

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Blake Elementary School District Contact (Name, Title, Email, Phone Number): Mr. Gary Bray, Superintendent 661-636-4742 LCAP Year: _2016_

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans

(including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each school-site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<ol style="list-style-type: none"> 1. Parent Survey-March 2016 2. Student Survey-March 2016 3. Staff Survey-March 2016 4. Board Survey-Monthly review of progress Board’s Goals. 5. Public Hearing/Public Input- May 19, 2016 6. Board Approval of LCAP- June 9, 2016 7. School Site Council serves as the DAC and facilitated the process. 8. There are no bargaining units. 	<p>After collecting the input from all our stakeholders from the 2015 surveys and meetings, the following items were suggested and are included in the LCAP goals and actions.</p> <ol style="list-style-type: none"> 1. Update playground equipment. 2. Continue music education and seek more musical education. 3. Staff salaries will be raised to approach competitive county salary schedules, allowing the Blake School District to recruit and retain highly qualified staff.

	<p>4. Acquire Common Core Curriculum. 5. There were no questions requiring a written response regarding the LCAP.</p>
<p>Annual Update: 1. Monthly Board Meetings 2015-2016 2. Quarterly Parent/Teachers Conferences 2015-2016 3. Monthly Newsletters 2015-2016 5. Meetings with District Advisory Committee January 2015 and February 2015. 5. Student meetings in April 2015. 6. There were no questions asked requiring a written response regarding the update of the LCAP.</p>	<p>Annual Update: 1. It was decided to create broader goals encompassing selected specific state priorities will be developed enhancing the focus of identified needs. 2. It was decided to update playground equipment and update the basketball court. 3. Staff salaries will be raised to approach competitive county salary schedules, allowing the Blake School District to recruit and retain highly qualified staff . 4. Continue expanded music education. 5. Continue expanded instructional aide hours. 6. Continue flooring upgrades to classroom 7. Start a pilot program for online math subscription. 8. There were no questions asked requiring a written response regarding the update of the LCAP</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school-site-level advisory groups, as applicable (e.g., school-site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school-sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school-site level. The LEA may identify which school-sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school-site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school-sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school-sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school-site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school-sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, school-wide, countywide, or charter-wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils re-designated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure.

Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school-sites been evaluated to inform the development of meaningful district and/or individual school-site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school-sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school-sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Blake School District, with support and involvement of parents and community, will strive to ensure all students achieve their highest potential, meeting state standards, becoming College and/or career ready.	Related State and/or Local Priorities: 1__ 2__ 3_x 4_x 5__ 6__ 7_ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Blake School District salary schedule is the lowest in Kern County. Priority 3: Parent Involvement 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated) 3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated) Priority 4:Pupil Achievement 1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are published with schools less than 100 ADA). 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: N/A 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. 9. Local Assessments: Maintain the 90% achievement of all students meeting their individual learning goals	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
LCAP Year 1: 2016-2017		

LCAP Year 1: 2016-2017

Increase salary schedule for Certificated and Classified employees by 4% for the year 2016-2017.

Priority 3: Parent Involvement

1. Monthly School Board meetings with Open sessions.
2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated)
3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated)

Priority 4: Pupil Achievement

1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are published with schools less than 100 ADA).
2. API growth and score data: Not Applicable.
3. Percent of students completing UC/CSU required courses: Not Applicable.
4. Percent of students completing a CTE Course Sequence: Not Applicable
5. Percent of EL students maintaining AMAO 1 and 2 targets: 50%
6. EL reclassification rate: 20%
7. Percent students who passed AP exams: N/A
8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable.
9. Local Assessments: Maintain the 90% achievement of all students meeting their individual learning goals.

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create, recommend and approve a 4% increase for instructional year 2016-2017 for all staff.	District-wide School-wise	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1500 Credentialed Salary and Benefits Base \$1300 Classified Salaries and Benefits Supplemental Concentration

<p>Maintain increased services of Instructional Aide</p>		<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$15,741 Supplemental & Concentration Grant Classified Salaries and Benefits</p>
		<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:

Increase salary schedule for Certificated and Classified employees by 3% for the year 2017-2018.

