

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Blake Elementary School District		
Contact Name and Title	Mr. Gary Bray, Superintendent	Email and Phone	<a href="mailto:gabray@kern.org">gabray@kern.org</a> 661-636-4742

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Blake Elementary School District is located in the small ranching community of Woody, California, approximately 35 miles from Bakersfield. This historic school services Kindergarten through Eighth grade students, in which the students are instructed in a K-8 grade, self-contained, one room schoolhouse. The Blake School District is one of the smallest school districts in the state of California.

The Blake Elementary School District employs one credentialed teacher/principal, one part-time instructional aide, one part-time secretary, and one part-time custodian. Blake Elementary School District receives administration services and Speech/language services, which are contracted through Kern County Superintendent of Schools. The Blake School District Board consists of three board members from our Woody community.

Blake Elementary School District serves a small and diverse group of students with the goal: “To lay a firm educational foundation for each and every student.” Our student population is 30% English learner (EL) and 57% are classified as Low Income. Our LCFF Unduplicated count is 57% and 30% of our EL students speak Spanish. Our student population is made up of many ethnicities with the majority of our students 30% identifying as Hispanic Latino, 70% White.

We serve approximately 14 students K through 8th grade at one general school house.

## LCAP HIGHLIGHTS

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

Through analysis of our state and local data and input from staff and stakeholders we identified our focus areas to be addressed to achieve our vision: "To lay a firm educational foundation for each and every student." Based on this process, the actions and services in the LCAP fell into the following areas of influence:

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.
2. Blake School District will provide a balanced curriculum preparing students for life in the 21st Century.
3. Blake will provide a safe, healthy and engaging learning environment.

Key LCAP actions to support these areas are: Staff Development and retention, providing a safe and healthy learning environment and a balanced curriculum preparing students for life in the 21<sup>st</sup> Century.

## REVIEW OF PERFORMANCE

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

This year Blake Elementary saw an increase in enrollment of 30%. Expected enrollment for 2017-2018 is expected to remain at the current number.

Blake Elementary School has retained the current staff for 10 years, including our one Highly Qualified, fully credentialed Teacher/Principal.

Blake Elementary School has raised their FIT from fair in 2014 to good in 2016-2017.

Although standardized data is unavailable for small populations, individual student performance on academic measures, such as reading inventories and teacher-designed assessments, indicate students are improving academically from one year to year.

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **GREATEST NEEDS**

To ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready, Blake believes, “*Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students.*” To this end, Blake LCAP invests heavily in instructional coherence and teacher stability to improve academic outcomes for all students.

*LCAP Goal 1*

To ensure the implementation of CA academic and performance standards and programs/services that enable EL students to access CCSS and ELD stands for academic content knowledge and English Language proficiency, Blake continues to invest in professional development for our teacher regarding implementation of common core curricula and pedagogy.

*LCAP Goal 2*

We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels.

*LCAP Goal 3*

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

Based on data from less than five students, English Learner achievement on CAASPP mathematics and English Language Arts are two levels below the “all student” performance. To address these gaps, Blake includes the following actions and services:

- Professional development to improve ELD in content area subjects *LCAP Goal 1*
- Adding classes of ELD content support at intermediate and primary levels for EL Level 1 and EL level 2 students *LCAP Goal 1*

## **INCREASED OR IMPROVED SERVICES**

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Based on staff and stakeholder feedback and research on effective practices we are implementing LCAP Action/Services to improve services for the low income and English learner students. Actions/Services include using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input. Three significant actions to improve services are:

- Providing additional ELD and sheltered content class supports for ELD 1 and 2 students at Blake Elementary School to increase reclassification numbers. See LCAP Goal 1 and Goal 2.
- For the lowest performing students as well as to meet the needs of English learner, low income, and special needs students, we are continuing to retain the increase classified aide hours for instruction. See LCAP Goal 2.
- To support 21<sup>st</sup> Century learning in classrooms and perform SBAC testing online, we are implementing high speed internet into our classroom with the funds allocated to Blake Elementary School through the BiiG grant. See LCAP Goal 3.
- We are continuing in our efforts to improve our facilities by investing in school structural improvements and repairs. We will also continue to set aside funds (as possible) to replace the old playground structure and fall surface in order to maintain facilities that are safe and students feel a sense of pride thereby enhancing school climate. LCAP Goal 3.

