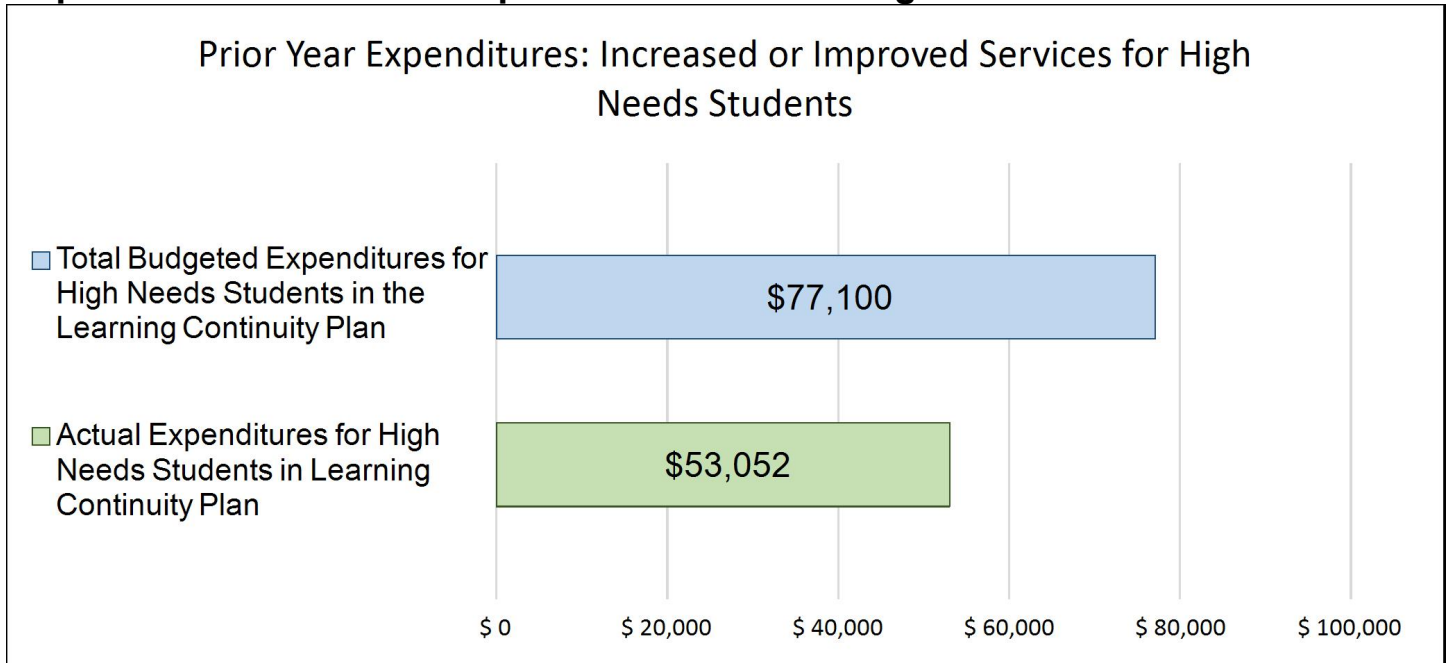
General fund expenditures include teacher salaries, capital outlay, and other general operating costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, McKittrick Elementary School District is projecting it will receive $16,264 based on the enrollment of foster youth, English learner, and low-income students. McKittrick Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. McKittrick Elementary School District plans to spend $26,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $77,100

Actual Expenditures for High Needs Students in Learning Continuity Plan — $53,052

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

In 2020-21, McKittrick Elementary School District's Learning Continuity Plan budgeted $77,100 for planned actions to increase or improve services for high needs students. McKittrick Elementary School District actually spent $53,052 for actions to increase or improve services for high needs students in 2020-21.

After school tutoring was not necessary because back to in person instruction resumed in September of 2020. Stakeholders including parents and staff did not feel that after school tutoring was necessary and the risk of cross contamination was too great to provide for additional tutoring. However, extra supports were given to students during recess time and, while this did have an impact on our budget, it did not have a negative impact on our instructional programs.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
McKittrick Elementary School District	Barry Koerner Superintendent/Principal	bkoerner@mckittrickschool.org 661-762-7303

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2a: Implementation of State Standards:	Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas. 100% of the teachers have implemented Common Core State Standards in Math as per local data. 100% of the teachers have implemented Common Core State Standards in ELA as per local data.
Priority 2b: Implementation of State Standards and ELD standards for our English Learners:	Priority 2b: Implementation of State Standards and ELD standards for our English Learners: McKittrick Elementary School has no ELL Students. All core content is accessible to students with disabilities.
19-20 Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas. 100% of the teachers have implemented Common Core State Standards in Math.	LOCAL 100% of the instructional staff have implemented the use of the new history curriculum.

Expected	Actual
100% of the teachers have implemented Common Core State Standards in ELA.

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

McKittrick Elementary School has no ELL Students.

All core content will remain accessible to students with disabilities.

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

By August 2020, Staff will receive training to assist in the utilization of best practices in the use of technology to support student learning in the core curriculum.

By June 2020 95% of the staff will feel they have better than a basic understanding of best practice methods of embedding technology in the core curriculum.

Baseline
Priority 2a: Implementation of State Standards: State standards are being implemented in all classrooms in all core content areas.

100% of the teachers have implemented Common Core State Standards in Math. | Staff received training to assist in the utilization of technology to support student learning in the core curriculum. The emphasis was on the e of Smartboards and document cameras.

83% of the staff will feel they have a better than a basic understanding of best practice methods of embedding technology in the core curriculum. |

Expected	Actual
90% of the teachers have implemented Common Core State Standards in ELA. Priority 2b: Implementation of State Standards and ELD standards for our English Learners: McKittrick Elementary School has no ELL Students. All core content is accessible to students with disabilities.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Train the staff. One day training in the use of new History Curriculum.	Hire consultant to introduce and train the staff in the use of new History curriculum. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $3,000.00 Teacher pay 1000-1999: Certificated Personnel Salaries Property Tax $2,000.00 Instructional aide pay 2000-2999: Classified Personnel Salaries Property Tax $500.00 Supplies 4000-4999: Books And Supplies Property Tax $500.00	In service day was changed to working on team building and communication in the school garden. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $0 Teacher pay 1000-1999: Certificated Personnel Salaries Property Tax $1,800.00 Instructional aide pay 2000-2999: Classified Personnel Salaries Property Tax $1,028.22 Supplies 4000-4999: Books And Supplies Property Tax $0
1.2 Hire a consultant to conduct supplemental training for instructional staff in the area of differentiated instructional strategies and or technology. We expect this principally directed action will better equip	Hire a consultant to conduct supplemental training for	Hired two consultants. The am session covered the writing

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
instructional staff to meet the differing needs of our students and will result in improved state assessment outcomes and overall increased student engagement - suspension and chronic absenteeism reductions.	instructional staff in the area of differentiated instructional strategies and or technology. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $4000.00	process and differentiated instructional strategies. The PM session covered technology aides in the writing process. 5800: Professional/Consulting Services And Operating Expenditures Supplemental $1,000.00
	Teacher pay 1000-1999: Certificated Personnel Salaries Supplemental $3000.00	Teacher pay 1000-1999: Certificated Personnel Salaries Supplemental $1,800.00
	Instructional aide pay 2000-2999: Classified Personnel Salaries Property Tax $1,800.00	Instructional aide pay 2000-2999: Classified Personnel Salaries Property Tax $876.18
	Supplies 4000-4999: Books And Supplies Supplemental $1000.00	Supplies 4000-4999: Books And Supplies Supplemental $186.84

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The staff in-service day dedicated to the new History curriculum was canceled because McGraw Hill double booked the presenter. The teachers have used their knowledge of how the McGraw Hill curriculum is formatted to train themselves on the use of the new history curriculum. Due to Covid challenge, McKittrick was unable to reschedule the training. The in-service activities were shifted to a day of community outreach and team building in the school garden. Chevron sent volunteers and provided lunch. The staff, parents, and students worked together on numerous projects. 100% of the teachers responded that they enjoyed the day and it was good to work outside together on something that benefited the school community.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The team building was inspirational. Teachers, parents, students, and community members worked in the garden to complete some much-needed tasks. Working together outside was a great experience for everyone coming together and complete a common activity.