Priority 3: Parent Involvement

1. Monthly School Board meetings with Open sessions.
2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated)
3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated)

Priority 4: Pupil Achievement

1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are published with schools less than 100 ADA).
2. API growth and score data: Not Applicable
3. Percent of students completing UC/CSU required courses: Not Applicable.
4. Percent of students completing a CTE Course Sequence: Not Applicable
5. Percent of EL students maintaining AMAO 1 and 2 targets: 50%
6. EL reclassification rate maintain at 20%
7. Percent students who passed AP exams: N/A
8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable.
9. Local Assessments: Maintain the 90% of all students meeting their individual learning goals.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create, recommend and approve a 3% increase for instructional year 2017-2018 for all staff.	District Wide School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1300 LCAP Base Certificated Salary and Benefits \$1100 Classified Salaries and Benefits Supplemental concentration

Maintain increased services of Instructional Aide	District Wide School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,472 Supplemental Concentration Classified Salaries and Benefits
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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>Maintain Certificated and Classified Salaries and Benefits</p> <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated) 3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated) <p>Priority 4:Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are published with schools less than 100 ADA). 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students maintain AMAO 1 and 2 targets: 50% 6.EL reclassification rate: maintain at 20% 7. Percent students who passed AP exams: N/A 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. 9. Local Assessments: Maintain the 90% of all students meeting the individual learning goals.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create, recommend and approve a stable salary for instructional year 2018-2019 for all staff that would include a 5% salary increase for both certificated and classified staff.	District Wide School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2000 LCAP Base Certificated salaries and benefits \$1500 Classified Salaries and benefits Supplemental Concentration

Maintain increased services of Instructional Aide	District Wide School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,658 Supplemental & Concentration Grant Classified Salaries and benefits

GOAL 2:	Blake School District will provide a balanced curriculum preparing students for life in the 21 st Century.	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7_x 8_x COE only: 9__ 10__ Local : Specify _____
Identified Need :	Science and Social Studies curriculum is 10 years old and no longer current with CCSS,ELD, and Next Generation Science Standards. Mathematics will need to be replaced in Year 3 of this goal to keep current with CCSS and ELD Standards.	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
LCAP Year 1: 2016-2017		

LCAP Year 1: 2016-2017

Purchase and Implementation of new state adopted Science curriculum will enable all students, including EL, to access the CCSS,ELD and Next Generation Science standards for the purpose of gaining academic content knowledge and proficiency on state and local assessments.

Priority 2: Implementation of state standards for all students including EL

1. APS and administrative observation level 3 implementation.
2. 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by administrative observation.

Priority 7: Course Access

1. All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 512220(a) to (i), as applicable.
2. All unduplicated pupils are enrolled in programs and services developed to meet their needs.
3. There are no students with exceptional needs in the Blake School District.

Priority 8: Other Pupil Outcomes

1. PFT: Students will perform at the 80% level subject to the existence of pupils enrolled at the tested grade levels.
2. Local Assessments: 90% of all students will meet the goals of their individual learning plans.

Expected Annual Measurable Outcomes:

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adoption of Science Curriculum for all grade levels (K-8 th).	District and School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4000 LCAP Base Textbooks
Training of online materials included in the Science Curriculum, for instructional staff. Purchase of Math online subscription to supplement math instruction/curriculum.	District and School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000 LCAP Base Textbooks

Maintain Increased Instructional hours for music/fine arts education and supplies.	District and School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1500 Supplemental Concentration Certificated Salaries and benefits
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LCAP Year 2: 2017-2018

