

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

Introduction:

LEA: Blake Elementary School District **Contact (Name, Title, Email, Phone Number):** Mr. Gary Bray, Superintendent 661-636-4742 **LCAP Year:** 2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<ol style="list-style-type: none"> 1. Parent Survey-April 2015 2. Student Survey-April 2015 3. Staff Survey-April 2015 4. Board Survey-Monthly review of progress Board’s Goals. 5. Public Hearing- May 14, 2015 6. Board Approval of LCAP- June 11, 2015 7. School Site Council serves as the DAC and facilitated the process. 	<p>After collecting the input from all our stakeholders from the 2015 surveys and meetings, the following items were suggested and are included in the LCAP goals and actions.</p> <ol style="list-style-type: none"> 1. Update playground equipment. 2. Continue music education and seek more musical education. 3. Staff salaries will be raised to approach competitive county salary schedules, allowing the Blake School District to recruit and retain highly qualified staff. 4. Acquire Common Core Curriculum. 5. There were no questions requiring a written response regarding the LCAP.

<p>Annual Update:</p> <ol style="list-style-type: none"> 1. Monthly Board Meetings 2015-2016 2. Quarterly Parent/Teachers Conferences 2015-2016 3. Monthly Newsletters 2015-2016 5. Meetings with District Advisory Committee January 2015 and February 2015. 5. Student meetings in April 2015. 6. There were no questions asked requiring a written response regarding the update of the LCAP. 	<p>Annual Update:</p> <ol style="list-style-type: none"> 1. It was decided to create broader goals encompassing selected specific state priorities will be developed enhancing the focus of identified needs. 2. It was decided to update playground equipment. 3. Staff salaries will be raised to approach competitive county salary schedules, allowing the Blake School District to recruit and retain highly qualified staff . 4. Continue expanded music education. 5. Continue expanded instructional aide hours. 6. There were no questions asked requiring a written response regarding the update of the LCAP

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil

engagement, and school climate)?

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

GOAL 1:	Blake School District , with support and involvement of parents and community, will strive to ensure all student achieve their highest potential, meeting state standards becoming College and/or career ready.		Related State and/or Local Priorities: 1__x__ 2__ 3__x__ 4__x__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	<p>Blake School District students are 75% of these students are identified as students included in the unduplicated count of special needs, however the salary schedule is the lowest in Kern County. Priority 1-HQT 100%, Instructional Materials=N/A (see goal 2) FIT-N/A see goal 2. Priority 3- Parent Involvement-parent survey =90% feel connected and welcome, parent attendance at events =90%. Priority 4 Reclassified rate=50%, 80% meet ELA and Math Benchmarks, API=N/A (small school), SST/SBAC-N/A no reports, (small schools), AP exams=N/A, EAP=N/A.</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1. Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation %100. 3. Monthly Parent/Teacher newsletters <p>Priority 4:Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. 		
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All
LCAP Year 1: 2015-2016			

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase salary schedule for Certificated and Classified employees by 5% for year 2015-2016. Priority 1-HQT 100%, Instructional Materials=N/A (see goal 2) FIT-N/A see goal 2. Priority 3- Parent Involvement-parent survey =95% to feel connected and welcome, parent attendance at events =90%. Priority 4 Reclassified rate=50%, 82% meet ELA and Math Benchmarks, API=N/A (small school), SST/SBAC-N/A no reports, (small schools), AP exams=N/A, EAP=N/A.</p> <p>Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100%</p> <p>Priority 3: Parent Involvement 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation 100% 3. Monthly Parent/Teacher newsletters</p> <p>Priority 4:Pupil Achievement 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create, recommend and approve a 5% increase for instructional year 2015-2016 for all staff.	District-wide School-wise	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$3,300 LCAP base Credentialed and Classified Salaries
Maintain increased services of Instructional Aide		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$13,000 REAP and LCAP Base Classified Salaries
		<input type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:

Increase salary schedule for Certificated and Classified employees by 4% for year 2016-2017. Priority 1-HQT 100%, Instructional Materials=N/A (see goal 2) FIT=N/A see goal 2. Priority 3- Parent Involvement-parent survey =95% to feel connected and welcome, parent attendance at events =90%. Priority 4 Reclassified rate=50%, 82% meet ELA and Math Benchmarks, API=N/A (small school), SST/SBAC=N/A no reports, (small schools), AP exams=N/A, EAP=N/A.

