

LCFF Budget Overview for Parents

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

CDS Code: 1563354

School Year: 2022-23

LEA contact information:

Timari Duty

Superintendent/Principal/Teacher

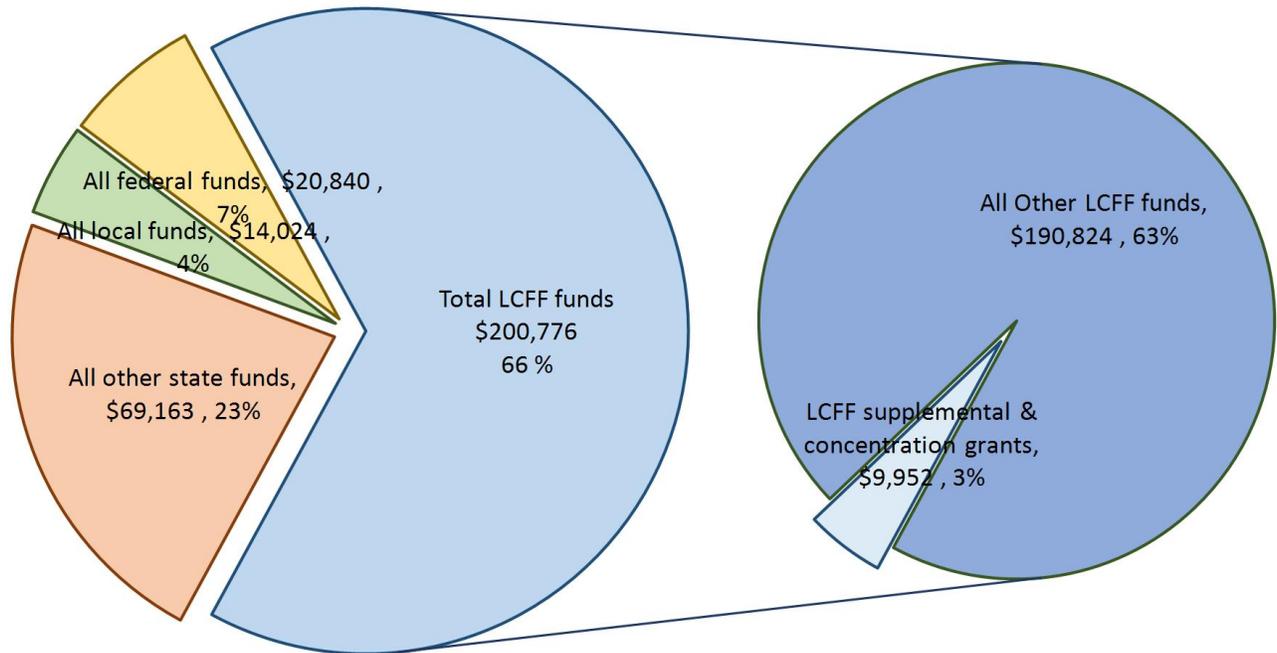
TiDuty@BlakeSD.org

661-536-8559

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 2022-23 School Year

Projected Revenue by Fund Source



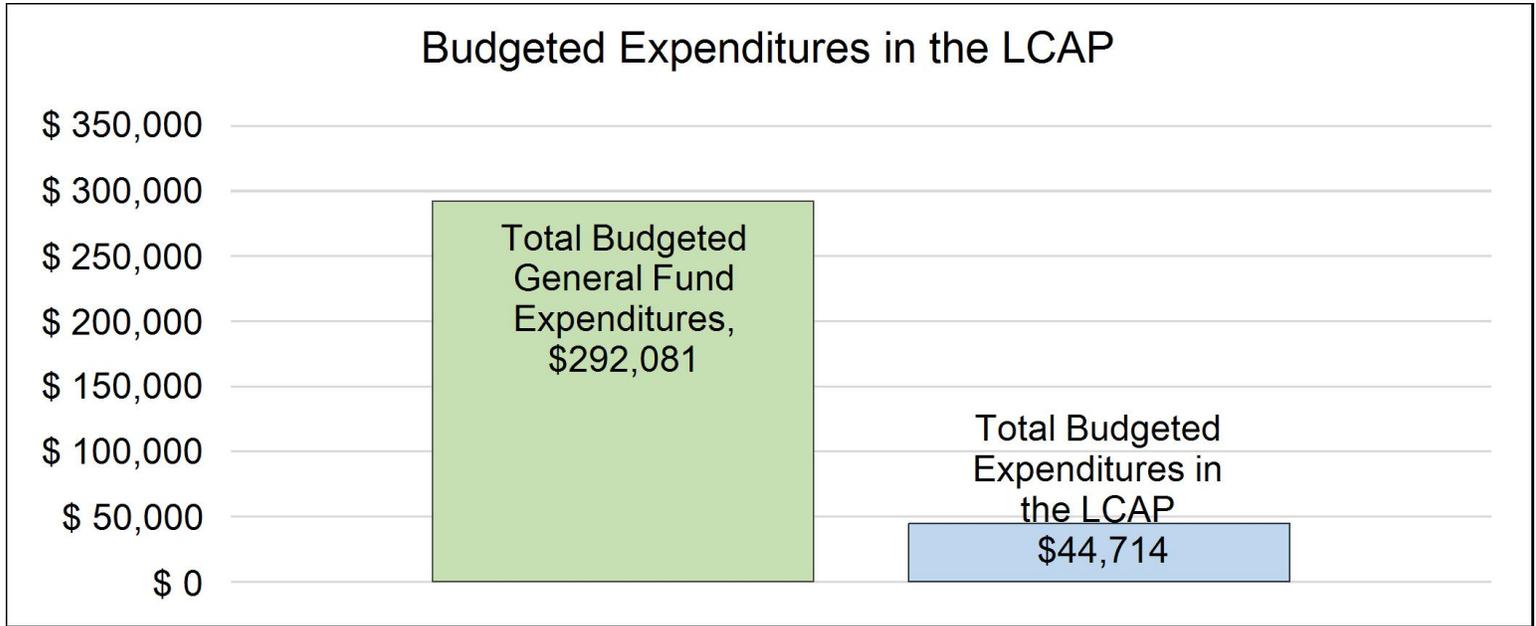
This chart shows the total general purpose revenue Blake Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Blake Elementary School District is \$304,803, of which \$200,776 is Local Control Funding Formula (LCFF), \$69,163 is other state funds,

\$14,024 is local funds, and \$20,840 is federal funds. Of the \$200,776 in LCFF Funds, \$9,952 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.