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	<p>Purchase and Implementation of new state adopted Social Studies curriculum will enable all students including EL to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and proficiency on state and local assessments.</p> <p>Priority 2: Implementation of state standards for all students including EL</p> <ol style="list-style-type: none"> 1. APS and Administrative observation indicates level 3 implementation. 2. 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language Proficiency through designated and integrated ELD as indicated by Administrative observation. <p>Priority 7: Course Access</p> <ol style="list-style-type: none"> 1. All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 512220(a) to (i), as applicable. 2. All unduplicated pupils are enrolled in programs and services developed to meet their needs. 3. There are no students with exceptional needs at Blake School District <p>Priority 8: Other Pupil Outcomes</p> <ol style="list-style-type: none"> 1. PFT: Students will perform at the 80% level subject to the existence of pupils enrolled at the tested grade levels. 2. Local Assessments: 90% of all students will meet the goals of their individual learning plans.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adoption of Social Studies Curriculum for all grade levels (K-8 th).	District Wide and School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4000 LCAP Base Textbooks
Training of online materials included in the Social	District	<input checked="" type="checkbox"/> ALL	\$100

Studies Curriculum, for instructional staff. Renew Math online subscription for supplemental instruction	Wide and School Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCAP Base Textbooks
Maintain Increased Instructional hours for music/fine arts education	District Wide and School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$700 Supplemental Concentration Certificated Salaries and Benefits

LCAP Year 3: 2018-2019

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	<p>Purchase and Implementation of new state adopted Mathematics curriculum will enable all students including EL to access the CCSS and the ELD standards for the purpose of gaining academic content knowledge and proficiency on state and local assessments.</p> <p>Priority 2: Implementation of state standards for all students including EL</p> <p>1. APS and administrative observation indicates level 3 implementation. 2. 100% of EL students are able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation.</p> <p>Priority 7: Course Access</p> <p>1. All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 512220(a) to (i), as applicable. 2. All unduplicated pupils are enrolled in programs and services developed to meet their needs. 3. There are no students with exceptional needs at Blake School District.</p> <p>Priority 8: Other Pupil Outcomes</p> <p>1. PFT: Students will perform at the 80% level subject to the existence of pupils enrolled at the tested grade levels. 2. Local Assessments: 90% of all students will meet the goals of their individual learning plans.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adoption of Mathematics Curriculum for all grade	District	<input checked="" type="checkbox"/> ALL	\$4000

levels (K-8 th).	Wide and School Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCAP Base Textbooks
Training of online materials included in Mathematics, for instructional staff	District Wide and School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500 LCAP Base Textbooks \$500 Title II Instructional Materials
Maintain Increased Instructional hours for music/fine arts education.	District Wide and School Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$700 Supplemental Concentration Certificated Salaries and Benefits

GOAL 3:	Blake will provide a safe, healthy and engaging learning environment	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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<p>Identified Need :</p>	<p>Facilities meet William’s standards, rated at good.</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report: Good. 6. 100% of pupils have access to standards aligned instructional materials. <p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> 1. Attendance Rate: 96% 2. Chronic absenteeism rate: Blake Elementary has no incidents of chronic absenteeism for the previous 3 years. 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A 5. High School Graduation Rate: N/A <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> 1. Suspension rate: 0 2. Expulsion rate: 0 3. Parent/Student/Staff surveys indicate that 90% feel connected and safe at school 		
<p>Goal Applies to:</p>	<p>Schools: All</p> <p>Applicable Pupil Subgroups: All</p>		
<p>LCAP Year 1: 2016-2017</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p style="text-align: center;">LCAP Year 1: 2016-2017</p> <p>Maintain FIT report at good.</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report – GOOD 6. 100% of pupils have access to standards aligned instructional materials. <p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> 1. Attendance Rate: 96% 2. Chronic absenteeism rate: Blake Elementary has no incidents of chronic absenteeism for the previous 3 years. 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A 5. High School Graduation Rate: N/A <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> 1. Suspension rate: 0 2. Expulsion rate: 0 3. Parent/Student/Staff surveys will indicate 92% feel connected and safe at school. 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

