LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blake Elementary School District
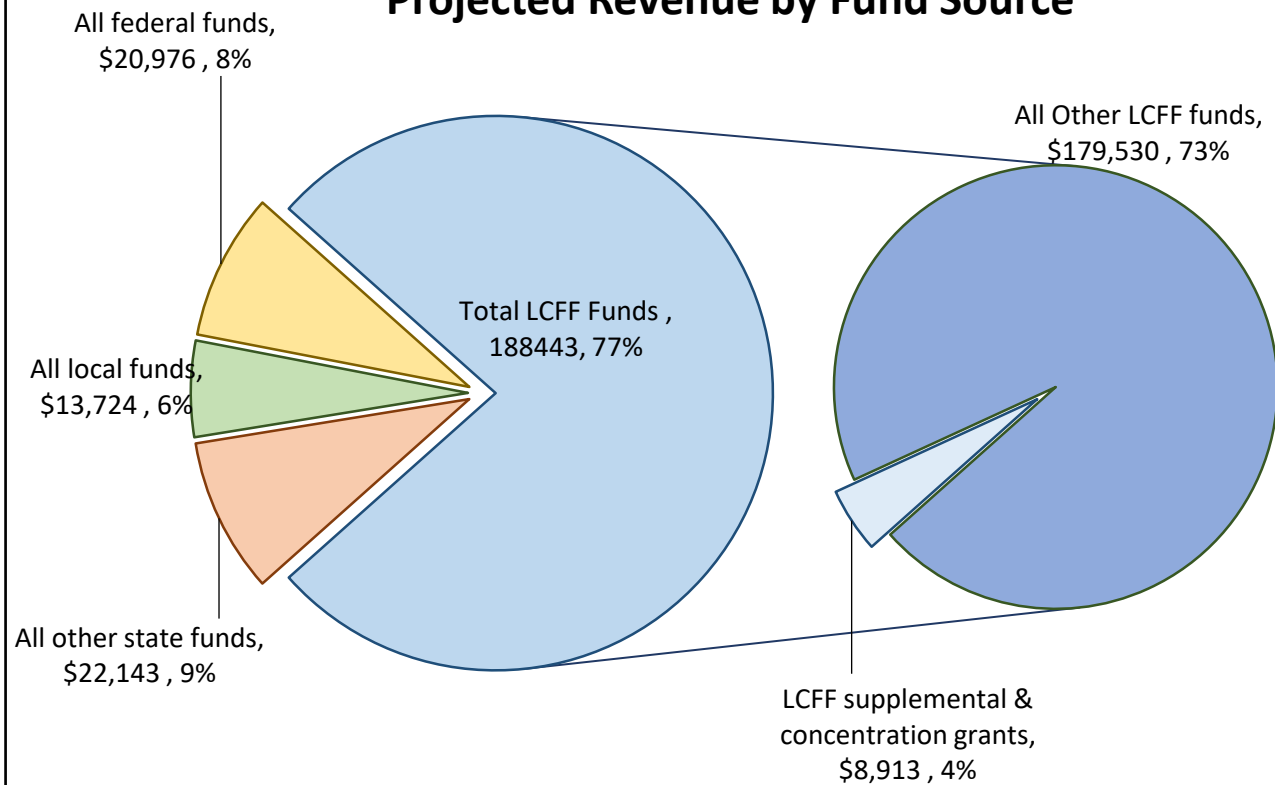
CDS Code: 15-63354-0000000

School Year: 2021 – 22

LEA contact information: Timari Duty, 661-536-8559, tiduty@blakesd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $20,976 , 8%

All Other LCFF funds, $179,530 , 73%

All local funds, $13,724 , 6%

Total LCFF Funds , 188443, 77%

All other state funds, $22,143 , 9%

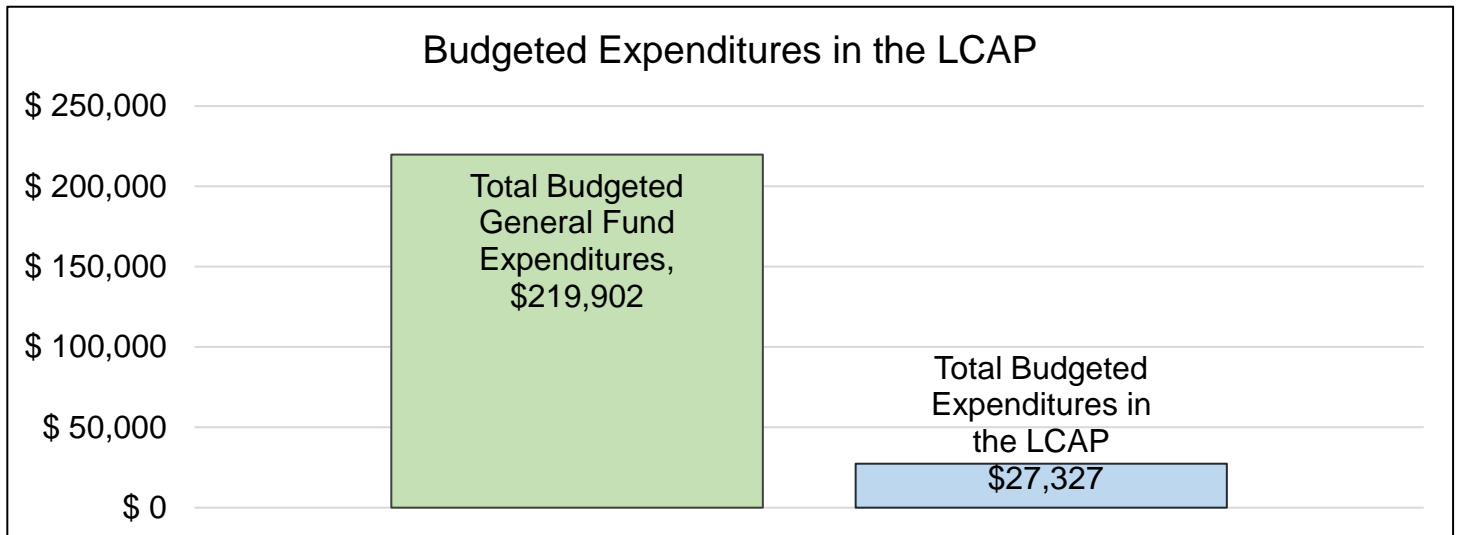LCFF supplemental & concentration grants, $8,913 , 4%

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

The total revenue projected for Blake Elementary School District is $245,286.00, of which $188,443.00 is Local Control Funding Formula (LCFF), $22,143.00 is other state funds, $13,724.00 is local funds, and $20,976.00 is federal funds. Of the $188,443.00 in LCFF Funds, $8,913.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

$ 250,000	
$ 200,000	Total Budgeted General Fund Expenditures, $219,902
$ 150,000	
$ 100,000	Total Budgeted Expenditures in the LCAP
$ 50,000	$27,327
$ 0	

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

Blake Elementary School District plans to spend $219,901.55 for the 2021 – 22 school year. Of that amount, $27,327.00 is tied to actions/services in the LCAP and $192,574.55 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
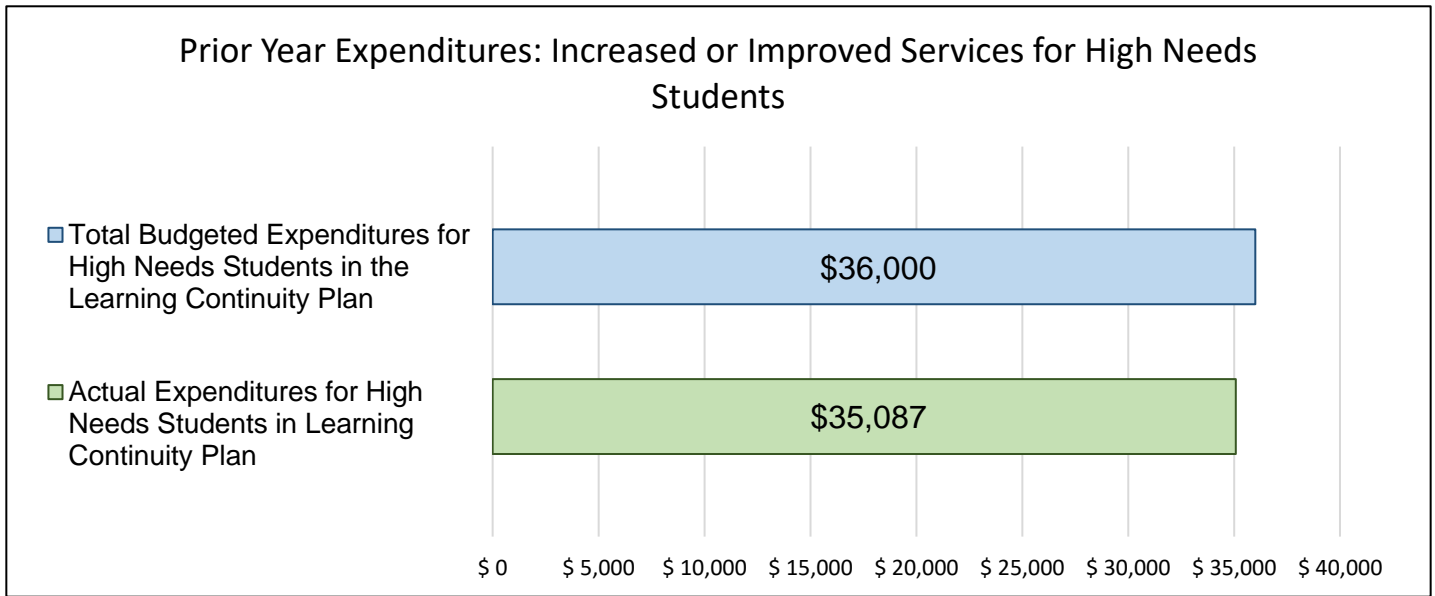
[Respond to prompt here.]