Priority 1:Basic Services
 1.Number/rate of teachers not fully credentialed: 0
 2. Number/rate of teachers teaching outside of subject area competence: 0
 3. Number/rate of teachers teaching EL without authorization: 0
 4. Number/rate of core classes taught by HQTs: 100%

Priority 3: Parent Involvement
 1. Monthly School Board meetings with Open sessions.
 2. Quarterly Parent/Teacher conferences. Parent participation 100%
 3. Monthly Parent/Teacher newsletters

Priority 4:Pupil Achievement
 1. State assessment proficient/advanced rate for district: Unknown at this time
 2. API growth and score data: Not Applicable
 3. Percent of students completing UC/CSU required courses: Not Applicable.
 4. Percent of students completing a CTE Course Sequence: Not Applicable
 5. Percent of EL students attaining AMAO 1 and 2 targets: 50%
 6.EL reclassification rate: 0%
 7. Percent students who passed AP exams: 0
 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create, recommend and approve a 4% increase for instructional year 2016-2017 for all staff.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2800 LCAP Base Certificated and Classified Salaries
Maintain increased services of Instructional Aide		<input checked="" type="checkbox"/> ALL	\$13,000

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups:(Specify)_____

REAP and
LCAP Base
Classified
Salaries

LCAP Year 3: 2017-2018

Expected Annual
Measurable
Outcomes:

Increase salary schedule for Certificated and Classified employees by 3% for year 2017-2018. Priority 1-HQT 100%, Instructional Materials=N/A (see goal 2) FIT=N/A see goal 2. Priority 3- Parent Involvement-parent survey =97% to feel connected and welcome, parent attendance at events =90%. Priority 4 Reclassified rate=50%, 82% meet ELA and Math Benchmarks, API=N/A (small school), SST/SBAC=N/A no reports, (small schools), AP exams=N/A, EAP=N/A.

Priority 1:Basic Services
 1.Number/rate of teachers not fully credentialed: 0
 2. Number/rate of teachers teaching outside of subject area competence: 0
 3. Number/rate of teachers teaching EL without authorization: 0
 4. Number/rate of core classes taught by HQTs: 100%

Priority 3: Parent Involvement
 1. Monthly School Board meetings with Open sessions.
 2. Quarterly Parent/Teacher conferences. Parent participation 100%
 3. Monthly Parent/Teacher newsletters

Priority 4:Pupil Achievement
 1. State assessment proficient/advanced rate for district: Unknown at this time
 2. API growth and score data: Not Applicable
 3. Percent of students completing UC/CSU required courses: Not Applicable.
 4. Percent of students completing a CTE Course Sequence: Not Applicable
 5. Percent of EL students attaining AMAO 1 and 2 targets: 50%
 6.EL reclassification rate: 0%
 7. Percent students who passed AP exams: 0
 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Create, recommend and approve a 3% increase for instructional year 2017-2018 for all staff		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2190 LCAP Base Certificated and Classified Salaries
Maintain increased services of Instructional Aide		<input checked="" type="checkbox"/> ALL	\$13,000

		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	REAP and LCAP Base Classified Salaries

<p>GOAL 2:</p>	<p>Blake School District will provide a balance curriculum preparing students for life in the 21st Century.</p>	<p>Related State and/or Local Priorities: 1 <u>x</u> 2 <u>x</u> 3 <u>x</u> 4 <u>x</u> 5__ 6__ 7 <u>x</u> 8 <u>x</u> COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>.Priority 1, FIT N/A, see goal 3, HQT=N/A, see goal 1, Instructional Materials-Sufficient per Williams; Priority 2-Implementation of Common Core State Standards, 3 APS/Administrative Obs.; Priority 7-All students participate in all required subject area per Ed Code 51210; Priority 8-N/A 10 students in school, individualized instruction.</p> <p>Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% Priority 2: Implementation of state standards for all students including EL 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. Priority 3: Parent Involvement 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. Parent participation, 100%. 3. Monthly Parent/Teacher newsletters Priority 4:Pupil Achievement 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. Priority 7: Course Access 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0. Priority 8: Other Pupil Outcomes 1. CAHSEE ELA/Math proficient rate: N/A 2. CAHSEE ELA/Math 3-Year Pass Rate 3. Percent of EL students making progress toward English Proficiency (AMAO1): 50% 4. AP exam participation rate: N/A</p>	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups: All</p>	