This chart provides a quick summary of how much Blake Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Blake Elementary School District plans to spend \$292,081 for the 2022-23 school year. Of that amount, \$44,714 is tied to actions/services in the LCAP and \$247,367 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

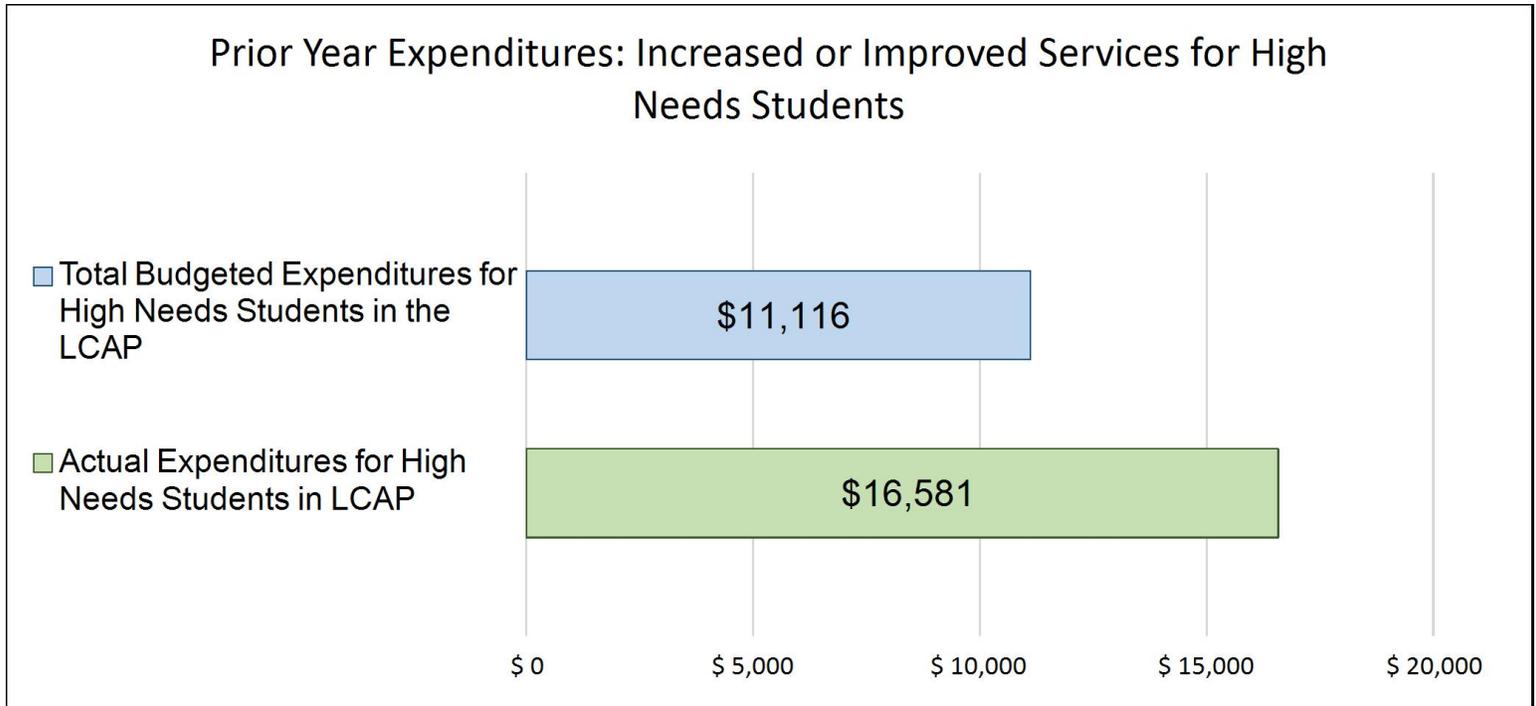
The expenditures outlined in the LCAP include the District's continued response to learning loss resulting from the COVID pandemic and expenditures necessary to support our high needs students. Expenditures not included in the LCAP include regular operational costs including, but not limited to; certificated instruction and classified support salaries, benefits, instructional and operational costs, equipment, etc..

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Blake Elementary School District is projecting it will receive \$9,952 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 \$16,700 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 2021-22



This chart compares what Blake Elementary School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2021-22, Blake Elementary School District's LCAP budgeted \$11,116 for planned actions to increase or improve services for high needs students. Blake Elementary School District actually spent \$16,581 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$5,465 had the following impact on Blake Elementary School District's ability to increase or improve services for high needs students:

In 2021-22, Blake School District's LCAP budgeted \$11,116 for planned actions to increase or improve services for high needs students. Blake School District actually spent \$16,581 for actions to increase or improve services for high needs students in 2021 – 22. The difference was largely due to personnel cost.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Funds provided by the Budget Act of 2021 that were not included in the LCAP include Educator Effectiveness Block Grant and the Expanded Learning Opportunities Program. Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all these expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged educational partners during the 2021-22 school year as follows:

August 2nd and 23rd: The district held Parent Advisory team meetings to discuss the yearly calendar of events for the school.

August 20th: The district held a Back to School Night meeting for all parents. This meeting was to introduce families to the new school year, introduce and discuss the new procedures of the school, and outline the events and activities planned for the year.

November 14th: The district held a Parent Advisory team meeting to discuss and plan the Christmas program and class Christmas party.

December 3rd: The district held a Parent Advisory team meeting in preparation to the Christmas program.

Daily parent interaction- the teacher offers an open door policy to allow parents to discuss/conference with the teacher as needed. Due to not having any transportation provided by the school, the teacher discusses with each parent daily, upon dismissal.

- A public meeting/forum was held on 12/15/2021 regarding the Educator Effectiveness Block Grant
Staff meetings were held on December 10, 2021 for input and revisions to the EEBG.
- A public meeting has not yet been scheduled regarding the Expanded Learning Opportunities Program.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Blake School District does not have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent, so no additional funding has been added.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Blake School District did not receive any ESSER III funding however the school district did use one-time federal funds from the Expanded Learning Opportunities Grant to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Blake School District consulted with all its educational partners with the one-time federal funds by having meetings to discuss the purpose and targeted actions of the grant. Engagement opportunities included parent meetings, surveys to community, and board meetings. The description of how educational partners were involved in this process is located within the Expanded Learning Opportunities Grant Plan on our website: <https://blakesd.org/lcflcap/>

These funds assisted Blake School by extending instructional time, accelerating progress to close learning gaps, integrated student supports, and training for staff. Blake School District received a total of \$12,568 for the Expanded Learning Opportunities Grant and has been able to support staff and students by offering additional help with our additional aide time in the classroom. Blake was also able to purchase the Barton Reading and Spelling program to assist our students in Academic achievement.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Blake School District does not receive ESSER III funding.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Blake School District considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. The inclusive process allowed for the plan to specifically target needs in a comprehensive manner.