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

In 2021 – 22, Blake Elementary School District is projecting it will receive $8,913.00 based on the enrollment of foster youth, English learner, and low-income students. Blake Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Blake Elementary School District plans to spend $11,733.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$36,000
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$35,087

$ 0 $ 5,000 $ 10,000 $ 15,000 $ 20,000 $ 25,000 $ 30,000 $ 35,000 $ 40,000

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

In 2020 – 21, Blake Elementary School District's Learning Continuity Plan budgeted $36,000.00 for planned actions to increase or improve services for high needs students. Blake Elementary School District actually spent $35,087.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $913.00 had the following impact on Blake Elementary School District's ability to increase or improve services for high needs students:

[Respond to the prompt here; if there is no prompt a response is not required.]

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blake Elementary School District	Timari Duty Superintendent/Principal/Teacher	tiduty@blakesd.org 661-536-8559

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

Goal 1

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 Priorities: 1, 2, 3, 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Priority 1 (a): Teachers appropriately assigned and fully credentialed for assignment: 100%	From the Ca Dashboard Local Indicators, This goal was met. 100% of staff is fully credentialed and appropriately assigned.

19/20 100% will be fully credentialed and appropriately assigned **Baseline** 100% are fully credentialed and appropriately assigned	
Priority 1 (b): Pupil access to standards aligned materials: 100% **19/20** Maintain 100% of students having standards-aligned materials **Baseline** 100% of students have standards-aligned materials	From the Ca Dashboard Local Indicators, This goal was met. 100% of students having access to standard aligned materials.
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. **19/20** Maintain all facilities have an overall rating of "Good" as indicated on the FIT report. **Baseline** All facilities have an overall rating of "Good" as indicated on the FIT report	From the Ca Dashboard Local Indicators, This goal was met. All facilities have an overall rating of "Good" as indicated on the FIT Report.
Priority 2 (a): Implementation of CCSS **19/20** 100% of teachers receive CCSS professional development **Baseline** The teacher did not receive CCSS professional development	From the Ca Dashboard Local Indicators, This goal was met. 100% of teaching having received CCSS professional development.
Priority 2 (b): How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency.	From the Ca Dashboard Local Indicators, This goal was met. 100% of EL students having access to CCSS and ELD

19/20 **Baseline**	standards for academic content knowledge and English language proficiency.
Priority 3 (a): Parental Involvement efforts to seek parent input in making decisions for district and sites. **19/20** Parent Meetings scheduled to discuss stakeholder input for the district. **Baseline** Parent Meetings scheduled to discuss stakeholder input for the district.	From local measurement (survey and meetings), this goal is met. Blake School has made efforts to seek parent input in making decisions for the district and sites.
Priority 3 (b): Parental Involvement, District promotes participation of parents of unduplicated students. **19/20** Parent Meetings scheduled to discuss stakeholder input for unduplicated students of the district. **Baseline** Parent Meetings scheduled to discuss stakeholder input for unduplicated students of the district.	From local measurement (survey and meetings), this goal is met. Blake School has made efforts to promote participation of low-income and EL parents.
Priority 3 (c): Parental Involvement, District promotes participation of parents of students with exceptional needs. **19/20** NA **Baseline** NA	Blake School does not have students with exceptional needs, however has made efforts to seek parent input in making decisions for the district and sites.

Priority 4 (a): Statewide Assessments **19/20** NA **Baseline** NA	Blake has fewer than ten students taking the State Assessments, therefore no state assessment data is available. Local assessments (Bader Reading, Writing and Math Inventory, standards based quarterly benchmarks and weekly standards based assessments) have shown 32% of students are working above grade level in ELA and 23% in math. While 32% of students are working at grade level in ELA and 27% in math. However, 36% of students are working below grade level in ELA and 50% in math.
Priority 4 (b): The Academic Performance Index **19/20** NA **Baseline** NA	Priority 4(b) Student Achievement Academic Performance Index-NA Academic Performance Index: This measure is not being provided by the state at this time.
Priority 4 (c): The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to College Programs **19/20** NA **Baseline** NA	Priority 4(c) Student Achievement: Percentage of Pupils completing a-g or CTE sequences/programs N/A Percentage of pupils completing a-g or CTE sequences/programs data does not apply to elementary school districts.
Priority 4 (d): Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency **19/20** (1) EL students will be provided daily 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	From the Ca Dashboard Local Indicators, This goal was met. 100% of students having access to CCSS and ELD standards aligned materials. ELD instruction was provided daily in class instruction as included in the curriculum.

will be implemented in class for integrated instruction daily as included in curriculum **Baseline** (1) EL students were provided 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 will be implemented in class for integrated instruction daily as included in curriculum	
Priority 4 (e) English Learner reclassification rate **19/20** 100% of all EL's reclassified **Baseline** 100% of all EL will be reclassified within 2 years.	Blake has fewer than ten EL students taking the ELPAC, therefore no state assessment data is available. Goal Not Met due to reclassification criteria being updated.
Priority 4 (f) Percentage of pupils passing AP exam with 3 or higher **19/20** NA **Baseline** NA	Priority 4(f) Student Achievement: Percentage of Pupils passing AP exam with 3 or higher N/A Pupils passing AP exams data does not apply to elementary school districts.
Priority 4 (g) Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) **19/20** NA **Baseline** NA	Priority 4(g) Student Achievement: Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other) N/A Percentage of pupils who participate in and demonstrate college preparedness on EAP data does not apply to elementary school districts.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase salary schedule all employees by 3%. Maintain increased services of Instructional Aide.	(a) Total-$15,000 (b) Sup/Con (a) Classified Salaries- $12,000 Resource Code:2000 Classified Benefits- $3000 Resource Code:3000	OBJ 2000 - $12,811.83 OBJ 3000 - $2,778.29

Goal Analysis

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

All funds budgeted for Actions/Services were implemented in the 2019-20 and were used to support students, families, teachers, and staff.

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

Success:

Increased salary schedule for all employees supported staff retention.

An instructional aide enabled more one-on-one and small group instruction to support low-income, EL and general education

students.

Challenges:

While the district was able to provide an instructional aide for the majority of the 2019-2020 school year, due to the Covid-19 in March of 2020, the district had to lay off the instructional aide.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Priority 2 (a): Implementation of CCSS **19/20** APS and administrative observation level 3 implementation. **Baseline** APS and administrative observation level 3 implementation.	Local 2021 Survey Data showed (APS and administrative observation) that level 3 implementation in CCSS was embedded into daily instruction.
Priority 2 (b): How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency. **19/20** 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. **Baseline** 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.	Local 2021 Survey Data showed (APS and administrative observation) that 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 integrated ELD.

Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study **19/20** 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. **Baseline** 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.	Local 2021 Survey Data showed (APS and administrative observation) that 100% all are enrolled in a broad course of study that includes all of the subject areas: List out Course Text Books *ELA: Houghton Mifflin Harcourt *Math: McGraw Hill *Social Studies: Glencoe *Health/PE *Science: *Any other Core textbook
Priority 7 (b): Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils. **19/20** All unduplicated students are enrolled in programs and services developed to meet their needs. **Baseline** All unduplicated students are enrolled in programs and services developed to meet their needs.	Local 2021 Survey Data showed (APS and administrative observation) that 100% of unduplicated pupils are enrolled in integrated ELD, embedded tutorials daily, and a broad course of study.
Priority 7 (c): Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs **19/20** There are no students with exceptional needs enrolled at Blake School District. **Baseline** We will serve students with exceptional needs enrolled at Blake School District.	While Blake has no students with exceptional needs, Local 2021 Survey Data showed (APS and administrative observation) that 100% of all pupils are enrolled in embedded tutorials daily and a broad course of study.