Replace the floor in Classroom area with vinyl plank flooring and carpet	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4000 LCAP Base Repairs and Maintenance
Continue open door policy for parents, students and community, “ Back to School Night”, “Open House”, “School Site Council Meeting”, Daily interaction with parents as students are brought to school, yearly Parent/Teacher conferences	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	N/A
Install High Speed Satellite connection.	School-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	BiiG Funding \$30,000 Technology
Purchase 2 tablets	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3500 Supplemental Concentration Funds Materials and Supplies
LCAP Year 2: 2017-2018			

Expected Annual Measurable Outcomes:

Raise FIT report to excellent.

Priority 1: Basic Services

1. Number/rate of teachers not fully credentialed: 0
2. Number/rate of teachers teaching outside of subject area competence: 0
3. Number/rate of teachers teaching EL without authorization: 0
4. Number/rate of core classes taught by HQTs: 100%
5. FIT Report –Excellent
6. 100% of pupils have access to standards aligned instructional materials.

Priority 5: Pupil Engagement

1. Attendance Rate: 96%
2. Chronic absenteeism rate: Blake Elementary has no incidents of chronic absenteeism for the previous 3 years.
3. Middle School dropout rate: 0
4. High School Dropout rate: N/A
5. High School Graduation Rate; N/A

Priority 6: School Climate

1. Suspension rate: 0
2. Expulsion rate: 0
3. Parent/Student/Staff surveys will indicate 93 % feel connected and safe at school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Update and replace play structure with age-appropriate structures, fall surfaces and basketball court.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$10,000 LCAP Base Repairs and Maintenance; \$20,000Fund raising; \$10,000 Special Reserve
Continue open door policy for parents, students and community, “ Back to School Night”, “Open House”, “School Site Council Meeting”, Daily interaction with parents as students are brought to school, yearly Parent/Teacher conferences	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	N/A

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:

Maintain FIT report at excellent.

Priority 1: Basic Services

- 1. Number/rate of teachers not fully credentialed: 0
- 2. Number/rate of teachers teaching outside of subject area competence: 0
- 3. Number/rate of teachers teaching EL without authorization: 0
- 4. Number/rate of core classes taught by HQTs: 100%
- 5. FIT Report Excellent
- 6. 100% of pupils have access to standards aligned instructional materials.

Priority 5: Pupil Engagement

- 1. Attendance Rate: 96%
- 2. Chronic absenteeism rate: Blake Elementary has no incidents of chronic absenteeism for the previous 3 years.
- 3. Middle School dropout rate: 0
- 4. High School Dropout rate: N/A
- 5. High School Graduation Rate: N/A

Priority 6: School Climate

- 1. Suspension rate: 0
- 2. Expulsion rate: 0
- 3. Parent/Student/Staff surveys will indicate that 95% feel connected and safe at school.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Replace equipment shed for school maintenance equipment.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$ 5000 Services and other Operating Base
Continue open door policy for parents, students and community, " Back to School Night", "Open House", "School Site Council Meeting", Daily interaction with parents as students are brought to school, yearly Parent/Teacher conferences	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	N/A

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school-sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:1	Blake School District, with support and involvement of parents and community, will strive to ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready.	Related State and/or Local Priorities: 1__x__ 2__ 3__x__ 4__x__ 5x__ 6__x__ 7__x__ 8__ COE only: 9__ 10__ Local : Specify _____ All_____
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Goal Applies to:	Schools: Blake Elementary School	
	Applicable Pupil Subgroups:	