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 217,885
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 32,817

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

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

\$ 183,146

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2017-18

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

<b>Goal 1</b>	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.
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State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Priority 1 (a): Teachers appropriately assigned and fully credentialed for assignment. 100%

Priority 1 (b): Pupil access to standards aligned materials: 100%

Priority 1 (c): School facilities maintained in good repair.

Priority 3(a) Parent Involvement-School Board meetings with Open Sessions.

### ACTUAL

Priority 1 (a): Teachers appropriately assigned and fully credentialed for assignment. 100%. Salaries for credentialed and classified increased by 4%, and 100% of staff are returning in the Fall of 2017

Priority 1 (b): Pupil access to standards aligned materials: 100%

Priority 1 (c): School facilities were maintained in good repair and improvements stated in Goal 3 completed.

Priority 3(a) Parent Involvement-School Board meetings with Open Sessions. Parents attended all board meeting in 2016-2017 school year.

Priority 3(b): Quarterly Parent/Teacher Conferences. Parent participation 100%. Personal contacts made with all students with special effort directed toward parents of unduplicated pupils.	Priority 3(b): Quarterly Parent/Teacher Conferences. Parent participation 90%. Personal contacts made with all students with special effort directed toward parents of unduplicated pupils.
Priority 3(c) Monthly parent/teacher newsletters.	Priority 3(c) Monthly parent/teacher newsletters each month of the school year were distributed to parents.
Priority 4 (a): State assessment proficient/advanced rate for District: N/A – Small School (no scores are published for schools with less than 100 ADA).	Priority 4 (a): State assessment proficient/advanced rate for District: N/A – Small School (no scores are published for schools with less than 100 ADA).
Priority 4 (b): API growth and score data: Not Applicable	Priority 4 (b): API growth and score data: Not Applicable
Priority 4 (c): Percentage of pupils completing a-g or CTE Sequences/programs: N/A	Priority 4 (c): Percentage of pupils completing a-g or CTE Sequences/programs: N/A
Priority 4(d): Percentage of EL pupils making progress towards English Proficiency: 50%	Priority 4(d): Percentage of EL pupils making progress towards English Proficiency: 70%
Priority 4(e) English Learner Reclassification Rate: 0%	Priority 4(e) English Learner Reclassification Rate: 30%
Priority 4 (f): Percentage of pupils passing AP exam: N/A	Priority 4 (f): Percentage of pupils passing AP exam: N/A
Priority 4 (g): Percentage of pupils who participate in and demonstrate college preparedness on EAP or other: N/A	Priority 4 (g): Percentage of pupils who participate in and demonstrate college preparedness on EAP or other: N/A

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<b>PLANNED</b> Increase salary schedule for Certificated and Classified employees by 4% for 2016-2017	<b>ACTUAL</b> Salaries schedule for 2016-2017 reflected a 4% increase for all certificated and classified employees.
Expenditures	<b>BUDGETED</b> Supplemental/Concentration Certificated Salaries-\$ 1,500 Classified Salaries- \$1,300	<b>ESTIMATED ACTUAL</b> Supplemental/Concentration Certificated Salaries-\$ 3,032 Classified Salaries - \$2,128  (This represents a 4% increase for one certificated salary (teacher/principal) and two classified part-time employees with 10 plus years of employment.

Action **2**

Actions/Services	<b>PLANNED</b> Maintain increase services of instructional aide	<b>ACTUAL</b> Instructional aide hours were maintained for the 2016-2017 school year.
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Expenditures

BUDGETED

Sup/Con-Classified Salaries-\$ 15,741

ESTIMATED ACTUAL

Sup/Con-Classified Salaries-\$ 15,741

ANALYSIS

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

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

Actions and Services for this goal were implemented as planned.