The Blake School District LCAP defines the needs through two specific Goals. Each goal is then broken into specific actions. Each goal and action is speaking to the needs of the student, staff, and community population. All plans and fiscal resources are aligned with our 2 LCAP goals below:

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. Examples of these actions from the LCAP include additional support for students in order to focus on academic achievement (Extra Aide support, reading and math programs, etc). Additional actions from all other state and fiscal resources supplement and enhance actions that are embedded with this LCAP goal.

Goal 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. Examples of these actions from the LCAP include additional professional learning to create systems that foster a welcoming environment for all (SEL best practices, PD for staff, etc). Additional actions from all other state and fiscal resources supplement and enhance actions that are embedded with this LCAP goal.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided"*

through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *"A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

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 superintendent/principal/teacher, 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 11% English learner (EL) and 67% are classified as Low Income. LCFF Unduplicated count is 67% and 100% of our EL students speak Spanish. Our student population is made up of many ethnicities with 67% of our students identifying as Hispanic Latino, and 56% White. We serve 18 students TK through 8th grade at 1 general school house with one full-time superintendent/principal/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 enrollment numbers consisted of 22 students (TK through 8th Grade). Blake School District staffing has changed for the school 2021-2022 as the full time teacher/principal retired and the part time teacher has taken the role of our one Highly Qualified Superintendent/Principal/Teacher. Blake School District added a part-time paraprofessional and a part time teacher's aide. Using the 2020-2021 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.

With the addition of the part time paraprofessional and the part time teacher aide, the district has been able to allow for increased individualized one on one and small group instruction.

Transitional Kindergarten was added this year and Blake School District received 2 Transitional Kindergarten students. The district was able to purchase a new TK curriculum geared specifically for TK students. The district expects to receive at least one TK student for the 2022-2023 school year.

In response to the educational partner's desire to improve the middle school program at Blake School District, the district has implemented a number of new programs and opportunities for the middle school students. One educational partners desire was for students to engage in more technology opportunities as well as to meet the World Language and Arts requirements for middle school programs, the Blake School District has implemented World Language and Arts into the middle school program using Edmentum. Students are able to attend virtual classes with teacher-led instruction and guided lessons through Edmentum. Students can choose from Spanish, ASL, French or Chinese for World Language and a variety of Arts, Performing Arts, and Visual Arts courses as their elective. These courses meet the World Language and Arts requirements for middle school students. Secondly, Educational Partners also desired for the students to have more opportunities to grow in life and leadership skills. Blake School District re-opened the middle school ASB and creating a Business Lab for students to be involved with organizing, planning and financing school events and activities for middle school students. The ASB program gives students the ability to work as a team player and learn how to plan and implement their ideas. Some examples of the great things students on the ASB team accomplished this year are: planning, organizing and running a bake sale fundraiser, planning a school wide volleyball tournament with activities for students of all ages, as well as awards and prizes, and planning literature lessons, crafts and activities for the younger students to engage in during the school's Dr. Seuss Day Celebration. Lastly, the district has implemented the use of Collegeboard.org to engage students in college and career research, promoting students to look toward their future and begin setting goals and action plans for their college or vocational desires. The ASB students were able to use their funds raised to purchase new PE and outdoor equipment for the school.

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 the percentage of students working at or above grade level in Math increased by 28%.

Blake school plans to maintain and build on these successes by continuing all actions that are included in the LCAP. Our goals that are outlined focuses on Academic Achievement and expanding collaborative partnerships by providing open lines of communication and a welcoming environment. We have been successful in doing this by providing support in the classroom (Goal 1- Action 1 through 6) as these

actions are focused on academic achievement. We have also been focused on ensuring we have a welcoming environment (Goal 2- Action 1 through 5) as these actions ensure that our campuses are conducive to learning and focused on creating a healthy school climate.

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.

A reflection of data from last and this year indicates that areas of need are in two major areas. The first is a focus on academic performance for all students, with an emphasis on meeting the needs of at risk students and providing a diverse and enriched curriculum for intermediate and junior high school students. The second area of need is an investment in school climate and culture, emphasizing student attendance, student and family expectations of school success and increasing student and family involvement in school activities.

It is important to remember that Blake is a rural school of 18 students in grades TK-8. Some grades have 1-2 students, while there are no students in grade three. Test scores are a reflection of student growth from year to year and because of student movement in and out of the school, are not always reflective of the same students. In the primary grades (K-2), 37% of the were below grade level in math according to the My Math curriculum benchmark assessment and the Bader Inventory. Students in grades 3-8 have completed the McGraw Hill benchmark assessments and the Bader Inventory two times per year and only 20% of the students were below grade level. ELA scores stayed consistent for the most part with 37% of primary grade students scoring below grade level and 30% of 3rd-8th grade students below grade level.

The English Language Learners are concentrated in K-2 and 50% of the students is below grade level in both ELA and Math.

Fifty percent of Blake students qualify as low income (9/18), with 40% scoring below grade level in ELA and 20% below grade level in Math in grades 3-8 and 50% below in both Math and Reading in K-2.

While there are only a few staff members at Blake, it is important to have students who are effective with appropriate credentials. Not all staff have a clear credential or administrative credential. According to Dataquest this is higher than the county and state level (Clear Credential for Blake 62.5%, Kern County 80.8%, State 85%).

The performance of low income students and the younger EL students are significant areas for improvement, as student home lives and the resources they have to support their learning are limited. Transportation, child care and accessibility to technology in the home are areas that impede the students' ability to be successful.

The second major area of need is to an investment in school climate and culture. As a result of the pandemic, students were at home for over 8 months. Once school reopened, attendance has been an issue. There always been student illness and family emergency, but in this small community, attendance data shows a general lack of priority for school attendance has emerged. Blake School needs to help families re-prioritize student attendance and help students desire to be at school daily. This mindset will be accomplished through the celebration of

student achievement, the engagement of families in school activities and the addition of student social emotional supports and extra-curricular activities that encourage students in positive and collaborative ways.