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase salaries schedule for Certificated and Classified Employees by 5% for year 2015-2016</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report Good 6. 100% of pupils have access to standards aligned instructional materials <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated) 3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated) School District. <p>Priority 4:Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are provided for schools with less than 100 ADA). 2. API growth and score data: Not Applicable because it is a small school with less than 100 ADA, no scores are provided. 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: N/A 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. 9. Local Assessments: Maintain the 90% achievement of all students meeting their individual learning goals <p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> 1. Achieve a Attendance Rate of 96% 2. Chronic absenteeism rate: Blake Elementary strives to have no incidents of chronic absenteeism for the previous 3 years. 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A 5. High School Graduation Rate: N/A <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> 1. Suspension rate: 0 2. Expulsion rate: 0 3. We desire that Parent/Student/Staff surveys will indicate that 90% of unduplicated students feel connected and safe at school. <p>Priority 7: Course Access</p> <ol style="list-style-type: none"> 1.All students will be enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 512220(a) to (i), as applicable. 2. All unduplicated pupils will be enrolled in programs and services developed to meet their needs. 3. There are no students with exception needs in the Blake School District 	<p>Actual Annual Measurable Outcomes:</p>	<p>Salary Schedule for Certificated and Classified Employees.</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report: Maintain Good rating 6. 100% of pupils have access to standards aligned instructional materials <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated) 3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated) <p>Priority 4:Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are provided for schools with less than 100 ADA). 2. API growth and score data: Not Applicable because it is a small school with less than 100 ADA, no scores are provided. 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: N/A 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. 9. Local Assessments: Maintained 90% achievement of all students meeting their individual learning goals <p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> 1. Attendance Rate: 96% 2. Chronic absenteeism rate: Blake Elementary had no incidents of chronic absenteeism for the previous 3 years. 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A 5. High School Graduation Rate: N/A <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> 1. Suspension rate: 0 2. Expulsion rate: 0 3. Parent/Student/Staff surveys indicate that 90% students, parents, staff feel connected and safe at school. <p>Priority 7: Course Access</p> <ol style="list-style-type: none"> 1.All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 512220(a) to (i), as applicable. 2. All unduplicated pupils are enrolled in programs and services developed to meet their needs. 3. There are no students with exception needs in the Blake School District
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LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
1. Increase Salary Schedule for Certificated and Classified Employees by 5%		\$3300 Salaries and Benefits Base	1. Board Approved Salary increase of 5% in August 2015 \$1200 Credentialed Salaries and Benefits LCAP Base \$1100 Certificated Salaries and Benefits LCAP Base
Scope of service:	District Wide, School Wide	Scope of service:	. District Wide, School Wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>2. Maintain increased services of Instructional Aide</p>	<p>\$15,717 REAP and Supplemental Concentration</p>	<p>2. Instructional Aide hours were maintained at 5.5 hours.</p>	<p>\$11,451 Supplemental Concentration Classified Salaries & Benefits \$4266 REAP Classified Salaries & Benefits</p>
<p>Scope of service:</p>	<p>District Wide, School Wide</p>	<p>Scope of service:</p>	<p>. District Wide, School Wide</p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>The District will maintain increased salary/benefits for classified and certificated personnel as this has proven to be effective in maintaining highly qualified teachers and staff and ensuring stability to maximize student growth.</p>
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Original GOAL from prior year LCAP:2	Blake School District will provide a balanced curriculum preparing students for life in the 21 st Century.	Related State and/or Local Priorities: 1_x_ 2_x_ 3x_ 4x_ 5__ 6__ 7__ 8x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>Adoption of State approved English Language Arts Curriculum for grades K-8th.</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report Excellent 6. 100% of pupils have access to standards aligned instructional materials <p>Priority 2: Implementation of state standards for all students including EL</p> <ol style="list-style-type: none"> 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated) 3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated) <p>Priority 4:Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are provided for schools with less than 100 ADA). 2. API growth and score data: Not Applicable because it is a small school with less than 100 ADA, no scores are provided. 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: N/A 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. 9. Local Assessments: Maintain the 90% achievement of all students meeting their individual learning goals <p>Priority 8: Other Pupil Outcomes</p> <ol style="list-style-type: none"> 1. Percent of EL students determined toward English Proficiency (AMAO1): 50% 2. AP exam participation rate: N/A 3. Percent of Students who meet PFT expectations for required grade levels (90%). 	<p>Actual Annual Measurable Outcomes:</p>	<p>State Approved English Language Arts Curriculum was reviewed by Staff in March 2016. Teacher/Principal presented her recommendation to the Board on May 19, 2016 for adoption.</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report Excellent 6. 100% of pupils have access to standards aligned instructional materials <p>Priority 2: Implementation of state standards for all students including EL</p> <ol style="list-style-type: none"> 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. 3.100% of EL students are able to access the core curriculum to gain academic content knowledge and English Language proficiency through designated and integrated ELD as measured by Administrative observation <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation 100%. Personal contact are made with all students with special effort directed toward parents of unduplicated pupils. (75% pupils are unduplicated) 3. Monthly Parent/Teacher newsletters (75% of pupils are unduplicated) 4. There are no pupils with exceptional needs at Blake Elementary School District. <p>Priority 4:Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: N/A-Small School (no scores are provided for schools with less than 100 ADA). 2. API growth and score data: Not Applicable because it is a small school with less than 100 ADA, no scores are provided. 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 20% 7. Percent students who passed AP exams: N/A 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. 9. Local Assessments: Maintained 90% achievement of all students meeting their individual learning goals <p>Priority 8: Other Pupil Outcomes</p> <ol style="list-style-type: none"> 1 Percent of EL students making progress toward English Proficiency (AMAO1): 50% 2. AP exam participation rate: N/A 3. Percent of Students who meet PFT expectations for required grade levels (90%).
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LCAP Year 2015-2016					
Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
1. Adoption of State Approved English Language Arts Curriculum		\$4000 Textbooks Base	Adoption was delayed because State had not released approved materials to Districts. Curriculum was just recently received by the District in March. Adoption is scheduled for May 2016.		\$4000 Textbooks LCAP Base
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