LCAP Year 1: 2015-2016

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 1, FIT N/A, see goal 3, HQT=N/A, see goal 1, Instructional Materials-Sufficient per Williams, newly state adopted will be selected and purchased; Priority 2-Implementation of Common Core State Standards, 4 APS/Administrative Obs.; Priority 7-All students participate in all required subject area per Ed Code 51210; Priority 8-N/A 10 students in school, individualized instruction.</p>		
	<p>Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% Priority 2: Implementation of state standards for all students including EL 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. Priority 3: Parent Involvement 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. . Parent participation, 100%. 3. Monthly Parent/Teacher newsletters Priority 4:Pupil Achievement 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. Priority 7: Course Access 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0. Priority 8: Other Pupil Outcomes 1. CAHSEE ELA/Math proficient rate: N/A 2. CAHSEE ELA/Math 3-Year Pass Rate 3. Percent of EL students making progress toward English Proficiency (AMAO1): 50% 4. AP exam participation rate: N</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Adoption of English Language Arts Curriculum for</p>		<p><u>x</u>__ALL</p>	<p>\$4000</p>

all grade levels (K-8 th).		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCAP Base Textbooks
Training of online materials included in the English Language Arts Curriculum, for instructional staff.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500 LCAP Base Textbooks
Maintain Increased Instructional hours for music/fine arts education.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$200 LCAP Concentration funds. Textbooks

LCAP Year 2: 2016-2017

<p>Expected Annual Measurable Outcomes:</p>	<p>District will purchase state adopted texts and necessary supplemental materials. District expects that 100% of the students will be provided with Social Studies Curriculum texts and online materials Priority 1, FIT N/A, see goal 3, HQT=N/A, see goal 1, Instructional Materials-Sufficient per Williams, newly state adopted will be selected and purchased; Priority 2-Implementation of Common Core State Standards, 4 APS/Administrative Obs.; Priority 7-All students participate in all required subject area per Ed Code 51210; Priority 8-N/A 10 students in school, individualized instruction.</p> <p>Priority 1: Basic Services</p> <ol style="list-style-type: none"> 1. Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% <p>Priority 2: Implementation of state standards for all students including EL</p> <ol style="list-style-type: none"> 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. . Parent participation, 100%. 3. Monthly Parent/Teacher newsletters <p>Priority 4: Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6. EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. <p>Priority 7: Course Access</p> <ol style="list-style-type: none"> 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0. <p>Priority 8: Other Pupil Outcomes</p> <ol style="list-style-type: none"> 1. CAHSEE ELA/Math proficient rate: N/A 2. CAHSEE ELA/Math 3-Year Pass Rate 3. Percent of EL students making progress toward English Proficiency (AMAO1): 50% 4. AP exam participation rate: N 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Adoption of Social Studies Curriculum for all grade</p>		<p><u> </u>x ALL</p>	<p>\$4000</p>

levels (K-8 th).		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCAP Base Textbooks
Training of online materials included in the Social Studies Curriculum, for instructional staff.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500 LCAP Base Textbooks
Maintain Increased Instructional hours for music/fine arts education		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$200 LCAP Concentration Base Classified Salaries
LCAP Year 3: 2017-2018			

<p>Expected Annual Measurable Outcomes:</p>	<p>District will purchase state adopted texts and necessary supplemental materials. District expects that 100% of the students will be provided with Science Curriculum texts and online materials. Priority 1, FIT N/A, see goal 3, HQT=N/A, see goal 1, Instructional Materials-Sufficient per Williams, newly state adopted will be selected and purchased; Priority 2-Implementation of Common Core State Standards, 5 APS/Administrative Obs.; Priority 7-All students participate in all required subject area per Ed Code 51210; Priority 8-N/A 10 students in school, individualized instruction.</p> <p>Priority 1:Basic Services</p> <ol style="list-style-type: none"> 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% <p>Priority 2: Implementation of state standards for all students including EL</p> <ol style="list-style-type: none"> 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. . Parent participation, 100%. 3. Monthly Parent/Teacher newsletters <p>Priority 4:Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. <p>Priority 7: Course Access</p> <ol style="list-style-type: none"> 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0. <p>Priority 8: Other Pupil Outcomes</p> <ol style="list-style-type: none"> 1. CAHSEE ELA/Math proficient rate: N/A 2. CAHSEE ELA/Math 3-Year Pass Rate 3. Percent of EL students making progress toward English Proficiency (AMAO1): 50% 4. AP exam participation rate: N 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Adoption of Science Curriculum for all grade levels</p>		<p><u> x </u> ALL</p>	<p>\$4000</p>