Priority 8 (a): Pupil outcome in subjects described in 51210/51220	Local 2021 Survey Data showed (APS and administrative observation) that 100% all are enrolled in a broad course of study that includes all of the subject areas:
19/20 Students are enrolled 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. **Baseline** Students will be enrolled 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.	List out Course Text Books *ELA: Houghton Mifflin Harcourt *Math: McGraw Hill *Social Studies: Glencoe *Health/PE *Science *Any other Core textbook

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Adoption of Science Curriculum for all grade levels (K-8th) Training of online materials in Science Curriculum that meets Next Generation Science Standards. Maintain Increased Instructional hours for fine arts/music education.	(c)$7,000 (d)$8,000 Total$15,000 (c)LCAP Base (d)REAP (c)Textbooks 4100 (d)4300	OBJ 4100 - $0.00 OBJ 4300 - $5,061.75

Goal Analysis

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

Not all budgeted funds were used. The district used funds to provide music and performing arts to students in the 2019-2020 school. However, due to the Covid-19 shut down, the district was not able to continue the music and performing arts programs. While the teacher was trained in Next Generation Science Standards, the district did not adopt a new science curriculum that meets Next Generation Science Standards.

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

Successes:

The district was able to offer music and performing arts education for students for much of the 2019 school year.

Blake School teacher attended NGSS training.

Challenges:

The district did not adopt a science curriculum that meets Next Generation Science Standards.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities: None

Annual Measurable Outcomes

Expected	Actual
Priority 1(c): School Facilities maintained in good repair. **19/20** FIT Report: Good **Baseline** FIT Report: Good	From the Ca Dashboard Indicators, this goal is met. The Blake School FIT Reports all facilities in "Good" repair.
Priority 5(a): School attendance rates. **19/20** Attendance rate: 97%. **Baseline** Attendance rate: 95%.	From the Ca Dashboard Indicators, this goal is met. The 2019-2020 attendance rate is 97.3%.
5 (b) Chronic absenteeism rates. **19/20** Blake School District will have 0% of students chronically absent for the next year. **Baseline** Blake School District has no incidents of chronic absenteeism for the previous 3 years.	From the Ca Dashboard Indicators, this goal is not met. Chronic absenteeism rate is 7.1%.

Priority 5(c): Middle School Dropout rates. **19/20** Blake School District will maintain their zero Middle School dropout rate, and prepare middle school students for a successful high school experience. **Baseline** Blake School District has had zero dropouts of Middle School aged students.	From the Ca Dashboard Indicators, this goal is met. Blake School District has zero dropouts of middle school students.
Priority 5(d): High School Dropout rates. **19/20** N/A **Baseline** N/A	Priority 5(d): High School Dropout rates. NA High School dropout rates do not apply to Blake Elementary School.
Priority 5(e): High School graduation rates. **19/20** N/A **Baseline** N/A	Priority 5(e): High School graduation rates. NA High School graduation rates do not apply to Blake Elementary School.
Priority 6 (a): Pupil suspension rates. **19/20** Blake School District work with students and parents to have zero suspensions. **Baseline** There are no suspensions in the last 3 years.	From the Ca Dashboard Indicators, this goal is met. Blake School District continues to work with students and parents to have zero suspensions.

Priority 6(b): Pupil expulsion rates. **19/20** Blake School District work with students and parents to have zero expulsions. **Baseline** There were no expulsions in the last 3 years.	From the Ca Dashboard Indicators, this goal is met. Blake School District continues to work with students and parents to have zero expulsions.
Priority 6 (c): Other local measures on sense of safety and school connectedness **19/20** Blake School District will continue to make students and parents feel connected and safe at school. **Baseline** Parent/student/staff surveys indicate that 96% feel connected and safe at school	From local measurements; surveys and stakeholder meetings, this goal is met. Parents/student/staff surveys indicate 96% of parents/student/staff feel connected and safe at school.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Update and replace play structure area with age-appropriate structures to continue a positive school climate for students. Continue "open door" policy for parents, students and community.	(e) $1,500 Total- $1,500 (e) Supplemental and Concentration Funds (e) Buildings and Improvements: Object code 6500	OBJ 6500 - $1,500.00

Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional staff support in the area of technology, academics, social-emotional learning, and attendance with an emphasis on low income, foster youth, and English Learners.	$15,000.00	$30,265.12	Y

We purchased Chromebooks and WiFi Hotspots to provide internet access to students in remote locations to improve their ability to engage in distance learning. Without these units, students would not be able to participate in distance learning.	$12,000.00	$4,821.49	Y

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

The total funds that were available for Blake School to use for the Learning Continuity and Attendance Plan were:

1. COVID (Specific Funds)- $8,314

2. Supplemental and Concentration Funds- $11,151

All total budgeted expenditures were overestimated and incorrect on the original plan and this allotment was for all actions related to In-person instruction, distance learning instruction, and pupil learning loss. Blake only had a total of $19,465 total funds to spend. The teacher salary expenditure ($29,105.12) was more than the total budget allotted therefore we had deficit expenses on all actions.

Analysis of In-Person Instructional Offerings

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

Successes:

In-person instruction began October 28, 2020. Successes in implementing in-person instruction included the ability to engage in hands-on, small group and one on one instruction with no internet connectivity problems that the school was experiencing with distance learning. Students were excited to come to school and see their teacher and their peers.

Challenges:

Social distancing guidelines were a challenge for the younger students who didn't understand the reasoning behind the restrictions.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide additional staff support in the area of technology, academics, social-emotional learning, and attendance with an emphasis on low income, foster youth, and English Learners.	$15,000.00	$30,265.12	Y
Provide additional support curriculum, technology, and software for English Learners	$5,000.00	$0.00	Y

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

The total funds that were available for Blake School to use for the Learning Continuity and Attendance Plan were:

1. COVID (Specific Funds)- $8,314

2. Supplemental and Concentration Funds- $11,151

All total budgeted expenditures were overestimated and incorrect on the original plan and this allotment was for all actions related to In-person instruction, distance learning instruction, and pupil learning loss. Blake only had a total of $19,465 total funds to spend. The teacher salary expenditure ($29,105.12) was more than the total budget allotted therefore we had deficit expenses on all actions.

Analysis of the Distance Learning Program

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

Successes:

The district was able to build its technology department by purchasing a Chromebook for each student and a Wifi Hotspot for each family to ensure each student had access to all instruction. Each student was able to take home a Chromebook set up with their specific curriculum and access to their own programs needed to be successful during distance learning. All families were provided with a WiFi Hotspot for internet services. Students were able to access all their curriculum, join Zoom sessions and engage in google classroom activities and lessons from their Chromebooks at home. Teachers worked proactively with parents to aide in the navigation of all the new systems being implemented on the Chromebooks as well as the hard copy curriculum that was being sent home. Detailed lesson plans and class Zoom schedules were sent home for students and parents to follow and understand the standards and objectives of the lessons. Teachers met with students in whole class sessions, in small groups and one on one with students who needed additional support. All students and parents were very receptive and engaged in the lessons. All students attended their zoom sessions and stayed engaged throughout the lessons. Parents were supported by the teacher via parent/teacher zoom sessions and phone calls as needed. Students with special needs were provided with additional support tools such as audio books, online instructional videos and one on one teacher/student conferences and lessons. Students living in areas where connectivity was an issue were able to come to the school and connect to the school's internet to access their work. Teachers worked with parents to create a schedule that would meet their needs and allow their students to use the school internet to access their work.

Both teachers attended Distance Learning Professional Development to ensure that teachers were able to implement Google Classroom, Zoom, and the additional support website that would be used through the course of distance learning. Teachers conferenced with parents each week during the work pick up/drop off days to determine any additional needs or next steps for their students.

Challenges:

Many families live in areas where the Wifi connectivity does not work well. Those students struggled with keeping up with the lessons as their connectivity kept their Chromebooks from staying connected.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

These funds have been used for teachers to receive training in technology and have used their training to train and support parents and students to improve their ability to handle distance learning. This will be used to pay for travel time and vehicle mileage for training sessions. Additionally, the funds will be used to cover the expense of additional hours spent for teachers to work with students and parents after hours to support learning loss.	$4,000.00	[$ 0.00]	Y

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

The total funds that were available for Blake School to use for the Learning Continuity and Attendance Plan were:

1. COVID (Specific Funds)- $8,314

2. Supplemental and Concentration Funds- $11,151

All total budgeted expenditures were overestimated and incorrect on the original plan and this allotment was for all actions related to In-person instruction, distance learning instruction, and pupil learning loss. Blake only had a total of $19,465 total funds to spend. The teacher salary expenditure ($29,105.12) was more than the total budget allotted therefore we had deficit expenses on all actions.

Analysis of Pupil Learning Loss

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

Successes:

Since Blake School District is so small, 22 students total, we were able to re-open in October of 2020. This enables us to be able to build relationships with our students and parents. The teachers were able to teach in-person, in small groups and one-on-one with students as needs arose. Teachers and students were able to work together in-person to close learning gaps.

Challenges:

Blake School faced some challenges when it came to attendance and social distancing which made addressing learning loss difficult. Absence rates were higher, due to families being cautious about sending their children to school with symptoms or having been exposed. Students were given distance learning assignments when they missed school, however, that is not as effective as in-person instruction. Bader Reading and Math inventory showed learning losses due to the school shut down during the Covid-19 pandemic. The district's goals for the LCAP will allow for the implementation of a variety of supplemental support programs as well as the addition of an instructional aide to close the gap in learning loss for all students.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes:

This district followed the daily check in procedures and accessed each student's social/emotional health. Teachers conferenced with parents on a weekly basis during work pick up/drop off sessions. Based on the daily check ins and parent conferences, all students displayed good spirits and good health.