2. Training of online materials included in the English Language Arts Curriculum, for instructional staff.			2. Because adoption was delayed, there were no training of online materials included in English Language Curriculum.		
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
3. Maintain Increased Instructional hours for music/fine arts education .		\$2000 Supplemental/ Concentration Funds Certificated salaries and benefits	3. Increased Instructional hours for music/fine arts education to two hours per week. .		\$2000 Supplemental Concentration Funds Certificated Salaries and benefits
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Adoption was not completed in time to implement in the 2015-2016 School Year as originally planned because the state did not release their approved options to the districts until March of 2016. New ELA adopted materials will be used in the 2016-2017 school year. The increased Music instruction has been determined to be effective by all stakeholder groups and will be continued.
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Original GOAL from prior year LCAP:3	Blake will provide a safe, healthy and engaging learning environment.		Related State and/or Local Priorities: 1__x__ 2__ 3__ 4__ 5__x__ 6__x__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools:	All	
Expected Annual Measurable Outcomes:	Raise FIT report to good. <u>Priority 1: Basic Services</u> 1. Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report Good 6. 100% of pupils have access to standards aligned instructional materials <u>Priority 5: Pupil Engagement</u> 1. Achieve a Attendance Rate of 96% 2. Chronic absenteeism rate: Blake Elementary strives to have no incidents of chronic absenteeism for the previous 3 years. 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A 5. High School Graduation Rate: N/A <u>Priority 6: School Climate</u> 1. Suspension rate: 0 2. Expulsion rate: 0 3. We desire that Parent/Student/Staff surveys will indicate that 90% of unduplicated students feel connected and safe at school.		Actual Annual Measurable Outcomes: FIT report to good. <u>Priority 1: Basic Services</u> 1. Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% 5. FIT Report Maintain Good rating. 6. 100% of pupils have access to standards aligned instructional materials <u>Priority 5: Pupil Engagement</u> 1. Attendance Rate: 96% 2. Chronic absenteeism rate: Blake Elementary had no incidents of chronic absenteeism for the previous 3 years. 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A 5. High School Graduation Rate: N/A <u>Priority 6: School Climate</u> 1. Suspension rate: 0 2. Expulsion rate: 0 3. Parent/Student/Staff surveys indicate that 90% feel connected and safe at school.
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Replace the vinyl flooring in the Library and classroom technology lab		\$4000.00 Special Reserves Fund Building Improvs	Vinyl flooring was replaced on March 22 nd 2016, in the Library and classroom technology lab. Actual expenditures exceeded estimate due to additional unexpected floor preparation required.	\$5,416.20 Special Reserve fund Buildings and Improvement
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
Purchase three student tablets for use in the classroom.		\$1500.00 Supplemental Concentration Materials and Supplies	Three HP tablets were purchased for student use.	\$3593.85 Supplemental Concentration Materials and Supplies
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Install second T1 internet access connection		BiiG Funding \$30,000 Communications	Funding from BiiG grant will be providing a high speed satellite connection. Work is in progress with KCSOS. Plans are to have connection completed by the fall of 2016. Second T1 Installation was suspended due to new plan by KCSOS technology.	\$30,000 BiiG Grant Funds Communications
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Continue Open Door Policy for parents, students and community. "Back to School Night", "Open House", "School Site Council Meeting", Daily interaction with parents as students are brought to school, yearly Parent/Teacher Conferences/			District continued Open Door Policy for parents, students and community. "Back to School Night", "Open House", "School Site Council Meetings", Daily interaction with parents as students are brought to school, yearly Parent/Teacher Conferences with 90% participation rate for Parents.	
	District Wide, School Wide			District Wide/School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Blake School District will continue to use LCAP to reach our stated goals for a FIT report of excellent, providing a safe, healthy and engaging learning environment. Open door policy and activities involving parents are viewed as effective and will be continued. The installation of the new flooring has provided a positive learning environment, making our students proud of our school. Therefore, we will continue to invest in building and grounds improvements. The purchase of tablets has given our students more access to online information and learning tools to enhance their educational experience. We will continue to invest in current technology to reinforce academic standards taught and advance access to online research for all our students.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, school-wide, countywide, or charter-wide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school-site in the LCAP year, when using supplemental and concentration funds in a districtwide or school-wide

manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ 17,045.00
<ul style="list-style-type: none"> 75% of the students enrolled in Blake School District are unduplicated students. An estimated amount of \$14,260.00 LCFF supplemental and concentrated funding was budgeted for expenditures detailed and described in the above section. This funding will be principally directed to meet the needs of the targeted students; All students in our district must be equitably served. By providing expenditures district wide, Blake School District will best serve all students. The Blake School District Local Control and Accountability Plan goals and expenditures address the needs of our district’s English Language learners, low income students and foster youth. A portion of the funding will be used to support the cost of an instructional aide, which will serve to enhance the current adult/student ratio. Given the multi-grade setting of this tiny district, with all students in one room, the help of an instructional aide is imperative. A portion of the funding will be used to increase instructional time for the current music program, which will be conducted by a 2-hour per week instructor. Music instruction has shown to be an asset with respect to teaching English learners. A portion of the funding will be for the purchase of Venue Pro Tablets for the students use in the classroom. 	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

14.50	%
<p>Services for low income, foster youth and English learners will be achieved by maintaining increased amount of instructional time with Teacher’s Aide, professional development, fine arts, technology access, and appropriate instructional materials. We</p>	

will continue efforts to recruit and retain highly qualified staff.

- A portion of the funding will be used to support the cost of an instructional aide, which will serve to enhance the current adult/student ratio.
- A portion of the funding will be used to maintain instructional time for the current music program, which will be conducted by a 2-hour per week instructor.
- A portion of the funding will be used for the purchase of enhanced technology for the students use in the classroom.
- A portion of the base funding will be used to update playground equipment and fall surfaces
- A portion of the base funding will be used to replace flooring and carpet in the classroom.
- A portion of the base funding will be used to retain HQT certificated and classified staff.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is

enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).