(K-8 th).		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCAP Base Textbooks
Training of online materials included in Science Curriculum, for instructional staff		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500 LCAP Base Textbooks
Maintain Increased Instructional hours for music/fine arts education.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$200 LCAP concentration funds. Classified Salaries

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

<p>GOAL 3:</p>	<p>Blake will provide a safe, healthy and engaging learning environment</p>		<p>Related State and/or Local Priorities: 1_x 2__ 3__ 4__ 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Facilities minimally meet William’s standards. Priority 1 FIT-Fair, playground equipment and fall surface area is 20 years old, HQT=N/A see goal 1, Instructional Materials=technology currently has one tablet for every three students, see goal 2 for adopted materials. Priority 5-School attendance rate 92%, Chronic absenteeism rate 0%, Middle School dropout rate 0%, High School dropout rate =N/A, graduation rate = N/A; Priority 6- Pupil suspension rate 0%, Pupil expulsions rate 0%; Student, parents, staff surveys indicated connectedness, sense of safety 90%</p> <p>Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100%</p> <p>Priority 5: Pupil Engagement 1. Attendance Rate: 96% 2. Chronic absenteeism rate: N/A 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A</p> <p>Priority 6: School Climate 1. Suspension rate: 0 2. Expulsion rate: 0</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups: All</p>	
<p>LCAP Year 1: 2015-2016</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Raise FIT report to good. HQT=N/A see goal 1, Instructional Materials= increase ratio of tablets to be one to one, see goal 2 for adopted materials. Priority 5-School attendance rate 93%, Chronic absenteeism rate 0%, Middle School dropout rate 0%, High School dropout rate =N/A, graduation rate = N/A; Priority 6- Pupil suspension rate 0%, Pupil expulsions rate 0%; Student, parents, staff surveys indicated connectedness, sense of safety 92%</p> <p>Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100%</p> <p>Priority 5: Pupil Engagement 1. Attendance Rate: 96% 2. Chronic absenteeism rate: N/A 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A</p> <p>Priority 6: School Climate 1. Suspension rate: 0 2. Expulsion rate: 0</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Replace the vinyl floor in library and classroom technology lab.	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4000 LCAP Base Repairs and Maintenance
Continue open door policy for parents, students and community, “ Back to School Night”, “Open House”, “School Site Council Meeting”, Daily interaction with parents as students are brought to school, yearly Parent/Teacher conferences	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	N/A
Install second T1 internet access connection	School-wide	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	BiG Funding \$30,000 Technology
Purchase 3 tablets	School-	<input checked="" type="checkbox"/> ALL -----	\$1,500

	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	LCAP Concentration Funds
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LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Raise FIT report to good. HQT=N/A see goal 1, Instructional Materials= increase ratio of tablets to be one to one, see goal 2 for adopted materials. Priority 5-School attendance rate 93%, Chronic absenteeism rate 0%, Middle School dropout rate 0%, High School dropout rate =N/A, graduation rate = N/A; Priority 6- Pupil suspension rate 0%, Pupil expulsions rate 0%; Student, parents, staff surveys indicated connectedness, sense of safety 92% Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% Priority 5: Pupil Engagement 1. Attendance Rate: 96% 2. Chronic absenteeism rate: N/A 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A Priority 6: School Climate 1. Suspension rate: 0 2. Expulsion rate: 0
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Replace the carpet in the classroom	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2000 LCAP Base Repairs and Maintenance
Continue open door policy for parents, students and community, “ Back to School Night”, “Open House”, “School Site Council Meeting”, Daily interaction with parents as students are brought to school, yearly Parent/Teacher conferences	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	N/A

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:

Raise FIT report to excellent. HQT=N/A see goal 1, Instructional Materials= increase ratio of tablets to be one to one, see goal 2 for adopted materials. Priority 5-School attendance rate 93%, Chronic absenteeism rate 0%, Middle School dropout rate 0%, High School dropout rate =N/A, graduation rate = N/A; Priority 6- Pupil suspension rate 0%, Pupil expulsions rate 0%; Student, parents, staff surveys indicated connectedness, sense of safety 94%
 Priority 1:Basic Services
 1.Number/rate of teachers not fully credentialed: 0
 2. Number/rate of teachers teaching outside of subject area competence: 0
 3. Number/rate of teachers teaching EL without authorization: 0
 4. Number/rate of core classes taught by HQTs: 100%
 Priority 5: Pupil Engagement
 1. Attendance Rate: 96%
 2. Chronic absenteeism rate: N/A
 3. Middle School dropout rate: 0
 4. High School Dropout rate: N/A
 Priority 6: School Climate
 1. Suspension rate: 0
 2. Expulsion rate: 0

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Install age-appropriate playground structures and fall surfaces.	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	\$40,000 Special reserve, general fund and LCAP Base, Capital Outlay
Continue open door policy for parents, students and community, “ Back to School Night”, “Open House”, “School Site Council Meeting”, Daily interaction with parents as students are brought to school, yearly Parent/Teacher conferences	School-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	N/A

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		Related State and/or Local Priorities: 1__ 2__ 3_ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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	Schools: All	
	Applicable Pupil Subgroups: All	

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	.
		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<hr/>	
		<hr/>	

	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<hr/>	
		<hr/>	

GOAL 5:		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

Annual Update

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

Guiding Questions:

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

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

Original GOAL from prior year LCAP:1	Maintain 99% attendance rates for all measured groups for the next 3 years as measured by school attendance records.	Related State and/or Local Priorities:
		1__x__ 2__ 3__x__ 4__x__ 5x__ 6__x__ 7__x__ 8__
		COE only: 9__ 10__

		Local : Specify _____
Goal Applies to:	Schools: Blake Elementary School	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Maintain 99% Attendance</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Attendance is currently at 92% for daily attendance.</p> <p>Priority 1: Basic Services</p> <ol style="list-style-type: none"> 1. Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% <p>Priority 3: Parent Involvement</p> <ol style="list-style-type: none"> 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. 3. Monthly Parent/Teacher newsletters <p>Priority 4: Pupil Achievement</p> <ol style="list-style-type: none"> 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6. EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. <p>Priority 5: Pupil Engagement</p> <ol style="list-style-type: none"> 1. Attendance Rate: 92% 2. Chronic absenteeism rate: N/A 3. Middle School drop out rate: 0 4. High School Dropout rate: N/A <p>Priority 6: School Climate</p> <ol style="list-style-type: none"> 1. Suspension rate: 0 2. Expulsion rate: 0 <p>Priority 7: Course Access</p> <ol style="list-style-type: none"> 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0. 	
<p>LCAP Year: 2014-2015</p>			<p>Planned Actions/Services</p>	<p>Actual Actions/Services</p>

		Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide contact upon absence		\$0.00	1. Personal contact was made in response to each absence.	\$0.00
Scope of service:	District Wide, School Wide		Scope of service:	. District Wide, School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Emphasize school attendance at Back to School Night and quarterly conferences		\$0.00	2. Attendance was discussed and emphasized at each school activity and conference	\$0.00
Scope of service:	District Wide, School Wide		Scope of service:	. District Wide, School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3. Provide parents with absence forms and require them upon return to school.		\$0.00	3. Absence forms were included in Back to School packets and given to parents directly upon students return to school.	\$0.00
Scope of service:			Scope of service:	.
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
4. Provide high interest learning environment.		\$0.00	4. Students were given daily responsibilities with a interactive morning routine to engage in current affairs discussions.		\$0.00
Scope of service:	. District Wide, School Wide		Scope of service:	District Wide, School Wide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Include these actions into a broader goal which encompasses specific state priorities.			
Original GOAL from prior year LCAP:2	Upgrade facilities to fully meet or exceed Williams requirements as measured by facilities report completed each year by the Superintendent.			Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			