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

Actions 1 and 2 were deemed effective due to observation data (C3 observation tool) collected that showed 100% staff retention from previous year.

Action 1: While there was decrease in highly qualified teachers county-wide, Blake has retained a Highly Qualified teacher for 9 years. There is a need to address how the district will compete with higher paying local districts with the teacher shortage continuing to rise.  
Action 2: The maintaining increase of Instructional Aide has enabled the teacher to give direct instruction to students with the most need, including EL and at-risk students, at their grade level in a one-room, multi-grade classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The cost anticipated for salary increase met the actual.

Action 2: The cost for maintaining the increased instructional aide hours were as budgeted.

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

Analysis

Although the district was able to maintain staff at the current levels, salaries schedules are still far below county average..

Change

The board will continue to evaluate and make a percentage increase as funds for the school allow..

# Goal 2

Blake School District will provide a balanced curriculum preparing students for life in the 21<sup>st</sup> century.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Priority 2 (a): Implementation of CA academic and performance standards

Priority 2 (a): Implementation of CA academic and performance standards-New ELA curriculum was implemented.

Priority 2 (b): How programs/services enable EL students to access CCSS and ELD stands for academic content knowledge and English Language proficiency.

Priority 2 (b): How programs/services enable EL students to access CCSS and ELD stands for academic content knowledge and English Language proficiency. Math and ELA curriculum implemented in classroom with specific supplemental programs for EL students.

Priority 7 (c): Extent to which pupils have access to and are enrolled in a broad course of study.

Priority 7 (c): 100% of pupils have access to and are enrolled in a broad course of study.

Priority 7(b) Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.

Priority 7(b) 100% of pupils have access to and are enrolled in programs/services for unduplicated pupils.

Priority 7(c): Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs.

Priority 7(c): 100% pupils have access to and are enrolled in programs/services for pupils with exceptional needs.

Priority 8(a) Pupil outcome in subjects described in 51210/51220 (ex: CBM metrics, physical fitness testing, various participation rates, etc..	Priority 8(a) Pupil outcome in subjects described in 51210/51220 (ex: CBM metrics, physical fitness testing, various participation rates, etc.) are monitored as appropriate.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<b>PLANNED</b> Adoption of Science Curriculum for all grade levels (K-8 <sup>th</sup> )	<b>ACTUAL</b> Implementation of English Language Arts Curriculum adopted in summer of 2016. California State approved Science curriculum has not yet been sent to districts for review. Increase from planned to actual was due to costs incurred based on such small enrollment. Similarly, the accompanying software had to be purchased individually versus with the adoption.
	<b>BUDGETED</b> Books and Supplies: LCAP Base Textbooks \$4000	<b>ESTIMATED ACTUAL</b> Books and Supplies: LCAP Base Textbooks \$9,557
Expenditures		

Action **2**

Actions/Services	<b>PLANNED</b> Training of online materials included in the	<b>ACTUAL</b> Implemented the use of online English Language Arts
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Expenditures

Science curriculum, for instructional staff.  
Purchase of math online subscription to supplement math instruction/curriculum

curriculum; however, the limited bandwidth of our internet connection made the tasks cumbersome. Online math curriculum, ALEKS, has been purchased and IXL Math is under trial review for purchase.

BUDGETED  
n/a

ESTIMATED ACTUAL  
n/a

Action

3

Actions/Services

PLANNED

Maintained increased instructional hours for fine arts/music education.

ACTUAL

Fine arts/music education block time of 2 hours per week with direct instruction with Mrs. Pitter, our music teacher.

Expenditures

BUDGETED

Supplemental Concentration : \$2000

ESTIMATED ACTUAL

Professional/Consulting Services and Other Operating Procedures: Supplemental Concentration: \$2000

ANALYSIS

GOAL 2 Blake School District will provide a balanced curriculum preparing students for life in the 21<sup>st</sup> century

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

Actions and Services for this goal were not fully implemented due to the delay at the State level of approving and releasing adoptable Science curriculum.