The "ADAYOF WRITING" was completed but cut short. The Covid outbreak was getting ready to shut down the Airports and the presenter needed to get home to Florida before the airports closed, 100% of the teachers that responded to the survey reported that the training felt rushed. They also felt the subject matter was relevant to their classrooms and should be revisited after Covid.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator PRIORITY 1 BASIC SERVICES: Priority 1A: Basic Services: Teachers credentialed and appropriately placed: Priority 1B: Basic Services Access to curriculum Priority 1C: Services Facilities: PRIORITY 4 PUPIL ACHIEVEMENT: Priority 4A: Pupil Achievement: State Assessments: Priority 4B: Pupil Achievement API-N/A Priority 4C: Pupil Achievement: Percentage of pupils completing a-g or CTE sequences/programs:	PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: 100% teacher misassignments: 0 as per local data and records. 1B: Instructional materials: 100% Compliance on Williams July - March. Year cut short due to Covid19 1C: FIT: Good/exemplary marks as per FIT Report PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results as per 2019 Dashboard: ELA: 50% Met/Exceeded MATH: 50% Met/Exceeded 4B: API Growth: NA 4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district)

Expected	Actual
Priority 4D: Pupil Achievement: Percentage of EL pupils making progress toward English proficiency:	4D: % of EL pupils made/or will make progress towards English proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data
Priority 4E: Pupil Achievement: English Learner reclassification rate:	4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data
Priority 4F: Pupil Achievement: Percentage of pupils passing AP exam with 3 or higher:	4F: % passed AP exam with 3 or higher: N/A (elementary district)
Priority 4G: Pupil Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other):	4G: EAP Passage: NA (elementary district)
PRIORITY 5 PUPIL ENGAGEMENT: Priority 5A: Pupil Engagement: School Attendance Rates:	PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: 96.11%
Priority 5B: Pupil Engagement: Chronic absenteeism Rate:	5B: Chronic Absenteeism Rate: 7.14%
Priority 5C: Pupil Engagement: Middle School dropout rate:	5C: Middle School Dropout Rate: 0%
Priority 5D: Pupil Engagement: High School dropout rate:	5D: High School Dropout Rate: N/A (elementary district)
Priority 5E: Pupil Engagement: High School graduation rate:	5E: High School Graduation Rate: N/A (elementary district)
PRIORITY 6 SCHOOL CLIMATE: Priority 6A: Pupil Suspension Rate:	PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate : 1.2%
Priority 6B: Pupil Expulsion Rate:	6B: Pupil expulsion rate: 0%
Priority 6C: Other local measures on a sense of safety and school connectedness:	6C: School Safety and Contentedness: 90% of the parents that complete the online survey will feel their students are "Very Safe at school. 85% of the students that complete the online survey will feel their students are "Very Safe at school.

Expected	Actual
	85% of the Students surveyed will feel well connected to their school.
PRIORITY 7 COURSE ACCESS: Priority 7A: Course Access: Extent to which pupils have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: Priority 7B: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: Priority 7C: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils: PRIORITY 8: OTHER PUPIL OUTCOMES: Physical Fitness Testing 5th & 8th Grades. Core strength as measured by the number of sit-ups aka Curl-Ups completed in one minute. **19-20** PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: Maintain100% teacher misassignments: 0 1B: Instructional materials: Maintain 100% Compliance on Williams 1C: FIT: Maintain Good/exemplary marks on FIT Report	PRIORITY 7 COURSE ACCESS: 7A: 100% of students have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: 7B: 100% of unduplicated pupils served. 7C: 100% of individuals with exceptional needs served PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students will average 30 Sit-ups / Curl-Ups: 2019-20 Physical Fitness Test not given due to Covid19 McKittrick 8th -grade female students will average 42 Sit-ups / Curl-Ups. 2019-20 Physical Fitness Test not given due to Covid19 McKittrick students 5th-grade male students will average 40 Sit-ups / Curl -Ups 2019-20 Physical Fitness Test not given due to Covid19 McKittrick students 8th -grade male students will average 45 Sit-ups / Curl -Ups. 2019-20 Physical Fitness Test not given due to Covid19

Expected	Actual
PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 51% Met/Exceeded MATH 61% Met/Exceeded 4B: API Growth: NA 4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district) 4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data 4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4F: % passed AP exam with 3 or higher: N/A (elementary district) 4G: EAP Passage: NA (elementary district) PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: Maintain greater than 95% 5B: Chronic Absenteeism Rate: Maintain less than .05% 5C: Middle School Dropout Rate: Maintian .02% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate. Maintain 05%	

Expected	Actual
6B: Pupil expulsion rate: Maintain 0 % 6C: School Safety and Contentedness: Maintain 90% of the parents that complete the online survey will feel their students are "Very Safe at school. Maintain 85% of the students that complete the online survey will feel their students are "Very Safe at school. Maintain 85% of the Students surveyed will feel well connected to their school. PRIORITY 7 COURSE ACCESS: 7A: Maintain 100% of students have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: 7B: Maintain Programs and services are developed to serve 100% of unduplicated pupils: 7C: Maintain Programs and services are developed to serve 100% of individuals with exceptional needs: PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students will average 30 Sit-ups / Curl -Ups McKittrick 8th -grade female students will average 42 Sit-ups / Curl -Ups.	

Expected	Actual
McKittrick students 5th-grade male students will average 40 Sit-ups / Curl -Ups McKittrick students8th -grade male students will average 45 Sit-ups / Curl -Ups. **Baseline** PRIORITY 1 BASIC SERVICES: 1A: HQT/Teacher rate: 100% teacher misassignments: 0 1B: Instructional materials: 100% Compliance on Williams 1C: FIT: Good/exemplary PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 40% Met/Exceeded MATH 49% Met/Exceeded 4B: API Growth: NA 4C: % of pupils completed sequences to UC, CSU, or Technical ED NA (elementary district) 4D: % of EL pupils made/or will make progress towards Eng proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) enrollment data 4E: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4F: % passed AP exam with 3 or higher: N/A (elementary district)	

Expected	Actual
4G: EAP Passage: NA (elementary district) PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: 96% 5B: Chronic Absenteeism Rate: .02% 5C: Middle School Dropout Rate: 0% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate .08% 6B: Pupil expulsion rate: 0 % 6C: School Safety and Contentedness: 95% of the parents that completed the online survey feel their students are "Very Safe at school. 88% of the students that complete the online survey will feel their students are "Very Safe at school. No questions were asked about student connectedness to the school, but 80% of the students felt respected by their teachers. PRIORITY 7 COURSE ACCESS: 7A: Maintain 100% of students will have access to a broad course of study that includes all subject areas described in Section 51210 and 51220: 7B: Programs and services serve 100% of unduplicated pupils:	

Expected	Actual
7C: Programs and services serve 100% of individuals with exceptional needs: PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students averaged 26 Sit-ups / Curl - Ups McKittrick 8th -grade female students averaged 32 Sit-ups / Curl - Ups. McKittrick students 5th-grade male students averaged 24 Sit-ups / Curl -Ups McKittrick students8th -grade male students averaged 36 Sit-ups / Curl -Ups.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 McKittrick will offer one hour of after-school tutoring four days per week The focus of after-school tutoring is primarily directed towards unduplicated students.	After school Tutor Pay 2000-2999: Classified Personnel Salaries Property Tax $5,000.00 Aide Pay 2000-2999: Classified Personnel Salaries Property Tax $3,500.00	After school Tutor Pay 2000-2999: Classified Personnel Salaries Property Tax $4,122.72 Aide Pay 2000-2999: Classified Personnel Salaries Property Tax $0
2.2 McKittrick will offer summer school to all district students 1-8. The focus of summer school is principally directed towards meeting the academic and social-emotional needs of unduplicated students. We expect that this principally directed action will increase student achievement on state assessments and increase student engagement.	Teacher Pay for Summer School 1000-1999: Certificated Personnel Salaries Supplemental $10,000.00 Transportation for Summer School 5000-5999: Services And Other	Teacher Pay for Summer School 1000-1999: Certificated Personnel Salaries Supplemental $10,500.00 Transportation for Summer School 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental $6000.00	Operating Expenditures Supplemental $7,252.79
	Support Personal Pay for Summer School 2000-2999: Classified Personnel Salaries Supplemental $1800.00	Support Personal Pay for Summer School 2000-2999: Classified Personnel Salaries Supplemental $1,954.24
	Field Trips for Summer School 4000-4999: Books And Supplies Supplemental $2500.00	Field Trips for Summer School 4000-4999: Books And Supplies Supplemental $1,763.75
	Breakfast Program Summer School 4000-4999: Books And Supplies Supplemental $2500.00	Breakfast Program Summer School 4000-4999: Books And Supplies Supplemental $1,702.16

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

87% of budgeted funds were expended. After school tutoring was cut short to the Covid19 school closure. The demand for after-school tutoring was lower than anticipated. The hiring of an additional aide to assist in the program could not be justified.