Challenges:

The teachers were unable to spend as much time learning and implementing the Stronger Together Guidebook.

Analysis of Pupil and Family Engagement and Outreach

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

Successes:

The Blake community is very close-knit and family oriented, therefore pupil and family engagement remained solid throughout the school year. Parents and community were kept up to date with all school procedures and activities via text blasts, fliers sent home, and phone calls/conferences with parents on a regular basis.

Challenges:

The Covid-19 restrictions created challenges for our pupil and family engagement and outreach because we weren't able to host most of the school activities that our families enjoy so much; such as the sports program, the music performances, Dr. Seuss Day Celebration etc.

Analysis of School Nutrition

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

Successes:

The Blake School mailed fliers and sent text blast messages to families offering the school nutrition program to students, families and community. The school provided lunches to one family during the school closure; all other families declined the offer.

Challenges:

There were no challenges with the school nutrition program.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	[$ 0.00]	[$ 0.00]	[Y/N]

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

N/A

Overall Analysis

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

The difference in the quality of instruction for in-person learning versus distance learning was definitely evident during this school year. For our small mountain community, online learning is not ideal, as most families do not have high-speed internet. Even though the school provided Wifi Hotspots to each family, the connectivity in most areas was minimal at best. Students were unable to participate in Zoom sessions, stream educational videos, or receive one-on-one instruction as their internet connection wouldn't allow it. Additionally, the lack of hands-on, kinesthetic activities that solidify concepts and help students understand and experience ideas was not evident in distance learning. Students learn better by doing; so the in-person instruction was by far the most effective for our students, even under social distance guidelines. During in-person instruction students were able to experience new learning, work in groups or one-on-one, and have the support of their teacher right alongside them. One positive element that came from distance learning was the district's ability to develop a strong technology system for the students. The district has realized that technology is a huge component to today's world and our students need to be experiencing and working with technology more than they were before. We have been able to use our goals to guide us toward planning for our students' technology needs. Goal 1 will implement more use of technology by teachers and students.

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

Learning loss will continue to be assessed and addressed through the use of state and local assessments and benchmarks. The district will use local assessments to assess students each quarter to determine the severity of the learning loss and where the gaps lie. The teacher and aide will use this data to adjust instruction accordingly and provide support programs and activities. The teacher will hold quarterly conferences with students and parents to discuss the assessments and actions put in place to provide a plan for closing the learning gap.

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

District was able to implement the actions or services identified as contributing toward meeting the increased services for unduplicated students. Low-income and EL students were each given a Chromebook and Wifi Hotspot, as with all general education students. Low-incomeand EL students were offered one-on-one Googlemeet sessions when deemed necessary by the teacher and/or local assessments.
Lunch was offered and available for Low-income and EL students as well as the general education students and the community.

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

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

The analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP according to each goal and actions as follows:

Stakeholder input supports the specific needs of unduplicated students in future LCAP goals as indicated below: 100% of stakeholders felt the district needed additional instructional support in the classroom due to growing enrollment and the strains of one teacher with 9 different grade levels to teach. 100% of parents wanted their students to be given opportunities to experience college/career pathways; including college readiness, career research, technology training, hands-on experiences, and field trips. These desires guided the district to developing goal 1 to ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready. The district will meet this goal by monitoring student achievement through state and local assessments, offering college/career pathways, and developing technology training and instruction for all students. Unduplicated students (low-income and ELs) in addition to any student identified with an achievement gap will benefit from the math and reading support programs provided in the LCAP.

100% of student, parent and community stakeholders felt the need to increase school pride by creating a well-balanced educational experience including fostering a safe and welcoming educational environment. This would include updating playground equipment, yard maintenance and extra-curricular activities that will engage and encourage students to get involved in their school. This data led to the development of goal 2 to expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming environment through which all stakeholders are actively engaged in the learning process. We will meet this goal by providing opportunities for students to get involved in their school community and take pride in their school. It is believed that when students take pride in their school, achievement will increase and students will be more involved in their learning and experiences. The district will continue to make cosmetic improvements to the school grounds as well to provide a safe environment.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

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

    o   Continuity of Instruction,

    o   Access to Devices and Connectivity,

    o   Pupil Participation and Progress,

    o   Distance Learning Professional Development,

    o   Staff Roles and Responsibilities, and

    o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2021

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Blake Elementary School District	Timari Duty Superintendent/Principal/Teacher	tiduty@blakesd.org 661-536-8559

Plan Summary [LCAP Year]

General Information

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

Blake School District is located in the small rural, 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 School District employs one credentialed teacher/principal, one part-time instructional aide, one part-time secretary, and one part-time custodian. Blake School District receives administration services and Speech/language services, which are contracted through Kern County Superintendent of Schools. The district contracts with a Special Education Teacher for monthly services, IEP meetings and evaluations. The Blake School District Board consists of three board members from our Woody community. Blake 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 9% English learner (EL) and 23% are classified as Low Income. LCFF Unduplicated count is 23% and 100% of our EL students speak Spanish. Our student population is made up of many ethnicities with 36% of our students identifying as Hispanic Latino, and 62% White. We serve 22 students K through 8th grade at 1 general school house with one full-time and one part-time teacher

Reflections: Successes

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

This year, Blake School District maintained enrollment numbers from the 2019-20 school year. Enrollment is expected to be 17 students for the 2021-2022 school year.

Blake School District has retained the majority of our current staff for 11 years, including our one Highly Qualified, fully credentialed Teacher/Principal. Blake School District added a part-time Highly Qualified, fully credentialed teacher for the 2019-20 and 2020-21 school years. Using the 2019-2020 California Dashboard data, the Blake School District has 100% of teachers appropriately assigned and fully credentialed. Common Core State Standards have been fully implemented for all grade levels and 100% of English Learners have daily access to the core curriculum that has CCSS and ELD standards embedded.

Before the Covid-19 school closure, Blake School District had 6 desktop computers and 4 tablets for students to use during school hours. The computers were rarely used. Blake School District has been able to make much needed improvements and updates to the school's technology department during the Covid-19 school closure. The closure brought on the need to provide updated technology to the school and the community. The district purchased 23 new Chromebook to provide each student with the opportunity to participate in school whether it be in person or via distance learning, enabling the school to maintain a 1:1 student to computer ratio. The district also purchased 13 new Wifi hotspots to ensure each of the 11 families in the district would have internet access not only during the school closure but also once school resumed to in person learning. Students are now able to access their school curriculum and supplemental programs at home as well as at school. Teachers have attended several technology trainings and are implementing technology into daily lessons and instruction, making learning more meaningful and engaging for students. With the training the teachers have received, they have been able to train the students in using technology and students are becoming more technologically literate; using google classroom, google documents, slides, google meet and zoom. The district has found that providing technology in the classroom has increased student engagement and interest. The Blake School District was closed due to the pandemic from March 18 through October 27, 2020. Following Covid-19 social distancing and sanitizing protocol, the school has been able to remain open since October 28, 2020. This has benefited the students educationally, emotionally, and socially.

The Blake School District has implemented the Bader Reading and Language Inventory which determines and tracks the students' independent and instructional levels for reading, writing and math. The testing is done at least three times each school year; at the beginning of the year, mid-way through the year and at the end of the year. This inventory allows teachers to track student progress in reading, writing and math throughout the year and identify learning gaps to guide instruction and intervention planning as needed. We plan to continue the successes identified by providing instructional support for students, providing supplemental support materials and professional development for staff. The results of these assessments have shown that 32% of students are working above grade level in ELA and 23% in math.

Reflections: Identified Need

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

Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the Blake LCAP invests heavily in instructional coherence, teacher stability and a local method of collecting data that will demonstrate progress over time to improve academic outcomes for all students.

The district and stakeholders have identified 3 needs to focus on. First, Blake School District has assessed students using several local metrics to determine students' progress throughout the year. The assessments used are: the Bader Reading, Writing and Math Inventory, standards based quarterly benchmarks and weekly standards based assessments. The results of these assessments have shown that 32% of students are working above grade level in ELA and 23% in math, while 32% of students are working at grade level in ELA and 27% in math. However, 36% of students are below grade level in ELA and 50% in math. Of the students working above grade level, 100% of them have not progressed as far as they should by this point in the school year or have noticeable learning gaps that need to be addressed; this is due to the Covid-19 shut down and effectiveness of distance learning. Parents, teachers, and community members agreed that in order to close the gaps in learning for students, the district will need to provide students with additional instructional support by integrating instructional support programs to accelerate and engage students in meaningful learning. Teachers and staff will need to attend training to

support parents in implementing new programs and supports to enhance learning as well as in social-emotional health so that teachers and staff will be able to identify any red flags pertaining to social-emotional health in their students.