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

Actions 1 and 2 were not implemented due to the delay at the state level of approved science curriculum for adoption by districts.

Action 3: The maintaining increase of Fine Arts/Music education has enabled the students to participate in individual instruction on musical instruments of their choice. Students have also participated in Young Peoples Concerts twice throughout the school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The cost anticipated for textbooks increased from planned to actual due to costs incurred based on such small enrollment. Similarly, the accompanying software had to be purchased individually versus with the adoption.

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

Analysis

Although the district was able to purchase textbooks and the online math curriculum, ALEKS, IXL Math is under trial review for future purchase.

Change

The district continues to evaluate and make a purchases of appropriate curriculum and professional development as funds allow.

# Goal 3

Blake School District will provide a safe, healthy and engaging learning community

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Priority 1(a) Teacher appropriately assigned and fully credentialed for assignment	Priority 1(a) Teacher appropriately assigned and fully credentialed for assignment. 100% of Blake teachers are fully credentialed and appropriately assigned.
Priority 1(b) Pupil access to standards aligned materials.	Priority 1(b) 100% of Pupils have access to standards aligned materials.
Priority 1(c) School facilities maintained in good repair.	Priority 1(c) School facilities maintained in good repair. FIT report results: Good
Priority 5(a) School Attendance rates of 95% ADA	Priority 5(a) School Attendance rates for 2016-2017: at 96% for Spring 2017.
Priority 5(b): Chronic Absenteeism.	Priority 5(b) Chronic Absenteeism is not a issue at this time at or below 5%.

Priority 5(c) Middle School Dropout rates	Priority 5(c) Middle School Dropout rates: 0%
Priority 5(d) High School dropout rates	Priority 5(d) High School dropout rates: N/A
Priority 5(e) High School graduation rates	Priority 5(e) High School graduation rates: N/A
Priority 6(a) Pupil suspension rates	Priority 6(a) Pupil suspension rates: 0%
Priority 6(b) Pupil expulsion rates	Priority 6(b) Pupil expulsion rates: 0%
Priority 6(c) Other local measures on sense of safety and school connectedness	Priority 6(c) Stakeholder and staff feedback from other local measures on sense of safety and school connectedness shows pupil participation at recess, after and before school events is very high.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	<p><b>PLANNED</b> Replace the flooring in Classroom area with vinyl plank flooring and carpet</p>	<p><b>ACTUAL</b> Flooring in Classroom was replaced with vinyl plank flooring and carpet.</p>
Expenditures	<p><b>BUDGETED</b> LCAP Base Repairs and Maintenance \$4000</p>	<p><b>ESTIMATED ACTUAL</b> Professional/Consulting Services and Operating Expenditures (LCAP Base): Materials: \$3365.33; Installation \$3501.00</p>

Action **2**

Actions/Services	<p><b>PLANNED</b> Continue open door policy for parents, students and community. "Back to School night:, School Site Council Meeting, Open House Daily interaction with parents as students are brought to school, Parent/Teacher conferences at least once a year.</p>	<p><b>ACTUAL</b> Blake staff continued its open door policy for parents, students and community members. We had 100% attendance of parents at "Back to School night in August, 100% participation of parents at the October Parent/Teacher conferences. Teacher/Principal meets and greets parents daily as students arrive or are picked up from school.</p>
Expenditures	<p><b>BUDGETED</b> N/A</p>	<p><b>ESTIMATED ACTUAL</b> N/A</p>

Action **3**

Actions/Services	<p><b>PLANNED</b> Install High Speed Satellite connection to increase bandwidth school-wide.</p>	<p><b>ACTUAL</b> As of February, work has not yet been completed by county contractor for High Speed Satellite connection. Estimated completion date is now May 2017.</p>
Expenditures	<p><b>BUDGETED</b> BIIG Funding \$30,000 Technology</p>	<p><b>ESTIMATED ACTUAL</b> Funds are still available to Blake, but not expended at this time.</p>

Action **4**

Actions/Services	<p><b>PLANNED</b> Purchase 2 tablets</p>	<p><b>ACTUAL</b> Purchased two tablets on 9/15/15 and one additional tablet on 5/19/16 and Wireless Wi-Fi for classroom...</p>
Expenditures	<p><b>BUDGETED</b> Supplemental Concentration Funds Materials and Supplies \$3500</p>	<p><b>ESTIMATED ACTUAL</b> Supplemental Concentration Books and Supplies \$4,121.16</p>

## ANALYSIS

Goal 3 Blake School District will provide a safe, healthy and engaging learning community .