The Blake School District is one of the smallest school districts in the state of California that brings unique conditions and circumstances that most other school districts do not have. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- exposure to academic language outside of school
- familial resources to support their education at home
- access to technology
- opportunities to demonstrate content knowledge separate from their language development
- Lack of resources for extra academic or social emotional supports
- due to rural location, a lack of substitutes to allow staff to attend professional development in the area of academic achievement and climate and culture

According to staff, student and educational partner surveys and meetings, families agree and strongly agree that Blake School maintains a positive school climate. However, parents are looking to the school to provide opportunities for students to have diverse experiences not found in their small community and this is a way for Blake to continue to meet the needs of their families. These opportunities would address Social Emotional services for students through Supplemental Resources. They would also include an investment in playground repair and equipment to provide additional student activities during non academic times. Because Blake is a tiny community over an hour's distance from a suburban area, additional opportunities for student exposure to diverse activities need to be creatively designed and could include Zoom instruction in areas of student interest. Survey data and educational partner meetings also show the 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 schoolhouse is in need of repair to preserve its authenticity and functionality.

To address these areas listed above that are in need of improvement, the District is planning to implement LCAP strategies in the two major goals, with multiple actions listed for each goal:

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: Instructional Support

Action 2: College/Career Pathways

Action 3: Supplemental Reading and Math Support programs

Action 4: Training to implement the Barton Reading and Spelling System.

Action 5: Professional Development

Action 6: Supplemental Resources

Goal 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.

Action 1: Replace borders around sandbox and play structure.

Action 2: Repair the Red School House front porch and side entries.

Action 3: Tree trimming

Action 4: Extended Instructional Learning Time

Action 5: Professional Development

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 Educational Partners we identified our focus areas to be addressed to achieve our vision: “To lay a firm educational foundation for each and every student.” Based on this process, the actions and services in the LCAP fell into the following areas of influence:

1. Blake School District, with support and involvement of parents and community, will strive to ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready.
2. Blake School 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 Educational Partners are actively engaged in the learning process.

Key LCAP actions to support these areas are:

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 two part time teacher aides - allowing for increased, individualized, one-on-one and small group instruction. All students, including the unduplicated groups, benefited from the additional instructional hours.

These events lead to the formation of the two goals for our district.

Goal 1 is threefold: 1. Retaining and investing in our teachers/paraprofessional/aides; 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 middle school students with a broad course of study.

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 to create a welcome environment. The district will implement events such as a Fall Community BBQ,

Back to School Night, Open House, The Positivity Project, etc. to increase school spirit and morale and build a stronger sense of community and climate.

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this 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 10 sets of parents/guardians of whom we invite to provide input in to the school. Parents are invited to Back to School night, educational partner meetings, ongoing parent/teacher conferences and annual surveys. Parent meetings were held on August 20, 2021, December 3, 2021 and April 5, 2022. Parent conferences were held in October and November.

ADMINISTRATION/PRINCIPAL:

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

STUDENTS:

Blake school has 18 students whom were given the opportunity to share their opinions and desires for the school through an annual survey and annual Student Educational Partner meeting on April 5, 2022.

STAFF (TEACHERS AND OTHER PERSONNEL):

Staff was invited to attend the educational partner meetings and are provided with a Staff Survey. Staff meetings provide opportunities 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:

On July 20, 2021 and December 3, 2021, Mrs. Duty held parent advisory meetings to plan and discuss activities for the upcoming school year. Additionally, 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 superintendent/principal/teacher and parents. Parent groups are invited to educational partners 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 May 3, 2022. 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:

One of the school board members is also parent of students attending our school. All board members are invited to educational partner 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:

March, 2022 an ELOP survey was sent out to parents to collect parent input on the how they would like to see the ELOP Grant implemented within the school.

A Educational Partner Meeting was hosted on April 5, 2022. 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 Educational Partners; parents and parent groups, community members, board members and staff, were invited to attend. During the meeting, Mrs. Duty 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 desires 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 Educational Partner Survey was distributed to all attendees as well as sent home with students for parents who were unable to attend the meeting.

On April 5, 2022, Mrs. Duty held an Educational Partner 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 Educational Partner Survey to further our data.

On June 8, 2022, the LCAP was presented to the Blake School Board and community members during a public hearing.

On June 29, 2022, the LCAP was approved by the Blake School Board.

A summary of the feedback provided by specific educational partners.

Two common themes that stood out in all Educational Partner meetings, surveys and conferences were improved student achievement and an increase in a positive sense of community and climate.

PARENTS AND PARENT ADVISORY:

The parents listed additional teaching staff to support student academic achievement, extra-curricular activities and a stronger sense of community, climate and school spirit as their top priorities for the school. Parents especially expressed the desire for the students to be able to have experience with extra-curricular activities and things that will boost the community/climate of the school. The Blake School District's Goal 1 will address these desires. The goal will provide students opportunities to engage in after school and intercession programs. The school will implement new events that will engage students, parents, staff, and the community.

COMMUNITY MEMBERS:

Community members and staff also would like a stronger sense of climate and community between the school and the community. Staff members expressed a concern about chronic absenteeism and a high absence rate. During the public hearing of the LCAP on June 8, 2022, the board members overall thought the LCAP was succinct, they were pleased with the progress of the goals and outcomes and felt that the LCAP was meeting the needs of the school and the students.

ADMINISTRATION/PRINCIPAL AND TEACHERS/STAFF:

Administration and teachers expressed the need for additional staff based on the growing enrollment and the addition of the Transitional Kindergarten program as well as the demands of teaching 10 different grade levels simultaneously. Administration and teachers also expressed concern about chronic absenteeism and a high absence rate as well as a lack of sense of climate and school spirit.

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 Educational Partners chose three top priorities for their school: 1. Improved/updated playground, new play structures and new sports equipment, 2. the school purchase a new multi-passenger van to accommodate transportation for field trips and sports events. 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 at the end of the school year. Goal 1 will allow for the students to participate in extra-curricular activities with the implementation of the after school and intersession programs. Goal 1 will also allow the school to implement

events that will involve the community as well as engage the students in events to boost school moral. 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. Students requested new playground equipment and play structures as well as new sports equipment.

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 input from educational partners.