Summer school expended more than the budget.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

McKittrick's summer school is designed to engage students in history, science, and the fine arts and it ran during the summer of 2019. McKittrick completed summer school before the Covid 19 closure.s The summer school's focus was on reengaging students and celebrating the love of learning. students are able to sharpen academic skills at their own pace with hands on learning that is very interactive. Just under 50% of McKittrick's elementary school's total population students attended summer school in June of 2019. We were successful in that the summer school's overall attendance rate was 86%. The summer school session ran 16 days, Monday through Thursday. Each day was 4.5 hours long.   39% of the students that attended summer school were unduplicated students and their attendance rate was 92%. Transportation to and from school was provided to resident students. Transportation to the four field trips was provided to every student.

Due to Covid19, McKittrick's After School Tutoring was reduced by 36 days to 106 days of the total 180 days that were scheduled. The last day for after-school tutoring was March 12th, 2020.   Afterschool tutoring averaged 8 students per day for the 106 days of actual attendance.   50% of the students that attended were unduplicated students.

Goal 3

3. Engagement:
McKittrick Elementary will increase stakeholder engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3A: Parental Involvement: Efforts to seek parent input in making decisions for district and sites riority 3B: Parental Involvement: District promotes participation of parents of unduplicated students: Priority 3C: Parental Involvement: District promotes participation of parents of students with exceptional needs: **19-20** 3) Parental Involvement: A: McKittrick Elementary school will continue to hold 3 daytime parent meetings.	3) Parental Involvement: A: McKittrick Elementary school held 2 out of the 3 daytime parent meetings. The final meeting was canceled due to the Covid 19 closure. McKittrick Elementary did not hold the 1-night time parent meeting it was canceled due to COVID 19. McKittrick Elementary school-administered one online parent survey through 'Survey Monkey." McKittrick Elementary school-administered one online student survey through 'Survey Monkey." McKittrick Elementary school-administered one online staff survey through 'Survey Monkey." McKittrick was not able to host the fall and winter community evening evening events due to COVID-19. B: McKittrick Elementary school used Facebook and a weekly Friday Notice to invite parents of unduplicated students to fall and winter community evening events.

Expected	Actual
McKittrick Elementary school will continue to hold 1-night time parent meeting. McKittrick Elementary school will continue to administer one online parent survey through 'Survey Monkey." McKittrick Elementary school will continue to administer one online student survey through 'Survey Monkey." McKittrick will continue to host a fall and winter community evening event to give parents and community members access to staff and administration. B: McKittrick Elementary school will continue to invite 100% unduplicated student's parents to the end of the year LCAP Meeting. McKittrick will continue to host a fall and winter community evening event to give parents of unduplicated students access to staff and administration. C. McKittrick Elementary school will continue to invite 100% of parents of students with special needs to the end of the year LCAP Meeting. McKittrick Elementary school will continue to invite 100% of the parents of students with special needs to their student's IEPs. McKittrick Elementary school will continue to conduct one parent survey online during this school year. McKittrick will continue to host a fall and winter community evening event to give parents of special needs students access to staff and administration.	C. McKittrick Elementary had to cancel the scheduled end of the year LCAP Meeting due to Covid 19 shutdown McKittrick Elementary school invited 100% of the parents of students with special needs to their students' IEPs. McKittrick hosted both a fall and winter community evening event to give parents and community members access to staff and administration in an open and enjoyable venue.

Expected	**Actual**
Baseline 3) Parental Involvement: A: McKittrick Elementary school held 7 daytime parent meetings. McKittrick Elementary school held 1-night time parent meeting. McKittrick Elementary school held 11 evening community meetings. McKittrick Elementary school-administered one online parent survey through 'Survey Monkey." The survey received 29 responses. McKittrick Elementary school-administered one online student survey through 'Survey Monkey." The survey received 71 responses. McKittrick hosted a fall community evening event to give parents and community members access to staff and administration. It was well attended. 86% of the parents that completed the survey reported that they attended. McKittrick hosted a winter community evening event to give parents and community members access to staff and administration. 93% of the parents that completed the survey reported that they attended. B: McKittrick Elementary school invited 100% of the unduplicated student's parents to the end of the year LCAP Meeting. C. McKittrick Elementary school invited 100% of the parents of students with special needs to the end of the year LCAP Meeting.	

Expected	Actual
McKittrick Elementary school invited 100% of the parents of students with special needs to their students IEPs.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Hold three stakeholder meetings. Morning meeting, day meeting and one evening meeting.	Hold an evening stakeholder meetings 4000-4999: Books And Supplies Property Tax $1000.00 Stipend to conduct a Parent meetings. 1000-1999: Certificated Personnel Salaries Property Tax $400.00 Stipend to conduct a Parent meetings. 2000-2999: Classified Personnel Salaries Property Tax $200.00	Held an evening stakeholder meetings 4000-4999: Books And Supplies Property Tax 0 Stipend to conduct a Parent meetings. 1000-1999: Certificated Personnel Salaries Property Tax 0 Stipend to conduct a Parent meetings. 2000-2999: Classified Personnel Salaries Property Tax 0
3.2 Conduct one online survey to inform stakeholder feedback regarding student and adult experience at McKittrick School.	Conduct online survey. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $800.00 Staff create and conduct Survey 1000-1999: Certificated Personnel Salaries Property Tax $1200.00	Conduct online survey. 5800: Professional/Consulting Services And Operating Expenditures Property Tax $384.00 Staff create and conduct Survey 1000-1999: Certificated Personnel Salaries Property Tax $1,339.40
3.3 Host a fall social event to get unduplicated and special needs parents on campus.	Conduct a fall social event primarily directed towards unduplicated and special needs parents in an effort to get them on campus. 4000-4999: Books And Supplies Property Tax $5000.00 Overtime for custodians. 2000-2999: Classified Personnel Salaries Property Tax $1000.00	Conduct a fall social event primarily directed towards unduplicated and special needs parents in an effort to get them on campus. 4000-4999: Books And Supplies Property Tax $3,440.00 Overtime for custodians. 2000-2999: Classified Personnel Salaries Property Tax $937.58

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Overtime for custodians. 1000-1999: Certificated Personnel Salaries Property Tax $700.00	Overtime for custodians. 1000-1999: Certificated Personnel Salaries Property Tax $839.51
3.4 Host a winter social event that showcases the use of fine arts. With the goal of getting more unduplicated and special needs parents on campus.	Host a winter event that includes singing and acting for the primary purpose of getting more unduplicated and special needs parents on campus. 1000-1999: Certificated Personnel Salaries Property Tax $18,000.00	Host a winter event that includes singing and acting for the primary purpose of getting more unduplicated and special needs parents on campus. 1000-1999: Certificated Personnel Salaries Property Tax $11,667.00
	Overtime for custodians. 2000-2999: Classified Personnel Salaries Property Tax $1000.00	Overtime for custodians. 2000-2999: Classified Personnel Salaries Property Tax $787.60
	Overtime for Administrator 2000-2999: Classified Personnel Salaries Property Tax $700.00	Overtime for Administrator 2000-2999: Classified Personnel Salaries Property Tax $669.70

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the activities under this goal were reduced due to the Covid 19 Closure. The funds allocated and budgeted for this goal were 100% from local funds. No Supplemental and Concentration dollars were used.

3.1 0% The superintendent conducted the parent meetings and no funds were expended to conduct the meetings. Stakeholder meetings were virtual. The goal of three meetings was exceeded by the use of ZOOM. Parent's were pleased with the school safety. From the first meeting parent's largest concern was getting their students back to in-person instruction.

3.2 86% The majority of the funds were expended. The stakeholder survey had a very high response. McKittrick had 79 students and received 45 parent survey responses.

3.3 87% The fall social event had around 350 people in attendance. Parents were impressed with how safe and clean the campus was.