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

Actions and Services for this goal were generally implemented (Actions 1, 3, and 4) as planned with a few exceptions. Action 2 primarily due to delays within the county office and weather related delays causing construction and installation of the microwave towers to be moved to May 2017.

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

Actions 1, 3, and 4 were deemed effective due to feedback from parents and students.

Action 1: Carpets and flooring were replaced as planned. Action increased our score on the FIT report.

Action 3: Our efforts in continuing a “Open Door” policy has given parents many opportunities to receive and give information to teacher and staff. Our “Back to School Night” had a 100% parent participation. Our school-wide Christmas program and ASB Fundraiser also had 100% parent attendance/participation and 100% of all students attended and participated in the events. Our Parent/Teacher conferences were also extremely successful.

Action 4: Two additional tablets were purchased and implemented in the classroom for student use.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 1: The cost anticipated for flooring was over budget due to the cost of installation and the poor condition of the old flooring.

Action 4: The cost for new technology was as budgeted.

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

### Analysis

Although the district was able to replace flooring, the overall structure and age of the modular classrooms will be a continuing concern for the district. We will continue to monitor the facilities for needed repairs and improvements and investigate the possibility of replacing the roof and in the long term replacing the modular classroom to meet current standards.

The delay in the microwave tower has been unfortunate, but was beyond the districts control. We are hopeful that the connectivity of the new tower can be completed before the required Smarter Balance testing.

The purchase of the additional tablets has enabled our growing student population to have computer access daily, as needed by curriculum or assignments.

# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

**Introduction**-Blake Elementary School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such Blake Elementary used a variety of meaningful meeting and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data as well as proposed actions and services.

**Community Engagement**-The following groups (Denoted in BOLD type) were actively involved in the LCAP development process described below.

**Parent and Community LCAP Advisory Committee**-Blake Elementary School District formed a Parent and Community LCAP Advisory Committee and this group met once to go over the LCAP (March 28th). On May 10, 2017 the final LCAP was present to the LCAP Advisory Committee and allowed for the superintendent to post any written comments to stakeholder questions. The committee is comprised of parents, certificated staff, students, community members, principal, and the superintendent.

**Parents and Students**-In March, parents and students were invited to attend informational meetings designed to be more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational experiences. This session covered all of the following: (1) The California State Standards, (2) The local Control Funding Formula (LCFF), and (3) LCAP. This meeting occurred on March 28<sup>th</sup>, 2017.

**The Community at Large**-Community meetings covering the same topics and providing opportunities for questions and discussion were announced by posting an announcement at the local post office and held in centralized community locations on March 28<sup>th</sup> and April 12<sup>th</sup>. All site and community meetings were conducted in English with Spanish interpreter available.

## IMPACT ON LCAP AND ANNUAL UPDATE

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

### **Parent and Community LCAP Advisory Committee-**

The meeting on March 28<sup>th</sup> was well attended. Parents asked that funding be allocated to two specific areas, facilities and personnel. Parents stated they hoped to see a new or improved roof on the classroom and wanted to strive to increase our certificated and classified salary schedules to be competitive with the rest of Kern County, in order to attract highly qualified personnel.

**Parents and Students-**The surveys and meetings with parents and students indicated that their focus for improvement was in the area of facilities, notably our playground structure and basketball court. Some students indicated a dissatisfaction with our current math curriculum, and the common core English curriculum.