Blake School District goals are a direct result of the Educational Partner 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 maintain the instructional aide needed to support the teacher in meeting the needs of TK-9th grade students to meet the staff and parent stakeholder's desire to ensure students are receiving quality, standards based instruction. (Goal 1) The district will implement awards ceremonies, Back to School Night, Fall BBQ and Open House to boost school spirit, moral and community involvement. (Goal 2)

PARENTS:

The parents listed additional teaching staff to support student academic achievement, extra-curricular activities and a stronger sense of community, climate and school spirit as their top priorities for the school. Parents especially expressed the desire for the students to be able to have experience with extra-curricular activities and things that will boost the community/climate of the school. The district will provide students with opportunities to engage in after school and intercession programs. (Goal 1)

The school will implement new events (awards ceremonies, Back to School Night, Fall BBQ and Open House) to boost school spirit/moral and community involvement that will engage students, parents, staff, and the community. (Goal 2)

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 events that will engage the students and community and upgrades to the school. (Goal 2) 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 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 Educational Partner input. Blake School District goals are a direct result of the Educational Partner meetings held.

STUDENTS:

The district will implement summer camp and intercession programs to increase student engagement and opportunities to engage in academic and extra-curricular activities. (Goal 1)

The district will implement awards ceremonies, Back to School Night, Fall BBQ and Open House to boost school spirit, moral and community involvement. 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 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. The district will implement events (awards ceremonies, Back to School Night, Fall BBQ and Open House) to boost school spirit/moral and community involvement that will engage students, parents, staff, and the community. (Goal 2)

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.

An explanation of why the LEA has developed this goal.

This goal was developed as a result of the input from the parents, students, community and board members, and parent advisory team to meet the academic and social needs of the students, decrease the learning gap and give them the opportunity explore career options and colleges.

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.

Metrics
 State Priorities: 1, 2, 3, 4, 7

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.	While there are only a few staff members at Blake, it is important to have teachers who are effective with appropriate credentials. Not all staff have a clear credential or administrative credential. According to Dataquest 2021 this is higher than the county and state level (Clear Credential for Blake 62.5%, Kern County 80.8%, State 85%).			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 21-22 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 has a May 2021 FIT report that indicates a "Good" rating at 93.8%. The district has not yet completed			From California Dashboard Local Indicators Blake will improve on the FIT report to maintain at or above a "Good" rating and 95% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		a new FIT report for the new year.			
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 21-22 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 English language proficiency.	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 generated student performance data.	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 generated student performance data.			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 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	Based on Ca Dashboard 21-22 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			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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	person meetings for parent input.	person meetings for parent input.			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 with flyers, email, school webpage (promoting parent participation) was at the initial implementation stage.	Based on 21-22 parent survey results, Blake is in the initial implementation for parent and family engagement. The district has received 100% of all surveys back from parents regarding input in making decisions the school held a Back to School Meeting August 20th with 100% parental attendance. 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.			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 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-	Blake does not have students with exceptional needs however, based on Ca Dashboard 21-22 self-			Blake does not have students with exceptional needs however, based on Ca Dashboard self-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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.</p>	<p>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 for school. 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.</p>			<p>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 for school. 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.</p>
<p>4a: Statewide assessments</p>	<p>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</p>	<p>Based on 21-22 local assessments and benchmarks, 29% of students are below grade level in math and 29% are below in ELA. There is no dashboard data available because we had less than 11 students take the</p>			<p>Based on local assessments and benchmarks, 20% or less of students will be below grade level in math and ELA.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CASSPP Assessment.	CASSPP Assessment.			
4b: UC/USU A-G Requirements	NA	NA			NA
4c: % of pupils that have successfully completed CTE pathways	NA	NA			NA
4d: % of pupils who have successfully completed both B & C	NA	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 21-22 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.	There is no dashboard data available because we had less than 11 students take the ELPAC however, our local 21-22 data shows that 100% of EL pupils are making progress toward English proficiency as			Local reclassification (from Dataquest) rates will maintain at least 50% for more for the 2023-2024 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		measured by ELPAC assessment.			
4g: Percentage of pupils passing AP Exam with 3 or higher.	NA: The Blake School does not offer AP exams.	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			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 21-22 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 21-22 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 students with exceptional needs enrolled at Blake School.	NA: The 2018-19 California Dashboard and enrollment for 2019-20 and 2020-2021 show there are no students with exceptional needs enrolled at Blake School.			NA: The Blake School has no students with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 21-22 local assessments (Bader Reading and Math Inventory), the district has identified 70.5% of students are working above grade level in ELA and 64% 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
1.1	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.	\$16,000.00	Yes
1.2	College/Career Pathways	Based on Educational Partner surveys and feedback at the Educational Partner 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 partners 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	No

Action #	Title	Description	Total Funds	Contributing
1.3	Supplemental Reading and Math Support programs	<p>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 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.</p> <p>Some of these programs include but limited to Scholastic Reading, Learning Ally, etc. Cost in this action included materials and supplies. \$617.00 is coming out of LCFF. \$73 is coming out of Title II.</p>	\$700.00	Yes
1.4	Training to implement the Barton Reading and Spelling System.	<p>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.</p>	\$1,476.00	No
1.5	Professional Development	The superintendent/principal/teacher will continue professional learning in order to be highly qualified by attaining administrative	\$7,247.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>credential. While there are only a few staff members at Blake, it is important to have students who are effective with appropriate credentials. Not all staff have a clear credential or administrative credential. According to Dataquest this is higher than the county and state level (Clear Credential for Blake 62.5%, Kern County 80.8%, State 85%).</p> <p>Professional Development Training would also be used for on site coaching for math, english language arts, and classroom engagement.</p> <p>Funds will be used from Educator Effectiveness Block Grant (Resource 6266) Cost include: training support and materials and supplies.</p>		
1.6	Supplemental Resources	<p>Middle School students (grades 6-8) will take World Language, Fine arts and electives through Edmentum online portal.</p> <p>Funding used will be Extended Learning Opportunities Grant Plan. Cost include: Materials and Supplies</p>	\$1,900.00	No

Goal Analysis [2021-22]

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

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

There were substantive differences in the overall implementation of the following actions during the 2021-22 school year:

Action 1.3 Learning Ally (Not implemented as planned, did not have support system in place to implement)

Action 1.4 Scholastic Reading Counts (Not implemented as planned, did not have support system in place to implement))

Action 1.7 Technology training for teacher and staff (Not implemented as planned)

Action 1.8 Training to implement the Barton Reading and Spelling System (Not implemented as planned)

The challenges these actions included was lack of personnel available due to Covid-19 and not all professional learning not being offered during the timeframe needed. Blake also had some staffing changes, resulting in the need to spend more time training a new employee. We will continue these actions into the the 2022-23 LCAP.