Secondly, to address the desires of the stakeholders, the district will be implementing college, career and vocational studies. Students will participate in activities on collegeboard.org to research and study various careers/jobs that fit in their area of interest and skill sets. The Blake School District will organize guest speakers from various careers and vocations of interest of the students. A business lab will be implemented for 6-8th grade students to plan a class business and fundraise for the schools' music program and field trips. Additionally, to increase school engagement and school spirit the Blake School District will organize high interest field trips.

Based on a review from stakeholder feedback and local and summative assessment data we would continue to invest in professional development for teachers regarding implementation of interventions for accelerated learning, technology literacy and college/career readiness.

According to survey data and stakeholders meetings, the overall desire for the school facilities is to repair areas that present safety hazards. The border around the playground's sandbox area has been damaged over time and needs to be replaced. The front porch of the red school house is in need of repair to preserve its authenticity and functionality.

LCAP Highlights

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

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 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, implementing technology, learning supports and programs to accelerate and improve learning due to learning loss during the Covid-19 school closure, and a balanced curriculum preparing students for life in the 21st Century.

The Blake School District enrollment has steadily increased over the years and the need for additional teachers or instructional aides has become a high priority for the needs of the students. The district has invested in increasing instructional time by hiring a part time fully credentialed teacher - giving the district one full time teacher, one part -time teacher and an instructional aide - allowing for increased individualized one on one and small group instruction. All students, including the unduplicated groups, benefited from the additional instructional hours. When hiring the additional part time teacher, the district was aware that the budget of our small school would only be able to sustain the increase in expenditures for two years at most, however, the need was so great that the benefit outweighed the cost. When the Covid-19 pandemic caused school closure, the district had to make some financial decisions. The district was forced to lay off the part time teacher's aide. However, the district was given the opportunity to improve its technology department. The district was able to purchase student Chromebook and wireless hotspots for every student in the district. This increased each students' learning opportunities during distance learning and gave all students access to their teachers, their curriculum, and additional resources for learning. Luckily, the district

was able to receive a waiver in October to reopen to in-person instruction. Upon returning to school in October, with almost 6 months of distance learning, the students had suffered some learning loss. These events lead to the formation of the two goals for our district. Goal 1 is threefold: 1. Retaining and investing in our teachers, providing them with training and professional development to grow their craft and support their families and students. 2. To mitigate the severity of the learning loss and accelerate student learning so that all students are working at their best potential and are being offered quality, standards based instruction. 3. Provide vocational/career/college readiness with experience in technology, life skills and the arts. Goal 2 is geared toward providing a safe environment for staff, students and families. With this goal in mind, the district will make repairs and improvements to the school grounds as well as provide appropriate PPE for staff, students and visitors and invest in sanitization practices and products to accommodate Covid-19 protocol.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

The Blake District has an open door policy; all parents are welcome to visit, volunteer, and request a conference at any time. Because the district does not have a bus system, parents bring their students to school every morning and pick them up every afternoon. This enables the parents and teachers to be in constant communication with each other. Parents and teachers conference daily about student achievement and behavior and other concerns or suggestions about the school the parents might have. During these meetings, parents or teachers can set up a formal conference, if needed. In addition to those scheduled formal conferences, Parent/Teacher Conferences are held twice per year.

Parent feedback and input is encouraged and recorded during the fall Back to School meeting. The district sends home surveys for teachers, principals, administrators, other school personnel (custodian and secretary), community members, parents, parent groups and students every spring to determine the stakeholder's feeling of school climate and what their desires are for the school. The district does not have any local bargaining units or ELAC.

PARENTS:

We have 12 sets of parents/guardians of whom we invite to provide input in to the school. Parents are invited to Back to School night, stakeholder meetings, ongoing parent/teacher conferences and annual surveys.

ADMINISTRATION/PRINCIPAL:

Blake School has one teacher/principal and one superintendent. Feedback about the LCAP was done with Kern County Superintendent of Schools through trainings with Management Analysist and monthly Co-Op and Superintendent Meetings.

STUDENTS:

Blake school has 22 students whom were given the opportunity to share their opinions and desires for the school through an annual survey and annual Student Stakeholder meeting.

STAFF (TEACHERS AND OTHER PERSONNEL):

Staff invited to attend the stakeholder meetings and are provided with a Staff Survey. Staff meetings provide opportunities are provided on an ongoing basis where staff can provide feedback about what is working at the school and suggestions they might have to make improvements.

LOCAL BARGAINING UNITS:

Blake School does not have any local bargaining units.

ELAC:

Blake School does not have an English Language Acquisition Committee.

PARENT ADVISORY:

Discussions and meetings with parents happen on an ongoing basis at our school. With no bus transportation, parents drop off and pick up their students each day. This provides for daily interaction and feedback between teacher/principal and parents. Parent groups are invited to stakeholder meeting to give them the opportunity to provide feedback about what is working at the school and suggestions they might have to make improvements.

SELPA LCAP SUPPORT CONSULTATION:

A SELPA Administrative meeting is held yearly. This year the meeting was held on April 15, 2021. The SELPA Administrator, SELPA Coordinator for the school and a Blake School teacher were in attendance. The purpose of this meeting was to discuss basic services for Special Education Students at Blake Elementary school.

SCHOOL BOARD:

Two of the school board members are also parents of students attending our school. All board members are invited to stakeholder meetings and given annual surveys to provide feedback about what is working at the school and suggestions they might have to make improvements. Informational Reports to the School Board on LCAP goals, action steps, outcomes and budget were presented.

2021-22 Local Control Accountability Plan for Blake School District:

A Stakeholder Meeting was hosted on January 13, 2021. Notification was posted on the Blake School District website, at the school, and at the local Post Office. Fliers were also sent home with students to notify parents of the meeting. All Stakeholders; parents and parent groups, community members, board members and staff, were invited to attend. During the meeting, Mrs. Carver discussed the LCAP goals from the previous year, student progress and the Budget Overview for Parents. She then opened the discussion up to allow the attendees to voice their opinions, suggestions and desire for the school. Mrs. Duty took notes to record all suggestions and comments. After the discussion, the attendees were invited to choose their top priority goals for the school. A Stakeholder Survey was distributed to all attendees as well as sent home with students for parents who were unable to attend the meeting.

On January 14, 2021, Mrs. Duty held a Stakeholder meeting with the students. Mrs. Duty discussed the LCAP goals with the students and asked for their input and desires for their school. Students were asked to share the things that they liked about their school and the things that they would like to see improved, changed or added to the school. Students were also given the Student Stakeholder Survey to further our data.

On May 12, 2021, the LCAP was presented to the Blake School Board and community members during a public hearing. On June 9, 2021, the LCAP was presented to the Blake School Board, stakeholders and community members at a public hearing. On June 10, 2021, the LCAP was approved by the Blake School Board.

A summary of the feedback provided by specific stakeholder groups.

One common theme that stood out in all Stakeholder meetings, surveys and conferences was the desire to see student achievement improve and an increase in a sense of community.

PARENTS AND PARENT ADVISORY:

The parents listed additional teaching staff and more instruction/experience with vocational and career studies and skills as their top two priorities for the school. Parents especially expressed the desire for the students to be able to have experience with learning about different vocational skills and opportunities, being able to research careers and vocations as well as colleges or vocational schools that will give them the tools they would need for that area. Parents also would like to see more life-skills based learning to prepare students for high school, college/vocational school and beyond. The Blake School District's Goal 1 will address these desires. The goal will provide teachers and students with training in technology programs. Students will engage in career and college studies through research, guest speakers and hands-on experiences.

COMMUNITY MEMBERS:

Community members and staff also would like students to be well versed in the arts (music, art, art history, public speaking) as well as learn technology skills such as graphic arts and various computer programs (PowerPoint, excel, adobe suites, movie design, etc.).

ADMINISTRATION/PRINCIPAL AND TEACHERS/STAFF:

Administration and teachers also realize the need for additional staff based on the growing enrollment of the school and the demands of teaching 9 different grade levels simultaneously and expressed the desire to hire a secretary to enable the school to have two full time teachers. Additionally, due to the Covid-19 shut down of the school, Mrs. Carver and Mrs. Duty explained to the stakeholders that 36% of the students at Blake had fallen a half year behind in ELA and 50% in math, and/or are suffering from some learning gaps that are keeping them from progressing as they should be. Additional instructional support is needed to close these gaps. Again, Goal 1 will enable the district to implement various instructional supports; Barton Reading and Spelling System, Learning Ally, Learnzillion, Scholastic Reading Counts, XtraMath, and khanacademy. These systems will provide support to struggling students and help close the learning gaps caused by the Covid-19 school closure.

ELAC:

Blake School does not have an English Language Acquisition Committee.

LOCAL BARGAINING UNITS:

Blake School does not have any local bargaining units.