**The Community at Large-**The surveys and meetings indicated that the community at large is very satisfied with the school's performance and safety. There were no specific findings reported.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### 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.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

The Blake School district continues to have one of the lowest salary schedules, for both Certificated and Classified employees, in the county.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services-Teachers appropriately assigned and fully credentialed for assignment	100% are fully credentialed and appropriately assigned	Maintain 100% are fully credentialed and appropriately assigned	Maintain 100% are fully credentialed and appropriately assigned	Maintain 100% are fully credentialed and appropriately assigned
Priority 1(b): Pupils access to standards-aligned materials	100% of students will have standards-aligned materials	Maintain 100% of students will having standards-aligned materials	Maintain 100% of students will having standards-aligned materials	Maintain 100% of students will having standards-aligned materials

<p>Priority 1 (c) School facilities maintained in good repair: All facilities continue to have an overall rating of "Good" as indicated on the FIT report.</p>	<p>All facilities have an overall rating of "Good" as indicated on the FIT report.</p>	<p>Maintain all facilities have an overall rating of "Good" as indicated on the FIT report.</p>	<p>Maintain all facilities have an overall rating of "Good" as indicated on the FIT report.</p>	<p>Maintain all facilities have an overall rating of "Good" as indicated on the FIT report.</p>
<p>Priority 2 (a): Implementation of CCSS</p>	<p>100% of teachers received CCSS professional development</p>	<p>100% of teachers received CCSS implementation professional development</p>	<p>100% of teachers received CCSS implementation professional development</p>	<p>100% of teachers received CCSS implementation professional development</p>
<p>Priority 2 (b): Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency</p>	<p>(1)EL students were provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards was implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.</p>	<p>1)Maintain EL students provided with an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) Maintain ELD standards implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.</p>	<p>1)Maintain EL students provided with an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) Maintain ELD standards implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.</p>	<p>1)Maintain EL students provided with an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) Maintain ELD standards implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as evidenced in lesson plans.</p>

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools:     Specific Grade spans:

**OR**

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

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
(a) Increase Salary Schedule for certificated employees by 2% (b) Increase Salary Schedule for classified employees by 2% (c) Maintain increased services of Instructional Aide	(a) Increase Salary Schedule for certificated employees by 2% (b) Increase Salary Schedule for classified employees by 2% (c) Maintain increased services of Instructional Aide	(a) Increase salary Schedule for certificated employees by 3% (b) Increase Salary Schedule for classified employees by 3% (c) Maintain increased services of Instructional Aide.

**BUDGETED EXPENDITURES**

	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	(a) \$ 1,246 (b) \$ 980 (c) \$ 15,741	<b>Amount</b> (a) \$ 1,283 (b) \$ 995 (c) \$ 15,741	<b>Amount</b> (a) \$ 1,981 (b) \$ 1,516 (c) \$ 15,741
<b>Source</b>	(a) Sup/Con (b) Sup/Con (c) Sup/Con	<b>Source</b> (a) Sup/Con (b) Sup/Con (c) Sup/Con	<b>Source</b> (a) Sup/Con (b) Sup/Con (c) Sup/Con
<b>Budget Reference</b>	(a) Certificated Salaries and Benefits (b) Classified Salaries and Benefits (c) Classified Salaries and Benefits	<b>Budget Reference</b> (a) Certificated Salaries and Benefits (b) Classified Salaries and Benefits (c) Classified Salaries and Benefits	<b>Budget Reference</b> (a) Certificated Salaries and Benefits (b) Classified Salaries and Benefits (c) Classified Salaries and Benefits

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 2

Blake School District will provide a balanced curriculum preparing students for life in the 21<sup>st</sup> Century.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

The Blake Elementary School District continues to evaluate and make a purchases of appropriate curriculum and professional development as funds allow and needs are identified.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2(a): Implementation of all required CA academic and performance standards.	APS and administrative observation at level 3 implementation.	APS and administrative observation at level 3 implementation.	APS and administrative observation at level 3 implementation.	APS and administrative observation at level 3 implementation.