A success was we were able to provide more support for students and provide more one-on-one instruction with the addition of the part time instructional aide. This was highlighted in our increased local math assessment scores this year. Blake school increased the number of students working at or above grade level in math by 28%.

Blake will bring the actions that had substantive differences into this next years LCAP as we believe the implementation of these actions will help the district move closer in achieving Goal 1.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year.

Blake conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 1 was \$17,210. The estimated actual expenditures for 2021-22 LCAP Goal 1 was \$20,376. This is a difference of overspending \$3,166 than originally planned. The substantive difference (\$6,941 was in action 1.1, Instructional Support, due to needing more hours of support from our paraprofessional. The actions below give more details as to the material differences. Please note that the material difference does not represent the LCAP carry-over funding amount.

Action 1.1 Instructional Support (Material Difference of \$6,941, additional hours were provided for students)

Action 1.2 Implementation of the Barton Reading and Spelling System (No material difference)

Action 1.3 Implement Learning Ally (Material Difference of approximately \$135, did not have support system to implement)

Action 1.4 Scholastic Reading Counts (Material Difference of approximately \$487, did not have support system to implement)

Action 1.5 College/Career Pathways (Material Difference of approximately \$200, found free resources to use)

Action 1.6 Supplemental Reading and Math Support Programs (No material difference)

Action 1.7 Technology training for teacher and staff (Material Difference of \$1400, could not find appropriate substitutes and availability of training was not conducive to schedule as it would take away from instruction with students)

Action 1.8 Training to implement the Barton Reading and Spelling System (Material Difference of \$1476, could not find appropriate substitutes and availability of training was not conducive to schedule as it would take away from instruction with students)

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

LCAP Goal 1 is to ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready. Based on local assessments and benchmarks, the district has identified the percentage of students working at or above grade level in math increased by 28% from previous year.

Based on an analysis of these results, the Instructional Support (Action 1.1) and Supplemental Reading and Math Support Programs (Action 1.6) helped with direct and supplemental instruction for students. Additional hours were allotted this past year to work with students for small group instruction, physical education, and other duties as assigned. The support the paraprofessional was able to provide assisted small group instruction and helped close the learning loss for students by offering supplemental support. The supplemental material provided to students an increase in additional practice to grade level standards in math and reading.

Blake plans on maintaining these actions within the LCAP as they have proven to be effective for the school.

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.

Based on an analysis of the data included in goal 1 and educational partners feedback, Blake School determined that in the primary grades (K-2), 37% of the were below grade level in math according to the My Math curriculum benchmark assessment and the Bader Inventory. Students in grades 3-8 have completed the McGraw Hill benchmark assessments and the Bader Inventory two times per year and only 20% of the students were below grade level. ELA scores stayed consistent for the most part with 37% of primary grade students scoring below grade level and 30% of 3rd-8th grade students below grade level.

The English Language Learners are concentrated in K-2 and 50% of the students is below grade level in both ELA and Math.

Fifty percent of Blake students qualify as low income (9/18), with 40% scoring below grade level in ELA and 20% below grade level in Math in grades 3-8 and 50% below in both Math and Reading in K-2.

The Blake School District is one of the smallest school districts in the state of California that brings unique conditions and circumstances that most other school districts do not have. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- exposure to academic language outside of school
- familial resources to support their education at home
- access to technology
- opportunities to demonstrate content knowledge separate from their language development
- Lack of resources for extra academic or social emotional supports

With this analysis it was determined that there were 2 actions (Action 1.3 and Action 1.4) that needed to be included in another developed action (1.6).

Action 1.2: Implementation of the Barton Reading and Spelling System, was completed, because we purchased the program. Actions 1.3: Implement Learning Ally and 1.4: Scholastic Reading Counts are now embedded in action 1.3 Supplemental Reading and Math Support Programs.

Two new actions were created:

Action 1.5: professional development was embedded to offer more support to staff to ensure they are highly qualified and implement meaningful classroom strategies to support academic achievement.

Action 1.6: Supplemental Resources. Middle school students needed access to a broad course of study.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

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.

An explanation of why the LEA has developed this goal.

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.

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	Based on the Ca Dashboard local indicator self-reflection tool, Blake has 100% of all teachers are appropriately assigned and fully credentialed.	While there are only a few staff members at Blake, it is important to have students who are effective with appropriate credentials. Not all staff have a clear credential or administrative credential. According			Based on the Ca Dashboard local indicator self-reflection tool, Blake will maintain 100% of all teachers are appropriately assigned and fully credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		to 21-22 Dataquest this is higher than the county and state level (Clear Credential for Blake 62.5%, Kern County 80.8%, State 85%).			
1b: Pupil access to standards aligned materials	Dashboard local indicator self-reflection tool, Blake has 100% of all pupils have access to standards aligned materials.	Using the Dashboard 21-22 local indicator self-reflection tool, 100% of all students have access to standards aligned materials.			Maintain 100% of all students 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.	Based on the district's Facility Inspection Tool (FIT), in May 2021 the FIT Report resulted in a "Good" rating at 93.8%.	Based on the district's Facility Inspection Tool (FIT), in June 2022 the report resulted in a "Good" rating at 93%.			Based on the district's Facility Inspection Tool (FIT), the FIT report will improve to 95%.
5a: School attendance rates.	Using local SIS data, the Blake School district attendance rate is 97%.	Using local 21-22 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	Using local SIS data and the CA Dashboard, the Blake School District's chronic absenteeism rate is at 23.1%	Using local student information data from 2021-2022, Blake School District has a 46.2% Chronic Absenteeism rate.			Using local SIS data and the CA Dashboard, the Blake School District will Reduce the chronic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					absenteeism rate to 10% or lower.
5c: Middle School dropout rates.	Using local SIS data, Blake School District dropout rate is 0%.	Using local 21-22 SIS data, Blake School District dropout rate is 0%.			Using local SIS data, Blake will maintain dropout rates at 0%.
5d: High School dropout rates.	NA: Blake School District does not have high school students.	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 local student information data from 2021-2022, 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 California Dashboard, Blake School District has a 0% expulsion rate.	Using local student information data from 2021-2022, Blake School District has a 0% expulsion rate.			Using the CA Dashboard, Blake will maintain a 0% expulsion rate.
6c: Other local measures on sense of safety and school connectedness.	Using local surveys Blake is 100% of students report they feel safe and connected to school.	Using local surveys Blake is 100% of students report they feel safe and connected to school.			Using local surveys Blake is 100% of students report they feel safe and connected to school. Maintain the “open door” policy for all educational partners. Quarterly parent/teacher conferences. Monthly school activities (Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Night, Grandparent's day, Literacy Night, etc)
5e: High School Dropout Rate	N/A	N/A			N/A