3.4 66% The winter social event had around 300 people in attendance. The overall budget was cut short because a music teacher's hours were reduced due to the March Covid Closure. The music teacher is a one-day-per-week employee. She requested to be placed on leave. 2.5 months of her salary were reduced.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Covid closure made some of the scheduled in person parent meetings impossible for the 2019-20 school year. The meetings migrated to ZOOM in the summer of 2020. For McKittrick is was good that the closure happened in the month of March. The majority of the planned LCAP activities had already taken place.   The only thing that was missed was the end of the year parent / stakeholder meeting. The fall and winter activities were huge successes. The large majority of our parent's and students attended. The winter activity every student participated except one.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased Personal Protective Equipment to serve our staff and students upon returning to campus for in-person instruction.	$1,000	$1,286.99	No
Purchased Classroom Supplies for student use at home to aid in distance learning.	$1,200	$1,572.95	Yes
Purchased enhanced cleaning equipment and supplies.	$2,500	$2,804.13	No
Hired one day per week Psychologist's time for social emotional and learning loss support.	$20,000	$18,411.95	Yes
Purchased WIFI hardware to ensure connectivity for students that would not otherwise have access to on-campus internet during daily instruction by the teaching staff.	$2,000	$3,590.88	Yes
Purchased microwave redundancy to insure internet connectivity.	$6,000	$3,850.00	No
Hired a crew to deep clean and disinfect campus over the summer.	$5,000	$5,725.14	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No substantive differences exist between the planned actions and or budgeted expenditures for in person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The district began in person instruction one week late in September of 2020 (required a calendar change), but was able to successfully maintain this model throughout the rest of the school year with very few excetions. We successfully dispersed the required PPE for all students and staff throughout the entire school year as we were able to maintain in person instruction for the remainder of the school year. We were successful in implementing safety protocols in order to keep students and staff safe including physical distancing, the wearing of masks, access to hand washing and daily health screenings (temperature checks). It was a challenge to keep up with changing program requirements and guidance from CDE, KCSOS, and the Health Department. Additionally, safety protocol training occurred virtually in the beginning of the year and was a challenge - in person was much easier and more successful.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Paid all staff to attend professional development on campus (social distance recommendations were adhered to) to prepare for meeting student needs while engaged in distance learning.	$15,000	$11,764.70	Yes
McKittrick Elementary School District purchased a professional Zoom License which covers all students and all teachers so that distance learning can be accessed.	$2,500	$1,347.92	Yes
The District renewed the following supplemental Curriculum: Language Plus.	$500	$740.15	Yes
McKittrick Elementary School District renewed and or purchased the following supplemental Digital Support Software: Starfall, Reading quiz, Education.com, Typing Pro Digital, to aid in instruction during distance learning.	$1,000	$1,020.35	Yes
McKittrick Elementary School District purchased new technology: classroom support paraprofessionals laptops, classroom support paraprofessionals document cameras, Cradle Point wireless routers.	$7,500	$7,448.48	No
McKittrick Elementary School Purchased the following parts to repair the student's digital devices, Laptop batteries, laptop power supplies, laptop keyboards, laptop headphone jacks.	$1,250	$1,691.30	No
Renewal subscriptions for Go Math, Wonders, Typing Pro Digital, to aid in instruction during distance learning.	$3,000	$2,000	Yes
Purchased a supplemental subscription to MOBY Max - additional math and ELA practice on line for students.	$2,500	$800	Yes
Hired a crew to come get student devices ready for the new school year in order to ensure that students who would not otherwise have devices actually have devices to use to access their learning. (Clean up, disinfect, and repair.)	$3,500	$1,440.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and budget expenditures other than the fact that fewer teachers utilized some of the online resources such as Moby Max and Renewal subscriptions. We did purchase additional face masks and shields that were unplanned in addition to children sized masks. This was especially helpful to our youngest students.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

All students had access to devices and connectivity during our Distance Learning phase which lasted roughly 15-20 days depending upon the order of cohort return to school. The majority of McKittrick students returned under a waiver in September of 2020. A very small percentage of students elected to remain on virtual instruction. To meet their needs McKittrick elementary school shaved an hour off of each day of instruction to give staff time to zoom with student's and prepare weekly packets to reinforce virtual instruction. Staff roles and responsibilities were altered to the extent that they were cohorted by grade level in order to limit exposure to any possible COVID outbreaks.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
McKittrick Elementary School District renewed the subscription to Aimsweb plus that will assist us with measuring learning loss. It will also help us to document learning acceleration throughout the school year.	$4,000	$771.88	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The district only spent a quarter of the learning loss budget because many of the mechanisms were already in place. The fact that McKittrick Elementary School returned to in-person instruction this year curtailed a lot of the possible learning loss McKittrick could have suffered. The school psychologist and classroom aides shouldered a large amount of the burden.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Feedback from the school board, parents, students, teachers, and staff strongly encouraged district administration to return to in person learning as soon as possible. McKittrick Elementary School returned to in-person instruction for grades K-4 on September 21st, 2020 under a cohort exception. Then on September 28th McKittrick's K-6 grades were moved to five days per week of on-campus instruction under a waiver. On the 28th of September, the 7-8 returned to five days per week on-campus instruction under a waiver For the 2020-21 school year the traditional school day was shortened by sixty minutes to give teachers and support personal time to meet with the students who chose to remain virtual. Returning to person instruction was a risk, but the reward has been very high. The district employed a one-day-per-week psychologist intern to assist with tracking possible learning loss. The Aimsweb assessment was administered three times this year. Learning levels were tracked. Students in the lowest cohorts were referred for intervention. 100% of our students with disabilities and 90% of socioeconomically disadvantaged students returned to in person instruction before the winter break and sustained the remainder of the school year. McKittrick's small class sizes and being in person have allowed McKittrick Elementary School to escape a large majority of the learning loss and emotional strain that many other schools faced. The masks and social distancing requirements have taken a toll on both staff and students. Early surveys said students would not return to in-person instruction if masks were required.   The district used the CASSPP testing to assess students this year - results are forthcoming. The district is optimistic and anxious to see the students progress. Being in person should pay high dividends.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

McKittrick Elementary School returned to in person instruction for grades K-4 on September 21st 2020 under a cohort exception. Then on September 28th McKittrick's K-6 grades were moved to five day per week on campus instruction under a waiver. On the 28th of September the 7-8 returned to five day per week on campus instruction under a waiver For the 2020-21 school year the traditional school day was shortened by sixty minutes to give teachers and support personal time to meet with the students who chose to remain virtual. Returning to person instruction was a risk, but the reward has been very high. The district employed a one day per-week psychologist intern to assist with the emotional needs of the students. McKittrick's small classes sizes and being in person have allowed McKittrick elementary School to escape a large majority of the learning loss and emotional strain that many other schools face. The masks and social distancing requirements have taken a toll on both staff and students. Students have taken lunch in their classrooms and remaining in a cohort configuration has helped the school to remain open when Covid has made itself on campus this year. Parents and staff report that outdoor play time for students was incredibly valuable to their social and emotional well being.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

On September 21st, 2020 McKittrick Elementary School opened in-person instruction for K-4 under the cohort provision. On September 28th McKittrick Elementary School was granted a waiver by the Kern County Health Department for the K-6 students this allowed the majority of the school to return to in-person instruction. The same day the 7-8 students returned to in-person instruction under cohort provision. The school day was shortened by one hour and students were released at 1:30. This assisted the instructional staff with time to meet with students that elected to remain on virtual instruction. Family engagement relied on zoom meetings, mass emails, and or phone calls.   During the waiver period stakeholders, in-person access to the school was very limited. Parents had to use snail mail, email, phone calls, and some zoom meetings to communicate with the school. Because McKittrick returned to in-person instruction so early in the school year, pupil and family engagement went very well as indicated by multiple informal parent and staff feedback taken by the superintendent after school at pick up as well as before school.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

On September 21st, 2020 McKittrick Elementary School opened for in-person instruction K-4 under the cohort provision. Then on September 28th, McKittrick Elementary School was granted a waiver by the Kern County Health Department for all of the K-6 students to return to in-person instruction. The same day the 7-8 students returned to in-person instruction under the cohort provision. The school day was shortened by one hour and students were released at 1:30. This assisted the instructional staff with time to meet with the students that elected to remain on virtual instruction.   Lunches were available for students that remained on virtual instruction at McKittrick Elementary School or Lincoln Junior high for those that reside in Taft. In order to isolate possible Covid infections, students

ate lunch in their classrooms and not in the cafeteria. Because McKittrick returned to in-person instruction so early in the school year the majority of the students received their lunches in their classrooms on the McKittrick elementary school site. Returning to in-person instruction was the greatest challenge, but yielded the greatest reward.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	NA	$0.00	0.00	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Minimal lessons learned due to the fact the district returned to in person instruction in September of 2020. Community and parents insisted that the district return to in person instruction asap. District received a waiver in September of 2020.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss was seriously reduced because the district returned to in person instruction in September of 2020. Curriculum based measurement was utilized to monitor learning loss throughout the year. Initial SBAC results indicate a three % drop in students Met/Exceeded.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No real differences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The review of student outcomes showed that what McKittrick is doing is working. For the development of the new LCAP 21-22 through 23-24, the stakeholder's input did not suggest any major changes, but teacher groups were concerned about the cost of McKittrick's traditional summer school. They suggested cutting costs and limiting summer school because the district actually recieves very little to no additional funding to meet the LCAP requirements to increase services for unduplicated students.