STUDENTS:

Student Stakeholders chose three top priorities for their school: 1. Improved/updated playground and equipment, 2. High School Prep and electives: such as career pathways, fine arts and fundraising. 3. Extra-curricular activities such as school dances, after school sports and field trips. The students feel like the playground has been the same for far too long, and when they stay at the same school for 9 years, they get bored at recess. They would like to see the play structure updated and to have a cover over it so it's not so hot during the heat of the end of the school year. Goal 1 will allow for the students to participate in career pathways, fine arts and high school preparation. Goal 2 will address the needs for improved and updated playground safety and equipment. The Blake School district will repair the concrete border around the playground to ensure safety of all students.

SELPA ADMINISTRATION:

Blake School continues an ongoing relationship with SELPA. Parents feedback based on special education is to continue to provide the necessary communication to our parents including parents of students with disabilities.

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

Blake School District goals are a direct result of the Stakeholder meetings held;

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.

Goal 2: Blake School District will provide a safe, healthy and engaging learning environment. Again, all stakeholders (parents, community members, employees/staff, and students) expressed the need for improvements and updates on the school grounds. Facility and playground improvements will be implemented to ensure the school environment is safe for students, staff and visitors.

DISTRICT ADMINISTRATION/TEACHER/STAFF:

The district will implement the instructional supports (Barton Reading and Spelling System, Scholastic Reading Counts, Learning Ally, Xtramath and kahnacademy) needed to close the learning gaps occurring from the Covid-19 shut down, meeting the staff and parent stakeholder's desire to ensure students are receiving quality, standards based instruction. (Goal 1)

PARENTS:

Parents expressed the need to prepare students for higher education and vocational skills and careers. The district will implement activities that include preparing students for high school, college/vocation and beyond as well as exposing them to extra-curricular instruction in music, art and technology. (Goal 1)

Parents expressed the desire for updates to the school grounds to build a sense of school community. The district will replace playground structures in need of repair and make updates to the Red School House. (Goal 2)

PARENT ADVISORY:

The advisory group wanted to build a strong sense of community with more communication and upgrades to the school. School grounds will be improved by trimming overgrown trees, replacing playground border and making repairs to the Red School House. (Goal 2)

STUDENTS:

The district will implement college/career pathways and business lab opportunities for students to engage in planning for their educational goals and applying life skills. Students will also experience life skills through fundraising, sports programs, school events and field trips. (Goal 1)

Playground equipment will be improved, providing for safe environment for the students to play (Goal 2).

ELAC:

Blake School does not have an English Language Acquisition Committee.

LOCAL BARGAINING UNITS:

Blake School does not have any local bargaining units.

COMMUNITY INPUT:

The community members asked for more technology and life skills based activities for students, to prepare them for High School and college. The district will implement college/career pathways and business lab to meet these needs. (Goal 1).

Additionally, the community wanted to see the grounds improved to rebuild a sense of pride in the school and community. School grounds will be improved by trimming overgrown trees, replacing playground border and making repairs to the Red School House. (Goal 2)

SELPA ADMINISTRATION:

Blake School is committed to meeting the needs of SPED students. The district will continue using current instructional supports as well as implement the new instructional supports to meet the needs of students with disabilities. (Goal 1).

Goals and Actions

Goal

Goal #	Description
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 Priorities: 1, 2, 3, 4, 7, 8**

An explanation of why the LEA has developed this goal.

The desires of the parent groups, the community members, staff, employees and student stakeholders were that the school provide additional teaching staff, instructional support to close learning gaps, and more instruction and experience in vocational and career studies. Based on this feedback the Blake School created goal 1 to incorporate a broad course of study in career pathways, vocational experiences and college research to prepare them for college as well as career/vocational studies and to implement additional learning supports and programs to accelerate learning. The development of the Parent Advisory team will allow more parent involvement in the classroom as well as in the improvements of the school. Blake School District is a small community of learning of grades K-8 within the same building. While the community is a tight knit (small) community, the importance of student learning with the school as the focal point of Goal 1.

Blake School District firmly believes in the student triangle of support. This support has a foundational understanding that in order for our students to succeed in academics and beyond high school we need to have support from the parents and school. We believe if there is an increase in parent involvement then student academic achievement will increase. If student academic achievement increases, then students will have more opportunities after high school to college/and or career opportunities.

We plan on implementing the following to actions with identified metrics to achieve this goal by the following:

Blake will establish a Parent Advisory Committee and we plan to increase parent participation with those who attend our monthly meetings.

Blake will use local assessments to improve student academic achievement in Reading and Math. Blake will use curriculum based benchmarks in reading and math to track mastery of state standards. Blake will use a variety of activities to engage students in exploring, researching and learning about colleges and careers.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1a: Teachers	From California Dashboard Local Indicators Blake has				From California Dashboard Local Indicators Blake will

appropriately assigned and fully credentialed	100% of all teachers appropriately assigned and fully credentialed.				maintain 100% of all teachers appropriately assigned and fully credentialed.
1b: Pupil access to standards aligned materials	From California Dashboard Local Indicators Blake has 100% of all pupils have access to standards aligned materials.				From California Dashboard Local Indicators Blake will maintain 100% of all pupils have access to standards aligned materials.
1c: School facilities maintained in good repair: All facilities continue to have an overall rating of "Good" as indicated on the FIT report.	From California Dashboard Local Indicators Blake has a May 2021 FIT report that indicates a "Good" rating at 93.8%.				From California Dashboard Local Indicators Blake will improve on the FIT report to maintain at or above a "Good" rating and 95% or higher.
2a: Implementation of CCSS	From California Dashboard Local Indicators, Blake has fully implemented (100%) CCSS implemented in all grade levels based on the self-reflection tool.				From California Dashboard Local Indicators, Blake will maintain 100% implementation of CCSS in all grade levels based on the self-reflection tool.
2b: How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and	Using Administrative walkthroughs, 100% of Blake EL students have access to the core curriculum that has CCSS and ELD standards embedded daily based on local				Using Administrative walkthroughs, 100% of Blake EL students will have access to the core curriculum that has CCSS and ELD standards embedded daily based on local

English language proficiency.	generated student performance data.				generated student performance data.
3a: Efforts to seek parent input in making decisions for district and school sites.	Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Blake has 100% of all surveys received back from parents regarding input in making decisions at the school and 0 in person meetings for parent input.				Based on Ca Dashboard self-reflection tool, parent survey results, attendance of parent participation in meetings, Blake will maintain 100% of all surveys received back from parents regarding input in making decisions at the school and have at least 4 in person meetings per year for parent input.
3b: How the district promotes participation of parents for unduplicated pupils.	Based on parent survey results, Blake is in the initial implementation for parent and family engagement. While receiving 100% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts				Based on parent survey results, attendance of parent participation in meetings, Blake will maintain 100% of all surveys received back from parents regarding input in making decisions at the school and have at least 4 in person meetings per year for parent input. From the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school

	with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.				webpage (promoting parent participation) will increase to a self-reflection rating of a full implementation and sustainability stage.
3c: How district promotes participation of parents for pupils with exceptional needs.	Blake does not have students with exceptional needs however, based on Ca Dashboard self-reflection tool, parent survey results, Blake is in the initial implementation for parent and family engagement. While receiving 100% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.				Blake does not have students with exceptional needs however, based on Ca Dashboard self-reflection tool, parent survey results, Blake is in the initial implementation for parent and family engagement. While receiving 100% of all surveys back from parents regarding input in making decisions the school had 0 in person meetings for parent input due to Covid-19. Also from the Ca Dashboard Local Indicator Self-Reflection tool, Marketing efforts with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.

4a: Statewide assessments	Based on local assessments and benchmarks, 50% of students are below grade level in math and 32% are below in ELA. There is no dashboard data available because we had less than 11 students take the CASSPP Assessment.				Based on local assessments and benchmarks, 80% of students will be at or above grade level in math and ELA.
4b: UC?USU A-G Requirements	NA				NA
4c: % of pupils that have successfully completed CTE pathways	NA				NA
4d: % of pupils who have successfully completed both B & C	NA				NA
4e: Percentage of EL Pupils making progress toward English proficiency.	There is no dashboard data available because we had less than 11 students take the ELPAC however, our local data shows that 100% of EL pupils are making progress toward English proficiency as measured by ELPAC assessment.				There is no dashboard data available because we had less than 11 students take the ELPAC however our local data will maintain 100% of EL pupils making progress toward English proficiency as measured by ELPAC assessment.