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Replace borders around sandbox and play structure.	Based on the Educational Partners survey and feedback from the partner meeting, the Educational Partners 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	No
2.2	Repair the Red School House front porch and side entries.	Based on the Educational Partners survey and feedback from the partner meeting, the Educational Partners 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	No
2.3	Tree trimming	Based on the Educational Partners survey and feedback from the partner meeting, the Educational Partners 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	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		thinned out and trimmed back. Several branches are too close to the roof of the red school house and are in danger of breaking.		
2.4	Extended Instructional Learning Time	Sponsor students and staff to participate in the Camp KEEP Program in Cambria, CA. Camp Keep is an outdoor science education and conservation program for four days to enhance Science, Technology, Engineering, and Mathematics (STEM). Funding used will be Extended Learning Opportunities Grant Plan. Cost include: Transportation and Registration Cost	\$3,000.00	No
2.5	Professional Development	Professional Development Training would be used for building a positive campus environment by emphasizing teamwork, student to student connections, and student to staff connections. Funds will be used from Extended Learning Opportunities Grant Plan. Cost include: training support and materials and supplies.	\$7,691.00	No

Goal Analysis [2021-22]

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

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

There were substantive differences in the overall implementation of the following actions during the 2021-22 school year:

Action 2.1 Replace borders around sandbox and play structure (Not implemented as planned, availability of staff and finding services to complete the project was a challenge)

Action 2.2 Repair the Red School House front porch and side entries (Not implemented as planned, availability of staff and finding services to complete the projects was a challenge)

Action 2.3 Tree Trimming (Not implemented as planned, availability of staff and finding services to complete the projects was a challenge)

Action 2.4 Covid-19 Supplies (Implemented and have surplus supplies)

The challenges these actions included was lack of personnel available to replace/repair/maintain grounds at the school. The Superintendent/Principal has limited hours to do this work without additional staffing. We will continue these actions into the the 2022-23 LCAP as we believe the implementation of these actions will help the district move closer in achieving Goal 2.

Some successes of progress toward our goal included our climate and culture data. We continue to have 0 students being suspended or expelled as well as 100% of our students state that they feel safe and connected to school on our local survey.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures of the following actions during the 2021-22 school year.

Blake conducted an analysis of material difference between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2021-22 LCAP Goal 2 was \$9,500. The estimated actual expenditures for 2021-22 LCAP Goal 2 was \$0. This is a difference of \$9,500 from budgeted to actual expenditures. The substantive difference in all the actions was due to lack of personnel available to replace/repair/maintain grounds at the school. Please note that the material difference does not represent the LCAP carry-over funding amount.

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

LCAP Goal 2 is 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.

- Blake School District attendance rate is 97% and maintained from previous year
- Blake is 100% of students report they feel safe and connected to school and maintained from previous year
- Blake School District has a 0% suspension rate and maintained from previous year

Based on an analysis of these results, the district believes actions in Goal 2 are showing to be effective in making progress towards the goal. The increase in chronic absenteeism continues to be monitored and an area with an identified increase from previous year. This metric will be targeted this next year with the 2 new actions that were developed in Goal 2.

Two new actions were added to this goal.

2.5: Extended Instructional Learning Time to engage students in academic and extra-curricular activities to build a stronger sense of climate and culture as well as boost school spirit and student involvement.

2.6: Professional Development would be used for building a positive campus environment by emphasizing teamwork, student to student

connections, and student to staff connections.

While all were not implemented as planned, we still had some success. The identified challenge with student engagement is now addressed within this goal with new actions. We will continue to move actions forward into the new LCAP because they are an important focus to fostering a safe and welcoming environment.

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.

Based on analysis of the data of goal 2 and Educational Partner feedback Blake School determined there was a need for extended instructional learning time and professional development. A major area of need is to an investment in school climate and culture. As a result of the pandemic, students were at home for over 8 months. Once school reopened, attendance has been an issue. There always been student illness and family emergency, but in this small community, attendance data shows a general lack of priority for school attendance has emerged. Blake School needs to help families re-prioritize student attendance and help students desire to be at school daily. This mindset will be accomplished through the celebration of student achievement, the engagement of families in school activities and the addition of student social emotional supports and extra-curricular activities that encourage students in positive and collaborative ways.

Three new actions were added to this goal.

2.4: Covid-19 supplies were removed from this action and changed to Extended Instructional Learning Time. We did not need an action for Covid-19 supplies any longer and replaced this action with an action that allows students to attend Camp Keep. This environmental education program for allows our students to get an experience they may not otherwise be able to get anyway else. We plan on using ELOP funding for this action.

2.5: Extended Instructional Learning Time to engage students in academic and extra-curricular activities to build a stronger sense of climate and culture as well as boost school spirit and student involvement.

2.6: Professional Development would be used for building a positive campus environment by emphasizing teamwork, student to student connections, and student to staff connections.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
9,952	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.22%	0.00%	\$0.00	5.22%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

A reflection of data from last and this year indicates that areas of need are in two major areas. The first is a focus on academic performance for all students, with an emphasis on meeting the needs of at risk students and providing a diverse and enriched curriculum for intermediate and junior high school students. The second area of need is an investment in school climate and culture, emphasizing student attendance, student and family expectations of school success and increasing student and family involvement in school activities.

It is important to remember that Blake is a rural school of 18 students in grades TK-8. Some grades have 1-2 students, while there are no students in grade three. Test scores are a reflection of student growth from year to year and because of student movement in and out of the school, are not always reflective of the same students. In the primary grades (K-2), 37% of the were below grade level in math according to the My Math curriculum benchmark assessment and the Bader Inventory. Students in grades 3-8 have completed the McGraw Hill benchmark assessments and the Bader Inventory two times per year and only 20% of the students were below grade level. ELA scores stayed consistent for the most part with 37% of primary grade students scoring below grade level and 30% of 3rd-8th grade students below grade level.

The trend data of local assessments show there continues to be a performance gap in academic achievement for English Learners and low income students. 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.

The English Language Learners are concentrated in K-2 and 50% of the students is below grade level in both ELA and Math (2021 local data).

Fifty percent of Blake students qualify as low income (9/18), with 40% scoring below grade level in ELA and 20% below grade level in Math in grades 3-8 and 50% below in both Math and Reading in K-2.