The summer school was put on hold this year because students, parents, and staff were exhausted.   Student input requested that the school day returns to our traditional dismissal time at 2:30 pm so that PE could be added back into the school day. Serious consideration was given to eliminating after-school tutoring pre-Covid due to low participation, but this year 24% of the students that completed the survey stated they get "Much too little" tutoring outside of the school day.   Students also revealed that if we change the focus of summer school away from enrichment and requires homework they will most likely not attend.   Parents have requested that the school day returns to normal and that music resume both actions are planned for the fall of the 2021-22 school year.   Parents and students both expressed more time within the school day for students to be social. They really feel that the year of Covid has left them feeling isolated.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  - Continuity of Instruction,

  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	77,100.00	54,051.69
Property Tax	46,300.00	27,891.91
Supplemental	30,800.00	26,159.78

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	77,100.00	54,051.69
1000-1999: Certificated Personnel Salaries	35,300.00	27,945.91
2000-2999: Classified Personnel Salaries	15,500.00	10,376.24
4000-4999: Books And Supplies	12,500.00	7,092.75
5000-5999: Services And Other Operating Expenditures	6,000.00	7,252.79
5800: Professional/Consulting Services And Operating Expenditures	7,800.00	1,384.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	77,100.00	54,051.69
1000-1999: Certificated Personnel Salaries	Property Tax	22,300.00	15,645.91
1000-1999: Certificated Personnel Salaries	Supplemental	13,000.00	12,300.00
2000-2999: Classified Personnel Salaries	Property Tax	13,700.00	8,422.00
2000-2999: Classified Personnel Salaries	Supplemental	1,800.00	1,954.24
4000-4999: Books And Supplies	Property Tax	6,500.00	3,440.00
4000-4999: Books And Supplies	Supplemental	6,000.00	3,652.75
5000-5999: Services And Other Operating Expenditures	Supplemental	6,000.00	7,252.79
5800: Professional/Consulting Services And Operating Expenditures	Property Tax	3,800.00	384.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	4,000.00	1,000.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	15,800.00	6,691.24
Goal 2	31,300.00	27,295.66
Goal 3	30,000.00	20,064.79

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$37,700.00	$37,242.04
Distance Learning Program	$36,750.00	$28,252.90
Pupil Learning Loss	$4,000.00	$771.88
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$78,450.00	$66,266.82

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$14,500.00	$13,666.26
Distance Learning Program	$8,750.00	$9,139.78
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$23,250.00	$22,806.04

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$23,200.00	$23,575.78
Distance Learning Program	$28,000.00	$19,113.12
Pupil Learning Loss	$4,000.00	$771.88
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$55,200.00	$43,460.78

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
McKittrick Elementary School District	Barry Koerner Superintendent/Principal	bkoerner@mckittrickschool.org 661-762-7303

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The McKittrick Elementary School District's goal is to assist all of the students in developing the skills necessary to adapt to their environment to become productive, contributing members of an ever-changing global community. The McKittrick Elementary School District is located on the far western side of Kern County in an extremely rural area. McKittrick serves a slightly diverse population group. McKittrick Elementary School District's student population is 99% English speaking with 1% RFEP students, 40% of McKittrick's students have been classified low income. 10% of the students receive SLI services, 3% receive SLD services. Less than 1% receive services for a disability of OHI. The ethnic breakdown of McKittrick Elementary School District is 21% Hispanic, 73% White, 4% Africian American, and less than 1% Cambodian. The district is a single site district that serves 67 students in kindergarten through 8th grade. The district employs six full time teachers. Four of them are regular education combo classroom teachers, one is a kindergarten teacher and the last is a RSP Teacher. The 1/2, 3/4, 5/6 combo classrooms teachers have the assistance of a 3.5-hour paraprofessional in the mornings for Math and ELA. The district also employs a 1/5 FTE music teacher and 1/5 FTE school psychologist. The school district's buildings are located 40 miles west of downtown Bakersfield where highways 33 and 58 converge. McKittrick Elementary School's graduates traditionally attend Taft Union School District. Taft High is located 18 miles to the southeast in Taft, California. Traditionally McKittrick elementary school students do very well academically and athletically.

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

- McKittrick's teachers will implement a modern and current curriculum in all required subjects.

- McKittrick Elementary will increase student access to the curriculum through summer school and after-school tutoring.
- McKittrick Elementary will increase stakeholder engagement

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

According to the 2019 California school dashboard McKittrick Elementary School District was BLUE in both Math and ELA. Chronic absenteeism improved one complete color from orange to yellow and student suspensions improved one complete color from red to green. On the dashboard this looks impressive, it just could as easily went the other way. McKittrick is a small school. Statistically the numbers are very misleading because a couple of students, either way, can make a large difference in the district's color assignment.

The majority of the McKittrick parents wanted their students to return to in-person instruction. The parents and staff pushed the district to pursue a waiver in August to return to school. The district opened to In-person instruction under the cohort model on 9/21/2020 for K-4. The students were in class five days per week. The district's waiver was approved 9/28/2020 and K-6 returned for in-person instruction under the waiver. Students attended five days per week with an hour early dismissal to clean and service the few virtual students. When the waiver was approved 7-8 returned to in-class instruction five days per week under the cohort model. Having all of our students on campus for the large majority of the year was possible because of the small class sizes and the rural nature of the school. The entire school closed for 14 days due to Covid 19 exposure to a positive person. Being open for in-person instruction for the large majority of the school year assisted greatly in a reduction of Covid 19 learning loss.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

McKittrick has a veteran staff and is doing things very well. The district is in a continuous improvement process.

The greatest needs identified in stakeholder surveys are:

1. Better communication between administration and staff. (Covid limited staff meetings to ZOOM)
2. Increased parental involvement. (Covid has kept parents from physical involvement over the past year)
3. Preparing for Staff retirements
4. Restart the music program
5. Returning to a 2:35 Dismissal.
6. Returning PE to pre Covid minutes
7. 50% of the teachers were somewhat and not satisfied with the opportunities given for professional development.

8. 33% of the students that responded to the survey reported that they received "much too little tutoring" outside of school.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

1. Conditions for Learning: State Priority 2
After discussions with teachers and staff, it was determined that McKittrick's ELA, Math, and History curriculum contains digital components that have been underutilized. Additional training that focuses on digital supports will assist the instructional staff with re-mediation of learning loss.

1st Goal McKittrick's teachers will implement the modern and current curriculum in all required subjects.

CURRICULUM TRAINING
1.1 Hire a consultant to conduct supplemental training for instructional staff in the use of instructional technology. The district will use the digital aspects of the History, ELA, and Math curriculum to provide re-mediation to unduplicated students who may have suffered learning loss due to Covid 19 school closure.

BEST PRACTICES TRAINING IN THE DIFFERENTIATION OF INSTRUCTIONAL STRATEGIES
1.2 Hire a consultant to conduct supplemental training for instructional staff in the differentiation of instructional strategies. We expect this principally directed action to better equip instructional staff to meet the needs of the district's unduplicated students through the development of a curriculumn that better keeps the attention of the individual student. It will increase student engagement, and improve state assessment scores. It will also reduce chronic absenteeism andsuspensions
2. Pupil Outcomes: State Priority 1,4,5,6,7,8
For the 2020-21 school year. McKittrick elementary school returned to in-person instruction in September of 2020. In order to accommodate students that needed/desired to remain on virtual instruction, the district shortened the school day by one hour. This allowed teachers and support staff to zoom with the virtual students daily. The reduction of one hour per day had the greatest effect on History, Science, and fine arts. In order to re-mediate these possible deficits additional opportunities may need to be added to the traditional school day and or the school year for all students.

2nd Goal McKittrick Elementary will increase student achievement through an engaging climate and broad course access every day.

AFTER-SCHOOL TUTORING
2.1 McKittrick will offer students the opportunity to attend after-school tutoring. The focus of after-school tutoring is primarily directed towards the mitigation of learning loss for unduplicated students. We expect this principally directed action will increase student achievement on state assessments and increase student engagement.

SUMMER SCHOOL

2.2 McKittrick will offer summer school. The focus of summer school is principally directed towards enriching the lives of unduplicated students. We expect that this principally directed action will increase student achievement on state assessments and increase student engagement.

3. Engagement: State Priority 3
After conducting stakeholder meetings, surveys, and receiving verbal feedback it was determined that the Covid 19 closure decreased stakeholder engagement. It was determined that steps need to be made to energize stakeholders to re-engage with the school in ways other than virtually.

3rd Goal McKittrick Elementary will increase stakeholder engagement.

CONDUCT STAKEHOLDER MEETINGS
3.1 Conduct stakeholder meetings to ensure that all parents have a voice in the creation of the yearly
Local Control Accountability Plan.