<p>Priority 2(b): How programs/services enable EL students to access CCSS and ELD Standards for academic content knowledge and English Language proficiency.</p>	<p>Maintain 100% of EL students were 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>Maintain 100% of EL students were 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>Maintain 100% of EL students were 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>Maintain 100% of EL students were 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 (a) Extent to which pupils have access to and are enrolled in a broad course of study.</p>	<p>Maintain All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.</p>	<p>Maintain All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.</p>	<p>Maintain All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.</p>	<p>Maintain All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.</p>
<p>Priority 7 (b): Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.</p>	<p>Maintain All unduplicated students are enrolled in programs and serviced developed to meet their needs based on staff and student data.</p>	<p>Maintain All unduplicated students are enrolled in programs and serviced developed to meet their needs based on staff and student data.</p>	<p>Maintain All unduplicated students are enrolled in programs and serviced developed to meet their needs based on staff and student data.</p>	<p>Maintain All unduplicated students are enrolled in programs and serviced developed to meet their needs based on staff and student data.</p>
<p>Priority 7 (c): Extent to which pupils have access to and are enrolled in programs/services</p>	<p>There are no students with exceptional needs enrolled at Blake Elementary School District.</p>	<p>We will serve students with exceptional needs enrolled at Blake Elementary School District per IEP.</p>	<p>We will serve students with exceptional needs enrolled at Blake Elementary School District per IEP.</p>	<p>We will serve students with exceptional needs enrolled at Blake Elementary School District per IEP.</p>

for pupils with exceptional needs

Priority 8(a):  
Pupil outcome in subjects described in 51210/51220

Students are enrolled and progress monitored in subjects determined by the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.

Students are enrolled and progress monitored in subjects determined by the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.

Students are enrolled and progress monitored in subjects determined by the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.

Students are enrolled and progress monitored in subjects determined by the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Adoption and Implementation of CA Standards Aligned Materials: (a) Adoption of Science Curriculum and training of online materials in Science Curriculum for all grade levels (K-8 <sup>th</sup> ) (b) Maintain increased instructional hours for fine arts/music education.	Adoption and Implementation of CA Standards Aligned Materials: (a) Adoption of Social Studies Curriculum and training of online materials in Social Studies curriculum for all grade levels (K-8 <sup>th</sup> ). (b) Maintain Increased Instructional hours for fine arts/music education.	Adoption and Implementation of CA Standards Aligned Materials: (a) Adoption of Math Curriculum and training of online materials included in Math Curriculum for all grade levels (K-8 <sup>th</sup> ). (b) Maintain Increased Instructional hours for fine arts/music education.

	2017-18		2018-19		2019-20
Amount	(a) \$ 5,000 (b) \$ 2,000 Total- \$ 7,000	Amount	(a) \$ 7,000 (b) \$ 2,000 Total-\$ 9,000	Amount	(a) \$7,000 (b) \$2,000 Total-\$9,000
Source	(a) Base (b) Sup/Con	Source	(a) Base (b) Sup/Con	Source	(a) Base (b) Sup/Con
Budget Reference	(a) Textbooks (b) Services and Other Operating Expenditures	Budget Reference	(a) Textbooks (b) Services and Other Operating Expenditures	Budget Reference	(a) Textbooks (b) Services and Other Operating Expenditures

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Blake School District will provide and safe, healthy and engaging learning environment.

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

The Blake School district continues to have the lowest salary schedule, for both Certificated and Classified employees, in the county.

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(c): School Facilities maintained in good repair.	FIT Report: good	FIT Report: good	FIT Report: Excellent	FIT Report: Excellent
Priority 5(a): School attendance rates.	Attendance rate: 96%.	Attendance rate: 97%	Attendance Rate: 97%	Attendance Rate: 97%
Priority 5 (b) Chronic absenteeism rates.	Blake Elementary has no incidents of chronic absenteeism for the previous 3 years.	Blake Elementary will have no incidents of chronic absenteeism for the next year.	Blake Elementary will have no incidents of chronic absenteeism for the next year.	Blake Elementary will have no incidents of chronic absenteeism for the next year.