The performance of low income students and the younger EL students are significant areas for improvement, as student home lives and the resources they have to support their learning are limited. Transportation, child care and accessibility to technology in the home are areas that impede the students' ability to be successful.

While there are only a few staff members at Blake, it is important to have students who are effective with appropriate credentials. Not all staff have a clear credential or administrative credential. According to Dataquest this is higher than the county and state level (Clear Credential for Blake 62.5%, Kern County 80.8%, State 85%).

The second major area of need is to an investment in school climate and culture. As a result of the pandemic, students were at home for over 8 months. Once school reopened, attendance has been an issue. There has always been student illness and family emergency, but in this small community, attendance data shows a general lack of priority for school attendance has emerged. Blake School needs to help families re-prioritize student attendance and help students desire to be at school daily. This mindset will be accomplished through the celebration of student achievement, the engagement of families in school activities and the addition of student social emotional supports and extra-curricular activities that encourage students in positive and collaborative ways.

The Blake School District is one of the smallest school districts in the state of California that brings unique conditions and circumstances that most other school districts do not have. While our goals are outlined to meet this need, we cannot ignore the conditions and circumstances our students face. These include:

- exposure to academic language outside of school
- familial resources to support their education at home
- access to technology
- opportunities to demonstrate content knowledge separate from their language development
- Lack of resources for extra academic or social emotional supports

- due to rural location, a lack of substitutes to allow staff to attend professional development in the area of academic achievement and climate and culture

According to staff, student and educational partner surveys and meetings, families agree and strongly agree that Blake School maintains a positive school climate. However, parents are looking to the school to provide opportunities for students to have diverse experiences not found in their small community and this is a way for Blake to continue to meet the needs of their families. These opportunities would address Social Emotional services for students through Supplemental Resources. They would also include an investment in playground repair and equipment to provide additional student activities during non academic times. Because Blake is a tiny community over an hour's distance from a suburban area, additional opportunities for student exposure to diverse activities need to be creatively designed and could include Zoom instruction in areas of student interest. Survey data and Educational Partner meetings also show the 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 schoolhouse is in need of repair to preserve its authenticity and functionality.

To address these areas listed above that are in need of improvement, the District is planning to implement actions within Goal 1:

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: Instructional Support (In order to address the academic performance gaps, we will retain an instructional aide to provide one on one and small group instruction to increase the rate by the metrics outlined within Goal 1 for English Learners and low-income students).

Action 3: Supplemental Reading and Math Support programs (This action will allow for extra intervention resources for English Learners and low-income students to close the achievement gap).

These actions are most effective with supporting our unduplicated student group because of our experience with working in small groups in a rural community. Because of our 1-room school house it is vital for staff to work together to meet the needs of our students. With flexible grouping and student stations occurring daily, there is need to ensure additional instructional support (Goal 1, Action 1) and supplemental resources (Goal 1, Action 3) are used to engage students.

We will measure the effectiveness of this action by utilizing local benchmark data in reading and math. We have also put an emphasis on parent engagement this year. We plan on using survey data from parents to see how they feel about support the school is offering to gauge our effectiveness. While these actions are LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

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 thier 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 # 3: 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.

We will measure the effectiveness of this action by utilizing local benchmark data in reading and math. We have also put an emphasis on parent engagement this year. We plan on using survey data from parents to see how they feel about support the school is offering to gauge our effectiveness. While these actions are LEA-Wide Action and all students will benefit from this, we believe that this will close the achievement gap that exists with English Learners, and Low-Income by increasing the rate of growth as outlined in our state priority metrics.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Blake school does not receive additional concentration grant add-on funding therefore an increase in staffing is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:9	N/A
Staff-to-student ratio of certificated staff providing direct services to students	1:18	N/A

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$23,327.00	\$21,314.00		\$73.00	\$44,714.00	\$17,476.00	\$27,238.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Support	English Learners Low Income	\$16,000.00				\$16,000.00
1	1.2	College/Career Pathways	All	\$200.00				\$200.00
1	1.3	Supplemental Reading and Math Support programs	English Learners Low Income	\$627.00			\$73.00	\$700.00
1	1.4	Training to implement the Barton Reading and Spelling System.	All		\$1,476.00			\$1,476.00
1	1.5	Professional Development	All		\$7,247.00			\$7,247.00
1	1.6	Supplemental Resources	All		\$1,900.00			\$1,900.00
2	2.1	Replace borders around sandbox and play structure.	All	\$2,500.00				\$2,500.00
2	2.2	Repair the Red School House front porch and side entries.	All	\$3,000.00				\$3,000.00
2	2.3	Tree trimming	All	\$1,000.00				\$1,000.00
2	2.4	Extended Instructional Learning Time	All		\$3,000.00			\$3,000.00
2	2.5	Professional Development	All		\$7,691.00			\$7,691.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
190,824	9,952	5.22%	0.00%	5.22%	\$16,627.00	0.00%	8.71 %	Total:	\$16,627.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$16,627.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Instructional Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary	\$16,000.00	
1	1.3	Supplemental Reading and Math Support programs	Yes	Schoolwide	English Learners Low Income	Specific Schools: Elementary	\$627.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,710.00	\$20,376.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Support	Yes	\$9,016.00	15,957.90
1	1.2	Implementation of the Barton Reading and Spelling System	No	\$3,796.00	3,796.00
1	1.3	Implement Learning Ally	No	\$135.00	0
1	1.4	Scholastic Reading Counts	No	\$487.00	0
1	1.5	College/Career Pathways	No	\$200.00	0
1	1.6	Supplemental Reading and Math Support programs	Yes	\$700.00	623.00
1	1.7	Technology training for teacher and staff	Yes	\$1,400.00	0
1	1.8	Training to implement the Barton Reading and Spelling System.	No	\$1,476.00	0
2	2.1	Replace borders around sandbox and play structure.	No	\$2,500.00	0
2	2.2	Repair the Red School House front porch and side entries.	No	\$3,000.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Tree trimming	No	\$1,000.00	0
2	2.4	Covid-19 Supplies	No	\$3,000.00	0

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
9,902.00	\$11,116.00	\$16,580.90	(\$5,464.90)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Instructional Support	Yes	\$9,016.00	15957.90		
1	1.6	Supplemental Reading and Math Support programs	Yes	\$700.00	623.00		
1	1.7	Technology training for teacher and staff	Yes	\$1,400.00	0		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
181,088.00	9,902.00	0	5.47%	\$16,580.90	0.00%	9.16%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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