STAKEHOLDER SURVEYS
3.2 Conduct online surveys to give all stakeholders that may not be able to attend in-person meetings the opportunity to have a voice in the development of the yearly Local Control Accountability Plan.

STAKEHOLDER EVENT 1
3.3 Host a fall social event on campus to encourage families of unduplicated and special needs students to be on campus in a non-threatening open environment. Allowing them to become more familiar with the staff and other community members.

STAKEHOLDER EVENT 2
3.4 Host a winter social event to get unduplicated and special needs parents on campus to highlight their students' success in the areas of fine arts. The goal of this event is to break down any possible inhibitions of unduplicated parents and extended family to be on campus and communicate with school staff.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

McKittrick Elementary School did not qualify for CSI status.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

McKittrick Elementary School did not qualify for CSI status.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

McKittrick Elementary School did not qualify for CSI status.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder input was collected through a mixture of in person and virtual meetings held throughout the 2020-21 school year. Online surveys were conducted for parents, staff, and students.

McKittrick Elementary school is a small rural school with a single administrator (superintendent/principal) and no collective bargaining unit. The district has no ELL students. The groups consulted in the LCAP process were parents, staff including other school personnel and teachers, community and the Kern County SELPA. Parent meetings were held 10/20/20, 12/17/20, 2/3/21, 3/4/21, and 6/7/21. Community meetings were monthly in conjunction with monthly school board meetings. Staff Meetings were held in conjunction with bi weekly staff meetings. LCAP Goals were crafted out of these meetings and within this model the process was continually revisited and refined. The Kern County SELPA Review was conducted on May 13, 2021. The Parent Advisory Committee met virtually to review the LCAP and had no questions or comments for which the superintended needed to respond in writing.

A summary of the feedback provided by specific stakeholder groups.

Feedback from Parents:
1. Increased parental involvement. (Covid has kept parents from physical involvement over the past year)
2. Returning to a 2:35 Dismissal.
3. Restart the music program
4. Students need to be back in class.
5. Returning PE to pre Covid minutes

Feedback from Staff:
1. Better communication between administration and staff.
2. Increased parental involvement. (Covid has kept parents from physical involvement over the past year)
3. Preparing for Staff retirements
4. Returning to a 2:35 Dismissal.
5. Returning PE to pre Covid minutes
6. 50% of the teachers were somewhat and not satisfied with the opportunities given for professional development.
7 . Students and Staff need some time off this summer after this year on in-person instruction.

Feedback from Students:
1. 33% of the students that responded to the survey reported that they received "much too little tutoring" outside of school.
2. Students and Staff need some time off this summer after this year on in-person instruction.
3. 57% of the students responded that if summer school had homework they would not attend.
4. 73% of the students responded that they would not attend after school tutoring if it were held virtually.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Staff and School Board Members were very frustrated with the requirements of the LCAP placed on McKittrick Elementary School District. The added fiscal burden came to light because the district is currently deficit spending. The amount of work required to produce and monitor the LCAP is not worth the reward provided by the state of California. McKittrick Elementary School is a basic aide school district that receives no real Supplemental and Concentration dollars. Because of the lack of actual funds provided by the state of California, the stakeholders requested that the LCAP budget be reduced down to the bare minimum requirements of "increased and improved services". Staff inservice training is necessary to remain a top-performing school but will be consolidated. Summer school for the summer of 2021 was be canceled due to student and staff fatigue, but will resume in the summer of 2022. The need for a fine arts program still exists and music will return in the fall of 2021.   Much of the stakeholder meetings discussions focused on returning students to full-time, in-person instruction. Parents want students' PE, time restored. Stakeholders also want to return to in-person meetings to improve communication. Some stakeholders have expressed a need for after-school tutoring, but transportation for District of Choice students is a concern. As per parent request, we are re instituting our music program school wide.

Goals and Actions

Goal

Goal #	Description
1	1. Conditions for Learning: McKittrick's teachers will implement a modern, current and community accepted curriculum in all required subjects. This implementation will assist McKittrick Elementary School District in continuing to function at the highest levels on the state dashboard.

An explanation of why the LEA has developed this goal.

Analysis of student performance on state and local assessments shows a need to improve achievement for all students. Although McKittrick District has seen steady growth over time, we have not seen the desired growth in student achievement for all student groups. The 2019 English language arts (ELA) CAASPP results showed 70%of all students scored standard met or standard exceeded, and the 2019 Math CAASPP results showed 70%of all students scored standard met or standard exceeded. The district's goal is to increase the performance of all students on CASSPP ELA and math assessments by 1% annually.

Of concern is the performance of our students that received Free and Reduced Lunch. Only 65% of the students that receive free lunch scored standard met or standard exceeded in ELA and this is 5% below the total school scores. Only 53% of the students that receive free lunch scored met or exceeded grade-level standards in math and this is 17% below the school scores. The district only had two special education students in grades 3-8. This number is so low that no significant data could be compared or valid conclusions made.

After discussions with teachers and staff, it was determined that McKittrick's ELA, Math, and History curriculum contains digital components that have been underutilized. Additional training that focuses on digital supports will assist the instructional staff with remediation of any potential learning loss. Furthermore, input received from stakeholders through the LCAP development process indicates a desire to improve ELA and math achievement for all students. We plan to improve ELA and math performance through staff in service in the area of differentiated instruction and instructional technology.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 2a: Implementation of State Standards as	Priority 2a: Implementation of State Standards:				Priority 2a: Implementation of State Standards:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
per administrative walkthroughs.	State standards are being implemented in all classrooms in all core content areas. 100% of the teachers have implemented Common Core State Standards in Math. 90% of the teachers have implemented Common Core State Standards in ELA. 60% of the teachers have implemented California History Standards				State standards are being implemented in all classrooms in all core content areas. 100% of the teachers will maintain implementation of Common Core State Standards in Math. 100% of the teachers will maintain implementation of Common Core State Standards in ELA.will maintain. 70% of the teachers will implement the California History Standards
Priority 2b: Implementation of State Standards and ELD standards for our English Learners:	Priority 2b: Implementation of State Standards and ELD standards for our English Learners: McKittrick Elementary School has no ELL Students.				Priority 2b: Implementation of State Standards and ELD standards for our English Learners: McKittrick Elementary School has no ELL Students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All core content is accessible to students with disabilities.				All core content is accessible to students with disabilities

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Training	1.1 Hire a consultant to conduct supplemental training for instructional staff in the use of instructional technology. The district will use the digital aspects of the History, ELA, and curriculum to provide remediation to unduplicated students who may have suffered learning loss due to Covid 19 school closure.	$6,300.00	No
2	Best practices training in the differentiation of instructional strategies	1.2 Hire a consultant to conduct supplemental training for instructional staff in the differentiation of individual instructional strategies. We expect this principally directed action to better equip instructional staff to meet the needs of the district's unduplicated students. It will improve state assessment scores, increase student engagement, reduce suspensions and chronic absenteeism.	$6,300.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student performance on state and local assessments shows a need to improve achievement for all students. Although McKittrick District has seen steady growth over time, we have not seen the desired growth in student achievement for all student groups. The 2019 English language arts (ELA) CAASPP results showed 70%of all students scored standard met or standard exceeded, and the 2019 Math CAASPP results showed 70% of all students scored standard met or standard exceeded. The district's goal is to increase the performance of all students on CASSPP ELA and math assessments by 1% annually.

Of concern is the performance of our students that received Free and Reduced Lunch. Only 65% of the students that receive free lunch scored standard met or standard exceeded in ELA and this is 5% below the total school scores.   Only 53% of the students that receive free lunch scored met or exceeded grade-level standards in math and this is 17% below the school scores.   The district only had two special education students in grades 3-8. This number is so low that no significant data could be compared or valid conclusions made.

After discussions with teachers and staff, it was determined that McKittrick's ELA, Math, and History curriculum contains digital components that have been underutilized. Additional training that focuses on digital supports will assist the instructional staff with remediation of any potential learning loss. Furthermore, input received from stakeholders through the LCAP development process indicates a desire to improve ELA and math achievement for all students. We plan to improve ELA and math performance through actions such as summer school and after-school tutoring that will focus on the needs of the duplicated students.