4f: English Learner reclassification rate	Local reclassification (from Dataquest) rates show 50% for the 2020-2021 school year. .				Local reclassification (from Dataquest) rates will maintain at least 50% for more for the 2023-2024 school year.
4g: Percentage of pupils passing AP Exam with 3 or higher.	NA: The Blake School does not offer AP exams.				NA: The Blake School has no students taking AP exams.
4h: Percentage of pupils who participate and demonstrate college preparedness on EAP (or other)	NA				NA
7a: Extent to which students have access to and are enrolled in a broad course of study.	As measured by master schedule, 100% of students have access to and are enrolled in a broad course of study.				As measured by master schedule, Blake will maintain 100% of students have access to and are enrolled in a broad course of study.
7b: Extent to which students have access to and are enrolled in programs/services for unduplicated students.	As measured by master schedule, 100% of unduplicated students are enrolled in and have access to programs and services.				As measured by master schedule, Blake will maintain 100% of unduplicated students enrolled in and have access to programs.
7c: Extent to which students have access to and are enrolled in programs/services for students with exceptional needs.	NA: The 2018-19 California Dashboard and enrollment for 2019-20 and 2020-2021 show there are no				NA: The Blake School has no students with exceptional needs.

	students with exceptional needs enrolled at Blake School.				
8a: Other Student Outcomes	Using data from local assessments (Bader Reading and Math Inventory), the district has identified 32% of students are working above grade level in ELA and 23% in math.				Using data from local assessments (Bader Reading and Math Inventory), the district has identified 40% of students are working above grade level in ELA and 30% in math.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instructional Support	The Blake School has 22 students, in one classroom with one full time teacher and one part-time teacher. Using data from local assessments (Bader Reading and Math Inventory), the district has identified our low income students as working at least 1 grade level below in ELA and Math as compared to 50% of all students at or above grade level. In addition to the low income students, 50% of all Blake students are working below grade level in Math and 36% of all students are working below grade level in ELA. In order to address this condition of our low-income students, we will hire an instructional aide to provide one on one and small group instruction to close the achievement gap.	$9,016.00	Y
2	Implementation of the Barton Reading and Spelling System	The Blake School has 22 students, in one classroom with one full time teacher and one part-time teacher. Using data from local assessments (Bader Reading and Math Inventory), the district has identified our low income students as working at least 1 grade level below in ELA and Math as compared to 50% of all students at or above grade level. In addition to the low income students, 50% of all Blake students are working below grade level in Math and 36% of all students are working below grade level in ELA. In order to address this condition of our low-income students, we will purchase and implement the Barton Reading and Spelling System to use during one on one and small group instruction as a supplemental	$3,796.00	N

		tool to close the achievement gap.		
3	Implement Learning Ally	The Blake School has 22 students, in one classroom with one full time teacher and one part-time teacher. Using data from local assessments (Bader Reading and Math Inventory), the district has identified our low income students as working at least 1 grade level below in ELA and Math as compared to 50% of all students at or above grade level. In addition to the low income students, 50% of all Blake students are working below grade level in Math and 36% of all students are working below grade level in ELA. In order to address this condition of our low-income students, we will purchase and implement Learning Ally to use during one on one and small group instruction as a supplemental tool to close the achievement gap.	$135.00	N
4	Scholastic Reading Counts	The Blake School has 22 students, in one classroom with one full time teacher and one part-time teacher. Using data from local assessments (Bader Reading and Math Inventory), the district has identified our low income students as working at least 1 grade level below in ELA and Math as compared to 50% of all students at or above grade level. In addition to the low income students, 50% of all Blake students are working below grade level in Math and 36% of all students are working below grade level in ELA. In order to address this condition of our low-income students, we will purchase and implement the Scholastic Reading Counts to use during one on one and small group instruction as a supplemental tool to close the achievement gap.	$487.00	N
5	College/Career Pathways	Based on stakeholder surveys and feedback at the stakeholder meetings, all low income students and families reported a lack of access/experiences with college and career pathways. In addition to the low income families, all stakeholders also reported a lack of experiences to college and career pathways. In order to address this need, Blake will create college and career pathway experiences.	$200.00	N
6	Supplemental Reading and Math Support programs	The Blake School has 22 students, in one classroom with one full time teacher and one part-time teacher. Using data from local assessments (Bader Reading and Math Inventory), the district has identified our low income students as working at least 1 grade level below in ELA and Math as compared to 50% of all students at or above grade level. In addition to the low income students, 50% of all Blake students are working below grade level in Math and 36%	$1,317.00	Y

		of all students are working below grade level in ELA. In order to address this condition of our low-income students, we will purchase and implement supplemental Reading and Math support programs to use during one on one and small group instruction as a supplemental tool to close the achievement gap. $617.00 is coming out of Title II.		
7	Technology training for teacher and staff	Based on stakeholder surveys and feedback at the stakeholder meetings, all low income students and families reported a lack of access/experiences with technology. In addition to the low income families, all stakeholders also reported a lack of experiences with technology. In order to address this need, Blake will provide training to increase technology knowledge for teacher and staff.	$1,400.00	Y
8	Training to implement the Barton Reading and Spelling System.	The Blake School has 22 students, in one classroom with one full time teacher and one part-time teacher. Using data from local assessments (Bader Reading and Math Inventory), the district has identified our low income students as working at least 1 grade level below in ELA and Math as compared to 50% of all students at or above grade level. In addition to the low income students, 50% of all Blake students are working below grade level in Math and 36% of all students are working below grade level in ELA. In order to address this condition of our low-income students, we will purchase and implement the Barton Reading and Spelling System to use during one on one and small group instruction as a supplemental tool to close the achievement gap.	$1,475.50	N

Goal

Goal #	Description
2	**Blake School will expand collaborative partnerships with students, parents, staff, and the community and provide wrap-around services and personnel to further open lines of communication fostering a safe and welcoming environment through which all stakeholders are actively engaged in the learning process.** Metric **State Priorities: 1, 5, 6**

An explanation of why the LEA has developed this goal.

The desires of the Parent Advisory, the community members, staff, employees and student stakeholders were that the school provide a safe environment for students, staff, employees and visitors. Teachers will attend social and emotional training to address students' social and emotional needs. The playground cement border around the play structure needs to be replaced to prevent potential injuries. The red school house building is in need of structural and cosmetic improvements to preserve its authenticity and safety. Lastly, the play area around the

basketball court is made up of sand, which causes sand on the basketball court. This becomes a slipping hazard to students when running and playing on the basketball court. The district will investigate feasible solutions for the basketball court area. In order to keep in compliance with the state's Covid-19 protocol, the district will continue to invest in appropriate cleaning supplies, products and PPE for staff, students and volunteers. A well balanced educational experience includes fostering a safe and welcoming educational environment by having appropriately assigned teachers, access to standards, and student connectedness to school. Blake School District is a small community of learners of grades K-8 within the same building. While the community is a tight knit (small) community, the importance of student learning with the school as the focal point is the focus of Goal 2.

At Blake School, we believe student achievement is related to their sense of belonging to their school. With increased school pride and school connectedness, students will have the desire to attend school and feel empowered to do their best. School pride and connectedness comes from a safe and healthy learning environment. Students who feel safe at school will feel the freedom to express themselves and engage in learning experiences without fear.
We plan on implementing the following actions with identified metrics to achieve this goal by the following:
Blake will use the FIT Report to determine possible safety hazards or improvements needed to keep the environment safe for students and staff.
Blake will make improvements and repair any hazards brought forth from the FIT Report.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1a: Teachers appropriately assigned and fully credentialed	From California Dashboard Local Indicators Blake has 100% of all teachers appropriately assigned and fully credentialed.				From California Dashboard Local Indicators Blake will maintain 100% of all teachers appropriately assigned and fully credentialed.
1b: Pupil access to standards aligned materials	From California Dashboard Local Indicators Blake has 100% of all pupils have access to standards aligned materials.				From California Dashboard Local Indicators Blake will maintain 100% of all pupils have access to standards aligned materials.
1c: School facilities maintained in good	Blake has a May 2021				Blake will improve on the FIT

repair: All facilities continue to have an overall rating of "Good" as indicated on the FIT report.	FIT report that indicates a "Good" rating at 93.8%.				report to maintain at or above a "Good" rating and 95% or higher.
5a: School attendance rates.	Using local SIS data, the Blake School district attendance rate is 97%.				Using local SIS data, Blake will maintain a 97% or higher in attendance rates.
5b: Chronic absenteeism rates content knowledge and English language proficiency.	Using local SIS data and the CA Dashboard, the Blake School District's chronic absenteeism rate is at 23.1%				Using local SIS data and the CA Dashboard, the Blake School District will Reduce the chronic absenteeism rate to 10% or lower..
5c: Middle School dropout rates.	Using local SIS data, Blake School District dropout rate is 0%.				Using local SIS data, Blake will maintain dropout rates at 0%.
5e: High School dropout rates.	NA: Blake School District does not have high school students.				NA
6a: Pupil suspension rate	According to the 2018-19 California Dashboard, Blake School District has a 0% suspension rate.				Using the CA Dashboard, Blake will maintain a 0% suspension rate.
6b: Pupil expulsion rate	According to the Local SIS System, Blake School District has a 0% expulsion rate.				According to the Local SIS System, Blake will maintain a 0% expulsion rate.
6c: Other local measures on sense of safety and school connectedness.	Using local surveys Blake has 100% of students report they feel safe and connected to school.				Using local surveys Blake ha 100% of students report they feel safe and connected to school.