<p>Expected Annual Measurable Outcomes:</p>	<p>Williams Standards will be met in every area of our facilities as measured by the FIT Report.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Work is scheduled to refurbish bathrooms elevating the FIT report to fair. Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% Priority 6: School Climate 1. Suspension rate: 0 2. Expulsion rate: 0</p>
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LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1.Install bathroom fixtures	\$2000.00	1. Installation is scheduled for June 2015.	\$2000.00
Scope of service:	District Wide, School Wide	Scope of service:	District Wide, School Wide
<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> _x_ALL OR: <input type="checkbox"/> _Low Income pupils <input type="checkbox"/> _English Learners <input type="checkbox"/> _Foster Youth <input type="checkbox"/> _Redesignated fluent English proficient <input type="checkbox"/> _Other Subgroups:(Specify)_____	
2. Install Flooring	\$3000.00	Flooring was donated and is scheduled to be installed.	\$1500.00
Scope of service:	District Wide, School Wide	Scope of service:	District Wide, School Wide
<input checked="" type="checkbox"/> _x_ALL		<input type="checkbox"/> _ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Flooring will be installed in the current year rather than in year 2015-2016 because it is available through a donation. Include these actions into a broader goal which encompasses specific state priorities.		

Original GOAL from prior year LCAP:3	Fully implement the CCSS as measure by APS and administrative observation.	Related State and/or Local Priorities: 1_x 2_x 3_x 4_x 5__ 6__ 7x__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	All	Applicable Pupil Subgroups: All

<p>Expected Annual Measurable Outcomes:</p>	<p>A positive ranking on the APS (3 or above) and administrative observation.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>A positive ranking on the APS and administrative observation has been achieved.</p> <p>Priority 1:Basic Services 1.Number/rate of teachers not fully credentialed: 0 2. Number/rate of teachers teaching outside of subject area competence: 0 3. Number/rate of teachers teaching EL without authorization: 0 4. Number/rate of core classes taught by HQTs: 100% Priority 2: Implementation of state standards for all students including EL 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. Priority 3: Parent Involvement 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. 3. Monthly Parent/Teacher newsletters Priority 4:Pupil Achievement 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. Priority 7: Course Access 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0.</p>
<p>LCAP Year: xxxx-xx</p>			
<p>Planned Actions/Services</p>		<p>Actual Actions/Services</p>	
	<p>Budgeted Expenditures</p>		<p>Estimated Actual Annual Expenditures</p>

Purchase CCSS Curriculum in Math.	\$4000.00	Purchased CCSS Math Curriculum materials	\$2000.00
Scope of service: District Wide, School Wide		Scope of service: District Wide, School Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL	
Purchase Wi-Fi for school Site	\$500.00	Wi-Fi technology was purchased and installed upgrading technology to utilized supplementary materials.	\$300.00
Scope of service: District Wide, School Wide		Scope of service: District Wide, School Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Continue Common Core teacher training	\$500.00	Staff attended Common Core teacher training completed.	\$500.00
Scope of service: District Wide, School Wide		Scope of service: District Wide, School Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Purchase student tablets technology	\$1500.00	Purchased 3 HP Venue 8 Pro tablets	\$1500.00
Scope of service: District Wide, School Wide		Scope of service: District Wide, School Wide	
<input checked="" type="checkbox"/> _x_ALL		<input checked="" type="checkbox"/> _ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Include these actions into a broader goal which encompasses specific state priorities.		
Original GOAL from prior year LCAP:4	Blake Students will maintain their proficiency level from one grade level to the next as measured by local benchmarks		Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5__ 6__ 7x__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		

<p>Expected Annual Measurable Outcomes:</p>	<p>Students will maintain proficiency levels by grade level.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Seventy-five percent of the students are maintaining proficiency levels by grade level. Priority 2: Implementation of state standards for all students including EL 1. APS indicates level 3 implementation. 2. Administrative observation indicates level 3 implementation. Priority 3: Parent Involvement 1. Monthly School Board meetings with Open sessions. 2. Quarterly Parent/Teacher conferences. 3. Monthly Parent/Teacher newsletters Priority 4:Pupil Achievement 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. Priority 7: Course Access 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0.</p>
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LCAP Year: xxxx-xx

Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide sufficient instructional minutes and curriculum to insure student success.	\$0.00	Reviewed instructional minutes and updated curriculum meet expected state standards.	\$0.00	
Scope of service:	District Wide, School Wide	Scope of service:	District Wide, School Wide	