Priority 5(c): Middle School Dropout rates.	Blake Elementary School District has had zero dropouts of Middle School aged students.	Blake Elementary School District will maintain their zero Middle School dropout rate, and prepare middle school students for a successful high school experience.	Blake Elementary School District will maintain their zero Middle School dropout rate, and prepare middle school students for a successful high school experience.	Blake Elementary School District will maintain their zero Middle School dropout rate, and prepare middle school students for a successful high school experience.
Priority 5(d): High School Dropout rates.	n/a	n/a	n/a	n/a
Priority 5(e): High School Graduation rates.	n/a	n/a	n/a	n/a
Priority 6 (a): Pupil suspension rates.	There no suspensions in the last 3 years.	Blake Elementary School work with students and parents to have zero suspensions.	Blake Elementary School work with students and parents to have zero suspensions.	Blake Elementary School work with students and parents to have zero suspensions.
Priority 6(b): Pupil expulsion rates.	There were no expulsions in the last 3 years.	Blake Elementary School work with students and parents to have zero expulsions.	Blake Elementary School work with students and parents to have zero expulsions.	Blake Elementary School work with students and parents to have zero expulsions.
Priority 6 (c): Other local measures on sense of safety and school connectedness	Parent/student/staff surveys indicate that 95% feel connected and safe at school.	Blake Elementary School will continue to maintain 95% or better students and parents feel connected and safe at school.	Blake Elementary School will continue to maintain 95% or better students and parents feel connected and safe at school.	Blake Elementary School will continue to maintain 95% or better students and parents feel connected and safe at school.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Replace equipment shed siding and repair or replace roof of school classroom building and repaint exterior.	Update and replace play structure with age-appropriate structures and fall surfaces, and replace basketball court	Maintain facilities in safe and appropriate manner.

2017-18	2018-19	2019-20
Amount	\$ 7,850.00	Amount \$ 30,000
Source	Sup/Con	Source Sup/Con
Budget Reference	Capital Outlay	Budget Reference n/a

Action **2**

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

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue "open door" policy for parents, students and community.	Continue "open door" policy for parents, students and community.	Continue "open door" policy for parents, students and community.

2017-18	2018-19	2019-20
Amount	\$ n/a	\$ n/a
Source	n/a	n/a
Budget Reference	n/a	n/a

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017-18  2018-19  2019-20

Estimated Supplemental and Concentration Grant Funds: \$ 25,364 Percentage to Increase or Improve Services: 16.08 %

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

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

Blake Elementary School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL and foster youth at the school sites as all requests in expending funds go through an approval process through the Special Programs and Accountability office in ensuring that funds are spent to benefit these subgroups of students.

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:  
(Please find supporting research information in Appendix B. Supporting Research Document for Programs/Services)

- Goal 1
  - Action 1 services support Blake with retaining a Highly Qualified teacher for 9 years.
  - Action 2 maintaining increase services of an Instructional Aide has enabled the teacher to give direct instruction to students with the most need, including EL and at-risk students, at their grade level in a one-room, multi-grade classroom.
- Goal 2
  - Actions 1 and 2 services were not implemented due to the delay at the state level of approved science curriculum for

adoption by districts.

- Action 3 maintaining increased Fine Arts/Music education services has enabled the students to participate in individual instruction on musical instruments of their choice.
- Goal 3 services support stated goals for a FIT report of excellent, providing a safe, healthy and engaging learning environment. Services continue to invest in current technology to reinforce academic standards taught and advance access to online research for all our students.

Based on supporting research, experience, and educational theory, the Blake Elementary School District has determined these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended student subgroups.

# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

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

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

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

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

#### Students to be Served

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

#### Location(s)

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

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

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

#### Students to be Served

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

#### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

## Location(s)

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

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

## Actions/Services

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

### **New/Modified/Unchanged:**

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

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

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

## Budgeted Expenditures

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

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

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

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

### **Guiding Questions: Stakeholder Engagement**

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

## Guiding Questions: Goals, Actions, and Services

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