For the 2020-21 school year. McKittrick elementary school returned to in-person instruction in September of 2020. In order to accommodate students that needed/desired to remain on virtual instruction for the 2020/21 school year the district shortened the school day by one hour. This allowed teachers and support staff to zoom in with the virtual students daily. The reduction of one hour per day had the greatest effect on History, Science, and fine arts. In order to remediate these possible deficits additional opportunities may need to be added to the traditional school day and or the school year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 1 BASIC SERVICES: Priority 1A: Basic Services: Teachers fully credentialed and appropriately placed as per local records: Priority 1B: Basic Services Students have sufficient access standards aligned instructional materials as per local records and counts. Priority 1C: Services Facilities: School facilities are maintained in good repair as per Facility Inspection Tools. PRIORITY 4 PUPIL ACHIEVEMENT: Priority 4A: Pupil Achievement: State Assessments: All Students Priority 4B: % pupils who have successfully	PRIORITY 1 BASIC SERVICES: 1A: 100% of teachers are fully credentialed and appropriately placed. misassignments: 0 1B: 100% of students have access to standards-aligned instructional materials. 1C: School facilities are: Good/exemplary PRIORITY 4 PUPIL ACHIEVEMENT as per 2019 CA School DB Release: 4A: Statewide SBAC test results: ELA 50% Met/Exceeded MATH 50% Met/Exceeded Science (CAST) 37.5% Met/Exceeded 4B: NA				PRIORITY 1 BASIC SERVICES: 1A: Maintain 100% of teachers are fully credentialed and appropriately placed. Maintain 0 misassignments 1B: Instructional materials: Maintain 100% 1C: Maintain school facilities are in Good/exemplary condition as per FIT. PRIORITY 4 PUPIL ACHIEVEMENT: 4A: Statewide SBAC test results: ELA 55% Met/Exceeded MATH 55% Met/Exceeded Science 60% Met Exceeded 4B: NA 4C: NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed A-G requirements. Priority 4C: % pupils who have successfully completed CTE pathways. Priority 4D: % pupils who have successfully completed both B and C. Priority 4E: % of English Learners who make progress toward English proficiency as per ELPAC. Priority 4F: English learner reclassification rate Priority 4G: % pupils who pass AP exams with a score of 3 or higher.	4C: NA 4D: NA 4E: % of EL pupils made/or will make progress towards English proficiency as measured by ELPAC. NA (McKittrick Elementary School has no ELL students) as per enrollment data. 4F: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4G: NA 4H: NA				4D: NA 4E: % of EL pupils made/or will make progress towards English proficiency as measured by CELDT/LPAC. NA (McKittrick Elementary School has no ELL students) as per enrollment data 4F: Reclassification rates/or will be: NA (No EL students at McKittrick) enrollment data 4G: NA 4H: NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4H: % pupils who demonstrate preparedness for college by the Early Assessment of College Preparedness (EAP) or any assessment of college preparedness. PRIORITY 5 PUPIL ENGAGEMENT: Priority 5A: Pupil Engagement: School Attendance Rates: Priority 5B: Pupil Engagement: Chronic absenteeism Rate: Priority 5C: Pupil Engagement: Middle School dropout rate: Priority 5D: Pupil Engagement: High School dropout rate: Priority 5E: Pupil Engagement: High School graduation rate:	PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: 96% 5B: Chronic Absenteeism Rate: .02% 5C: Middle School Dropout Rate: 0% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate .08%				PRIORITY 5 PUPIL ENGAGEMENT: 5A: School attendance rate: Maintain at least 96%. 5B: Chronic Absenteeism Rate: Maintain .02% or less. 5C: Middle School Dropout Rate: Maintain 0% 5D: High School Dropout Rate: N/A (elementary district) 5E: High School Graduation Rate: N/A (elementary district) PRIORITY 6 SCHOOL CLIMATE: 6A: Pupil suspension rate: Maintain .05% or lower.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 6 SCHOOL CLIMATE: Priority 6A: Pupil Suspension Rate: Priority 6B: Pupil Expulsion Rate: Priority 6C: Other local measures on a sense of safety and school connectedness: PRIORITY 7 COURSE ACCESS:	6B: Pupil expulsion rate: 0 % 6C: School Safety and Contentedness: 95% of the parents that completed the online survey feel their students are "Very Safe" at school. 88% of the students that complete the online survey feel they are "Very Safe at school. No questions were asked about student connectedness to the school, but 80% of the students felt respected by their teachers. PRIORITY 7 COURSE ACCESS: 7A: 100% of students have access to a broad course of study that includes all subject areas described in Section 51210 and 51220:				6B: Pupil expulsion rate: Maintain 0 % 6C: School Safety and Contentedness: Maintain at least 95% of the parents that complete the online survey will feel their students are "Very Safe" at school. At least 90% of the students that complete the online survey will feel they are "Very Safe" at school. At least 85% of the students will feel respected by their teachers. PRIORITY 7 COURSE ACCESS: 7A: Maintain 100% of students have access to a broad

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7A: Course Access: Extent to which pupils have access to a broad course of study that includes all subject areas described in Section 51210 and 51220 as per review of teacher lesson plans and review of daily schedules. Priority 7B: Course Access: Extent to which pupils have access and are enrolled in programs and services for unduplicated pupils as per review of teacher lesson plans and review of daily schedules. Priority 7C: Course Access: Extent to which pupils have access and are enrolled in programs and services for students with disabilities per review of teacher lesson plans and review of daily schedules.	7B: 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by state and district. 7C 100% of students with disabilities participate in regular programs with support from special education teachers and aides. PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students averaged 26 Sit-ups / Curl -Ups McKittrick 8th -grade female students averaged 32 Sit-ups / Curl -Ups.				course of study that includes all subject areas described in Section 51210 and 51220: 7B: Maintain 100% of all unduplicated students will be enrolled in the core subjects of ELA, Math, Social Studies, and Science required by state and district. 7C: Maintain 100% of students with disabilities will participate in regular programs with support from special education teachers and aides. PRIORITY 8: OTHER PUPIL OUTCOMES: McKittrick 5th-grade female students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PRIORITY 8: OTHER PUPIL OUTCOMES: Physical Fitness Testing 5th & 8th Grades. Core strength as measured by the number of sit-ups aka Curl-Ups completed in one minute as per local records and data.	McKittrick students 5th-grade male students averaged 24 Sit-ups / Curl -Ups McKittrick students 8th -grade male students averaged 36 Sit-ups / Curl -Ups.				maintain 26 Sit-ups / Curl -Ups McKittrick 8th -grade female students will maintain 33 Sit-ups / Curl -Ups. McKittrick students 5th-grade male students will maintain 24 Sit-ups / Curl -Ups McKittrick students 8th -grade male students will maintain 36 Sit-ups / Curl -Ups.

Actions

Action #	Title	Description	Total Funds	Contributing
1	After-school Tutoring	2.1 McKittrick will offerer students the opportunity to attend after-school tutoring one hour per day four days per week.. The focus of after-school tutoring is primarily directed towards the mitigation of learning loss for unduplicated students. We expect this principally directed action will increase student achievement on state assessments and increase student engagement.	$6,000.00	Yes
2	Summer School	2.2 McKittrick will offer summer school. The focus of summer school is principally directed towards enriching the lives of unduplicated students. We expect that this principally directed action will increase	$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student achievement on state assessments and increase student engagement.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	3. Engagement: McKittrick Elementary will increase stakeholder engagement in order to foster a truly collaborative culture / envirnment.

An explanation of why the LEA has developed this goal.

Due to Covid19 school closure, McKittrick held no in-person meetings or events during the 2020-21 school year. All stakeholder meetings were held virtually, and participation was lower than usual.   McKittrick has always relied on outstanding stakeholder support. This year the amounts of activities were reduced.

McKittrick's 2021 stakeholder survey responses dropped by over 50% compared to the stakeholder survey that concluded on 5/4/2020. Parent participation in stakeholder meetings dropped by almost the same percentage using ZOOM as compared to in-person meetings pre Covid19. Parents were still engaged in May of 2020 when the switch to virtual was in its infancy. The majority of McKittrick's traditional stakeholder engagement activities were put on hold under the COVID19 shutdown for the entire 2020-21 school year.

Stakeholder engagement was solicited through the use of virtual stakeholder meetings held in conjunction with virtual parent's club meetings. The virtual meetings were held on 10/20/20, 12/7/20, 2/3/21, 3/4/21, and 6/7/21. Online surveys that were conducted through the use of Survey Monkey between May 3rd 2021 and May 17th 2021.   Surveys were collected from Parents, Staff and Students.

The loudest concerns were Covid19 related. All stakeholder groups highest concerns were related to students returning to and remaining on in-person instruction and not virtual.

Other conclusions, The Covid19 school closure decreased stakeholder engagement.   Steps need to be made to energize stakeholders to re-engage with the school in ways other than virtually. Parent groups also voiced concerns about students reading for pleasure before the Covid19 Closure.   Parents were grateful that McKittrick was open to in person instruction under a waiver. It was agreed that the being open would assist greatly with the mental health of the students.