<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
Access student progress through theme-tests, selection tests, teacher observations and SBAC scores.		\$0.00	Theme Tests were administered every month, selection tests are administered every week. SBAC testing will be administered in May. Teacher observation proceeds daily. Instruction responds to information gained through tests and observations.		\$0.00
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Support additional hours for instructional aide in order to increase adult/student ratio.		\$2500.00	Teacher's aide employed for afternoon instruction. Instructional aid hours have been increased.		\$2500.00
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:	District Wide, School Wide		Scope of service:	District Wide, School Wide	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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Original GOAL from prior year LCAP:5	Increase fine arts opportunities for students by 2017 as measured by surveys and student participation.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x_ 5x__ 6_x_ 7_x_ 8_x_
		COE only: 9__ 10__ Local:_____
Goal Applies to:	Schools: Blake Elementary School	All
	Applicable Pupil Subgroups:	All

<p>Expected Annual Measurable Outcomes:</p>	<p>Add one hour of music instructional time to current hour.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Added one hour of additional musical instruction per week. Priority 4:Pupil Achievement 1. State assessment proficient/advanced rate for district: Unknown at this time 2. API growth and score data: Not Applicable 3. Percent of students completing UC/CSU required courses: Not Applicable. 4. Percent of students completing a CTE Course Sequence: Not Applicable 5. Percent of EL students attaining AMAO 1 and 2 targets: 50% 6.EL reclassification rate: 0% 7. Percent students who passed AP exams: 0 8. Early Assessment Project College Ready rates for Math and ELA: Not Applicable. Priority 5: Pupil Engagement 1. Attendance Rate: 92% 2. Chronic absenteeism rate: N/A 3. Middle School dropout rate: 0 4. High School Dropout rate: N/A Priority 6: School Climate 1. Suspension rate: 0 2. Expulsion rate: 0 Priority 7: Course Access 1. Students enrolled in CT courses: N/A 2. Students enrolled in UC/CSU require courses: N/A 3. Students enrolled in AP Courses: N/A 4. Rate of remedial course enrollments: 0 5. Number/rate of course offerings for students with exceptional needs (SDC): 0. Priority 8: Other Pupil Outcomes 1. CAHSEE ELA/Math proficient rate: N/A 2. CAHSEE ELA/Math 3-Year Pass Rate 3. Percent of EL students making progress toward English Proficiency (AMAO1): 50% 4. AP exam participation rate: N/A</p>
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LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1.Continue music instruction and add one additional hour to current hour of instruction.		\$1000.00	1. One hour of additional musical instruction was incorporated into the weekly instruction.	\$1000.00
Scope of service:	District Wide, School Wide		Scope of service:	. District Wide, School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2. Attend educational musical events with Kern County		\$1000.00	2. Students attended three musical events offered by KCSOS throughout the school year.	\$1000.00
Scope of service:	District Wide, School Wide		Scope of service:	. District Wide, School Wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
				\$0.00

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Include these actions into a broader goal which encompasses specific state priorities.		

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

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

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

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school-site in the LCAP year, when using supplemental and concentration funds in a districtwide or school-wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>14,260.00</u>
<ul style="list-style-type: none"> 75% of the students enrolled in Blake School District are unduplicated students. An estimated amount of \$14,260.00 LCFF supplemental and concentrated funding was budgeted for expenditures detailed and described in the above section. The majority of the funding will be principally directed to meet the needs of the targeted students; All students in our district must be equitably served. By providing expenditures district wide, Blake School District will best serve all students, specifically our targeted students. The Blake School District Local Control and Accountability Plan goals and expenditures address the needs of our district's English Language learners, low income students and foster youth. 	

- A portion of the funding will be used to support the cost of an instructional aide, which will serve to enhance the current adult/student ratio. Given the multi-grade setting of this tiny district, with all students in one room, the help of an instructional aide is imperative.
- A portion of the funding will be used to increase instructional time for the current music program, which will be conducted by a 2-hour per week instructor. Music instruction has shown to be an asset with respect to teaching English learners.
- A portion of the funding was used for the purchase of Venue Pro Tablets for the students use in the classroom.

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

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

10.73	%
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Services for low income, foster youth and English learners will be achieved by maintaining increased amount of instructional time with Teacher's Aide, professional development, fine arts, technology access, and appropriate instructional materials. We will continue efforts to recruit and retain highly qualified staff.

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

- A portion of the funding will be used to replace flooring and carpet in library and classroom.
- A portion of the funding will be used to retain HQT certificated and classified staff.

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8-22-14 [California Department of Education]