					Maintain the "open door" policy for all stakeholders. Quarterly parent/teacher conferences. Monthly school activities (Math Night, Grandparent's day, Literacy Night, etc)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Replace borders around sandbox and play structure.	Based on the stakeholder's survey and feedback from the stakeholder's meeting, the stakeholders would like to see the school grounds improved to create a more welcoming up-to-date appearance of the school as well as provide a safe environment for students. The plastic border around the sandbox and play structure on the playground is showing wear and needs to be replaced with a concrete border to improve safety of the students while playing.	$2,500.00	N
2	Repair the Red School House front porch and side entries.	Based on the stakeholder's survey and feedback from the stakeholder's meeting, the stakeholders would like to see the school grounds improved to create a more welcoming up-to-date appearance of the school as well as provide a safe environment for students. The red school house is a historical building and is in need of repair to maintain its authenticity and safety for the staff, students and visitors. The front porch needs the door and frame replaced and the pillars need to be repaired.	$3,000.00	N
3	Tree trimming	Based on the stakeholder's survey and feedback from the stakeholder's meeting, the stakeholders would like to see the school grounds improved to create a more welcoming up-to-date appearance of the school as well as provide a safe environment for students. The eucalyptus trees planted near the red school house that need to be thinned out and trimmed back. Several branches are too close to the roof of the red school house and are in danger of breaking.	$1,000.00	N
4	Covid-19 Supplies	Based on the stakeholder's survey and feedback from the stakeholder's meeting, the stakeholders would like to see the	$3,000.00	N

		school grounds improved to create a more welcoming up-to-date appearance of the school as well as provide a safe environment for students. The district will invest in appropriate cleaning supplies and products for sanitizing, such as masks, antibacterial soap and hand sanitizer, and gloves. If needs arise, the district will purchase plexi-glass dividers and social distancing products.		

Goal Analysis [LCAP Year]

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

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

NA

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

NA

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

NA

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

NA

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.96%	$8913

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

Required Descriptions

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

The Blake School District considered the needs of the English learners and the low income students when deciding which programs and supports to implement.

After assessing the needs, conditions, and circumstances of our low-income and EL students, we learned that Blake School has 22 students, in one classroom with one full time teacher and one part-time teacher. Using data from local assessments (Bader Reading and Math Inventory), the district has identified our low income students as working at least 1 grade level below in ELA and Math as compared to 50% of all students at or above grade level. In addition to the low income students, 50% of all Blake students are working below grade level in Math and 36% of all students are working below grade level in ELA.

All low income and English Learners in all grade levels are showing at least 1 grade level below in academic achievement for ELA and Math. The assessment scores of the English learners and low income students revealed low decoding ability, fluency, reading comprehension, poor spelling and lack of grammar knowledge. In math, the assessment scores revealed the English Learners and the low income students had deficiencies in fact fluency and gaps in various concept areas. Compared to all students, their grade level equivalency is behind their peers therefore Blake is focused on decreasing this performance gap.

In order to address this condition of our low-income and EL students, we have developed goals and actions to address some of the major causes of low academic achievement.

These are:

Action #1: Hiring an Instructional Aide will provide one on one and small group instruction to close the achievement gap. This action is intended to provide additional time to our low-oncome students above what is provided to all students. Providing an additional aide for small group instruction and intervention, allow our students to close the academic achievement gap that exists from our identified need.

Action #6: Supplemental Reading and Math Support programs to be used during one on one and small group instruction as a supplemental tool to close the achievement gap. This action is intended to provide supplemental resources to state standards so our low income students can use before, during and after school. These supplemental materials break-down the standards in more student friendly language and allows mastery of grade level content.

Action #7: Technology training for teacher and staff to increase technology knowledge for teacher and staff. This action is intended to provide training for staff to use technology to help build supports and access for students using online curriculum. The technology training supports lessons that are embedded in daily instruction as well as online resources used for intervention. This action will increase mastery of grade level content.

These actions are being provided on an LEA-wide basis and we expect/hope that all students working at least 1 grade level below in ELA and math will benefit. However, because of the significantly lower academic achievement in ELA and math of low-income and English Learner students, we expect that all low-income and EL students will decrease their achievement gap by 50% as measured by the Bader Reading and Math Inventory.

Local Benchmarks Assessment results (for Low-Income) from 2020-2021 Bader Reading and Writing Inventory Growth:

Low-income students have progressed from 100% working below grade level in ELA and math in October of 2020 to 57% working below grade level in ELA and 71% working below grade level in math in May of 2021.

Action #6: Supplemental Reading and Math Support Programs. This action has been proven to be effective based on:

Local Benchmarks Assessment Results for all students, including Low-income:

October 2020:

All Students: 36% of students are below grade level in ELA and 50% are below grade level in math.

Low-income students: 100% are below grade level in ELA and 100% are below grade level math.

May 2021:

All Students: 331% of students are working below grade level in ELA and 45% are below grade level in math.

Low-income students:57% are below grade level in ELA and 71% are below grade level in math.

Action # 7: Technology training for teacher and staff to increase technology knowledge for teacher and staff. This action has been proven to be effective based on:

Local Survey Data 2020: all teachers felt inadequate in using Zoom, Google Classroom, and technology in general.

Local Survey Date 2021: all teachers have attended workshops and training to in implementing Zoom, Google Classroom and Google Docs in the classroom and feel adequately equipped.

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students.

The district determined that the EL and low-income students needed more instructional time or more opportunities to engage in learning and educational activities. The addition of the part-time teacher directly impacted the district's EL and low-income students because it increased the amount of instruction time they received each day. They were given opportunities for one on one and small group instruction on a daily basis. The teachers were able to offer individualized instruction for unduplicated students to close learning gaps, accelerate learning all while exposing them to rich, standards-based curriculum and activities. Based on survey results, all of the district's low income and EL learners did to have access to technology at home. The Covid-19 school closure provided the district with the opportunity to improve its technology department and now can provide each student with his/her own Chromebook and family hotspot for internet services at home. The district has been able to provide a variety of teaching strategies and learning modalities to reach the varying needs of each student and their individual learning styles.

In order to address this condition of our low-income and EL students, we have developed goals and actions to address some of the major causes of low academic achievement.

These are:
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.

Action # 1: Hire an Instructional Aide will provide one on one and small group instruction to close the achievement gap.

Action # 6: Supplemental Reading and Math Support programs to be used during one on one and small group instruction as a supplemental tool to close the achievement gap.

Action # 7: Technology training for teacher and staff to increase technology knowledge for teacher and staff.

Instructional Aide and Supplemental Programs:
Goal 1 Actions 1 and 6 provide for an instructional aide to increase services and access to supplemental materials intervention for low-income as well as general students. Supplemental materials used by the instructional aide are used as an intervention to close the learning gap and increase student achievement. These actions are being continued from the 2017-2020 LCAP and have been proven to be effective based on the following data:

The following actions are being continued from the 2017-2020 LCAP:

Action #1- Instructional Support for small group instruction and intervention. This action has been proven to be effective based on:

Grade Level Progression: the trend of grade promotion has followed a positive track with all students (including Low-income) progressing to the next grade level for the past 2 years.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 20,816	$ 5,894	$ -	$ 617	27,327	$ 11,892	$ 15,435

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Hire an Instructional Aide	Low-Income, EL, Foster Youth	$ 9,016	$ -	$ -	$ -	$ 9,016
1	2	Implementation of Barton Reading &Spelli	All	$ -	$ 3,796	$ -	$ -	$ 3,796
1	3	Implemnet Learning Ally	All	$ -	$ 135	$ -	$ -	$ 135
1	4	Scholastic Reading Counts	All	$ -	$ 487	$ -	$ -	$ 487
1	5	College-Career Pathways	All	$ 200	$ -	$ -	$ -	$ 200
1	6	Supplemental Reading & Math Support pr	Low-Income, EL, Foster Youth	$ 700	$ -	$ -	$ 617	$ 1,317
1	7	Technology training for teacher and staff	Low-Income, EL, Foster Youth	$ 1,400	$ -	$ -	$ -	$ 1,400
1	8	Training to implement the Barton Reading	All	$ -	$ 1,476	$ -	$ -	$ 1,476
2	1	Replace boarders around sandbox & play	All	$ 2,500	$ -	$ -	$ -	$ 2,500
2	2	Repair the Red School House front porch	All	$ 3,000	$ -	$ -	$ -	$ 3,000
2	3	Tree triming	All	$ 1,000	$ -	$ -	$ -	$ 1,000
2	4	Covid-19 Supplies	All	$ 3,000	$ -	$ -	$ -	$ 3,000
								$ -
								$ -
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Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 11,116	$ 11,733
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 11,116	$ 11,733

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Hire an Instructional Aide	Schoolwide	Low-Income, EL, Foster Youth	Elementary	$ 9,016	$ 9,016
1	6	Supplemental Reading & Math Support prog	Schoolwide	Low-Income, EL, Foster Youth	Elementary	$ 700	$ 1,317
1	7	Technology training for teacher and staff	Schoolwide	Low-Income, EL, Foster Youth	Elementary	$ 1,400	$ 1,400
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Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

● Inclusion of a goal or decision to pursue a Focus Goal (as described below)
● Inclusion of metrics other than the statutorily required metrics
● Determination of the desired outcome on one or more metrics
● Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
● Inclusion of action(s) or a group of actions
● Elimination of action(s) or group of actions
● Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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