Parents were frustrated with the absence of the school social events specifically;
The fall harvest carnival and the Christmas program.
Parents wanted the school music program and PE times to return to pre Covid19 minutes.
Parents and staff were concerned about emotional fatigue on students during virtual instruction.
Summer school and after-school tutoring were canceled for the 20-21 school year and summer due to Covid19.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: Parental Involvement: Efforts to seek parent input in making decisions for district and sites as measured by number of meetings, survey participation and % parent participation targets.	3) Parental Involvement: A: McKittrick Elementary school held 5 daytime/evening virtual parent / stakeholder meetings. McKittrick Elementary school was unable to hold any in person parent / stakeholder meeting. McKittrick Elementary school held 11 evening community meetings that were a mix of in person and virtual. McKittrick Elementary school-administered one online parent survey through 'Survey Monkey." The survey received 21 responses.				3) Parental Involvement: A: McKittrick Elementary school will hold 4 daytime parent meetings. McKittrick Elementary school will hold 1-night time parent meeting. McKittrick Elementary school will hold 11 evening community meetings. McKittrick Elementary school will administer one online parent survey through 'Survey Monkey." The survey will receive at least 35 responses. McKittrick Elementary school will have administered one online student survey through 'Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3B: Parental Involvement: District promotes participation of parents of unduplicated students: Priority 3C: Parental Involvement: District promotes participation of parents of students with exceptional needs:	McKittrick Elementary school-administered one online student survey through 'Survey Monkey." The survey received 40% of total student body responses. McKittrick planned a fall community evening event to give parents and community members access to staff and administration. Due to Covid, it was canceled. McKittrick planned a winter community evening event to give parents and community members access to staff and administration. Due to Covid, it was canceled. B: McKittrick Elementary school end of the year LCAP				Monkey." The survey will receive 80% of total student body responses. McKittrick will host a fall community evening event to give parents and community members access to staff and administration. It was well attended. 60% of the parents that completed the survey will report that they attended. McKittrick will host a winter community evening event to give parents and community members access to staff and administration. 75% of the parents will attend. B: McKittrick Elementary school will invite 100% of unduplicated student's parents to the end of the year LCAP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Meeting. was canceled due to Covid C: McKittrick Elementary school invited 100% of the parents of students with special needs to their student's IEPs with a personal reminder either through phone call or email to encourage their involvement at school..				Meeting to give feedback and input for the following year.. C. McKittrick Elementary school will have invited 100% of parents of students with special needs to their student's IEPs with a personal email or phone call to encourage their involvement at school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder meetings.	3.1 Conduct stakeholder meetings to insure that all parents have a voice in the creation of the yearly Local Control Accountability Plan.	$1,000.00	No
2	Stakeholder Surveys	3.2 Conduct online surveys to give all stakeholders that may not be able to attend in person meetings the opportunity to have a voice in the development of the yearly Local Control Accountability Plan.	$1,000.00	No
3	Stakeholder Event 1	3.3 Host a fall social event on campus to encourage families of unduplicated and special needs students to be on campus in a nonthreatening open environment. Allowing them to become more familiar with the staff and other community members.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Stakeholder Event 2	3.4 Host a winter social event to get unduplicated and special needs parents on campus to highlight their students success in the areas of fine arts. The goal of this event is to break down any possible inhibitions of unduplicated parents and extended family to be on campus and communicate with school staff.	$1,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.79%	$16,264.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Contributing funds provided to the McKittrick through the Local Control Funding Formula are being expended on actions and services that are principally directed toward meeting the needs of unduplicated students and student groups for the 2021-22 school year. All of the additional improved or increased services provided within this LCAP are principally directed towards meeting the unique needs of unduplicated students, but all students will benefit.

The McKittrick Elementary School District is located on the far western side of Kern County in an extremely rural area. McKittrick serves a slightly diverse population group. The School District's student population is 99% English speaking with 1% RFEP students, 31% of McKittrick's students have been classified low income. 7% of the students receive SLI services, 3% receive SLD services. Less than 1% receive services for a disability of OHI. The ethnic breakdown of McKittrick Elementary School District is 21% Hispanic, 73% White, 4% African American, and less than 1% Cambodian. The district is a single site district that serves 67 students in Kindergarten through 8th grade. According to the 2019 CA School Dashboard, the district's Chronic Absenteeism for All Students is considered "High" at 11.4% (a reduction of 1.3% compared to the previous year). Socioeconomically Disadvantaged Students Chronic Absenteeism rates remains "Very High" at 22.6% (a 4.1% reduction compared to the previous year).

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

actions, and services in the LCAP fell into the following areas of influence:

The district is increasing services for the unduplicated pupils to 7.11%. The services listed below will increase/improve services to unduplicated students;
• (Goal 1 Action 1) Provide after-school tutoring that targets our unduplicated students. (Funded by contributing dollars)
 It has been determined that this action has been effective (in part) based on dramatic growth over the course of the previous LCAP cycle: ELA Distance from Standard for All Students has grown from 10.6 points below standard (2017) to 37.1 points above standard (2019) (38.7 total points
 growth) and for SED students we grew from 7.4 points below standard (2018) to 15.8 points above standard (2019). For Math, All Students have grown from 10.3 points above standard (2017) to 39.2 points above standard in 2019 (28.9 total points growth) and for SED students we grew in Math
 from 18.5 points below standard (2018) to just 2.3 points below standard (growth of 16.5 points DFS). Additionally, we feel that while tutoring has helped to increase student outcomes in Math and ELA, it has also helped us to reduce Chronic Absenteeism as it has declined from 12.7% for All
 Students to 11.4% and more dramatically for our SED students which declined from 26.7% to 22.6%.

https://www.washingtonpost.com/blogs/answer-sheet/post/why-strong-afterschool-programsmatter/2011/12/14/gIQAvtUpuO_blog.html?utm_term=.9261fea54e50 (Why Strong Afterschool Programs Matter)
http://www.schoolturnaroundsupport.org/sites/default/files/resources/contentserve4r.pdf (An Investigation of an After School Math Tutoring Program)

• (Goal 1 Action 2) Provide summer school opportunities to all McKittrick Students in order to increase student engagement and to provide for extra learning opportunities in order to continue to improve local and
 state assessment outcomes.
 It has been determined that this action has been effective (in part) based on dramatic growth over the course of the previous LCAP cycle: ELA Distance from Standard for All Students has grown from 10.6 points below standard (2017) to 37.1 points above standard (2019) (38.7 total points
 growth) and for SED students we grew from 7.4 points below standard (2018) to 15.8 points above standard (2019). For Math, All Students have grown from 10.3 points above standard (2017) to 39.2 points above standard in 2019 (28.9 total points growth) and for SED students we grew in Math
 from 18.5 points below standard (2018) to just 2.3 points below standard (growth of 16.5 points DFS). Additionally, we feel that summer school has influenced Chronic Absenteeism as it has declined from 12.7% for All Students to 11.4% and more dramatically for our SED students which
 declined from 26.7% to 22.6%.

http://educationnext.org/the-educational-value-of-field-trips/

We believe that the above actions will continue to be effective in meeting the goals of our students and the unique needs of our unduplicated student groups by continuing to grow student outcomes on local and state assessments. Additionally, while still high, Chronic

Absenteeism is trending down and we believe that the extra learning opportunities will continue to engage students in their education and contribute to the downward trend in absenteeism.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

McKittrick currently serves no English learners therefore there are no additions to the actions and services being provided LEA-wide or school wide.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$26,000.00		$18,600.00		$44,600.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$35,000.00	$9,600.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Curriculum Training			$6,300.00		$6,300.00
1	2	All Students with Disabilities	Best practices training in the differentiation of instructional strategies			$6,300.00		$6,300.00
2	1	English Learners Foster Youth Low Income	After-school Tutoring	$6,000.00				$6,000.00
2	2	English Learners Foster Youth Low Income	Summer School	$20,000.00				$20,000.00
3	1	All Students with Disabilities	Stakeholder meetings.			$1,000.00		$1,000.00
3	2	All Students with Disabilities	Stakeholder Surveys			$1,000.00		$1,000.00
3	3	All Students with Disabilities	Stakeholder Event 1			$3,000.00		$3,000.00
3	4	All Students with Disabilities	Stakeholder Event 2			$1,000.00		$1,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$26,000.00	$26,000.00
LEA-wide Total:	$26,000.00	$26,000.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	After-school Tutoring	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McKittrick Elementary School 3-6	$6,000.00	$6,000.00
2	2	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: McKittrick Elementary School 1st-7th	$20,000.00	$20,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is 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.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.