

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blake School District

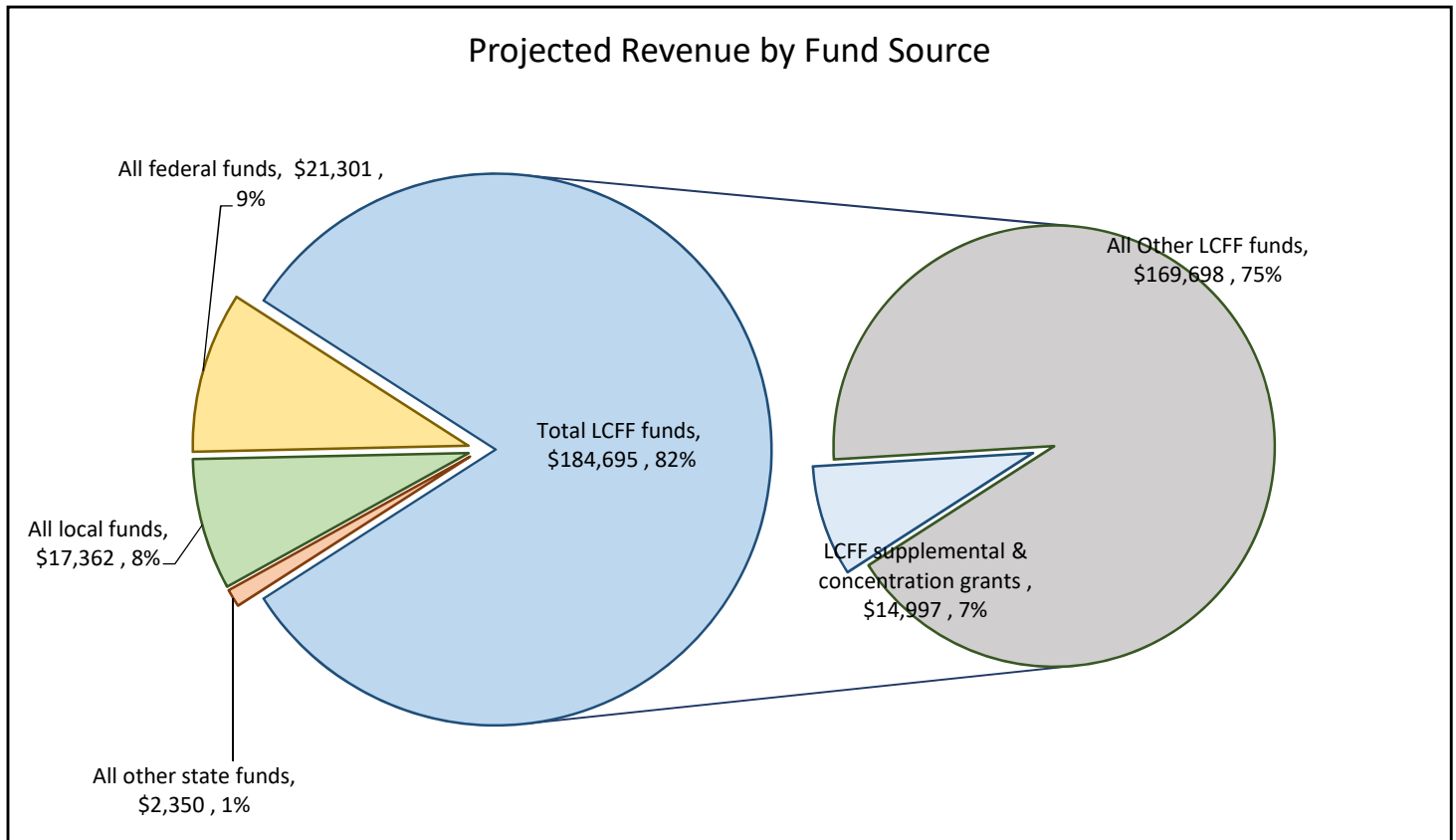
CDS Code: 15633540000000

Local Control and Accountability Plan (LCAP) Year: FY 2019/20

LEA contact information: Gary Bray, gabray@kern.org, 661-636-4742

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 FY 2019/20 LCAP Year

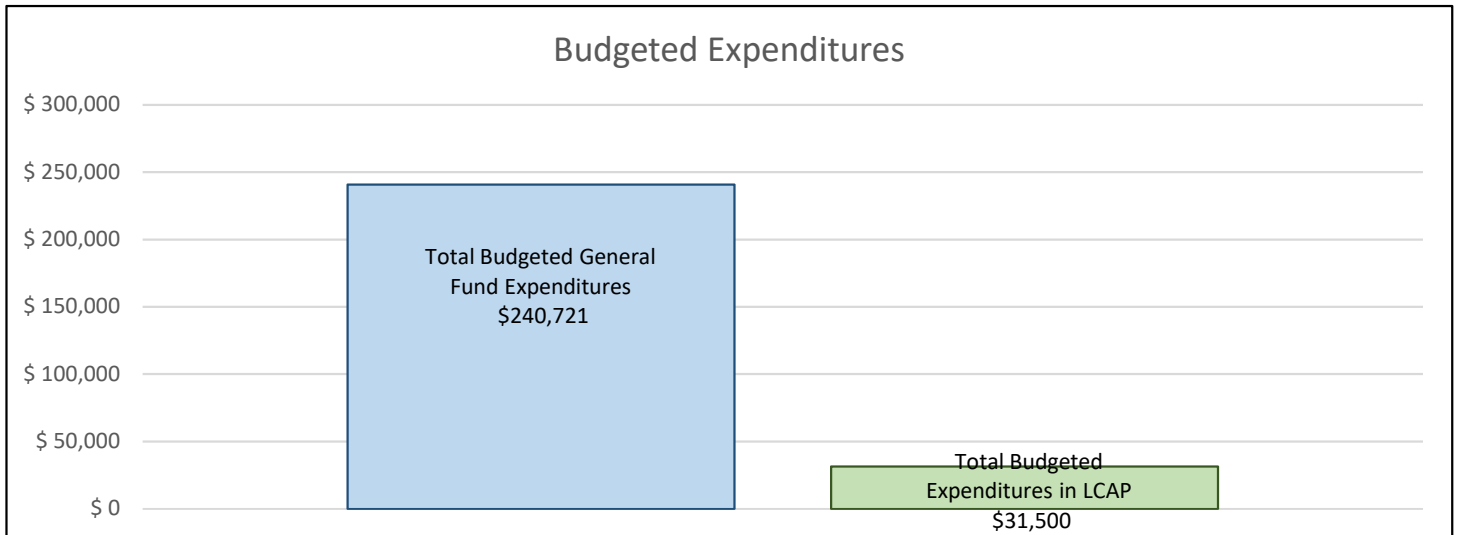


This chart shows the total general purpose revenue Blake School District expects to receive in the coming year from all sources.

The total revenue projected for Blake School District is \$225,708.00, of which \$184,695.00 is Local Control Funding Formula (LCFF), \$2,350.00 is other state funds, \$17,362.00 is local funds, and \$21,301.00 is federal funds. Of the \$184,695.00 in LCFF Funds, \$14,997.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

# LCFF Budget Overview for Parents



This chart provides a quick summary of how much Blake School District plans to spend for FY 2019/20. It shows how much of the total is tied to planned actions and services in the LCAP.

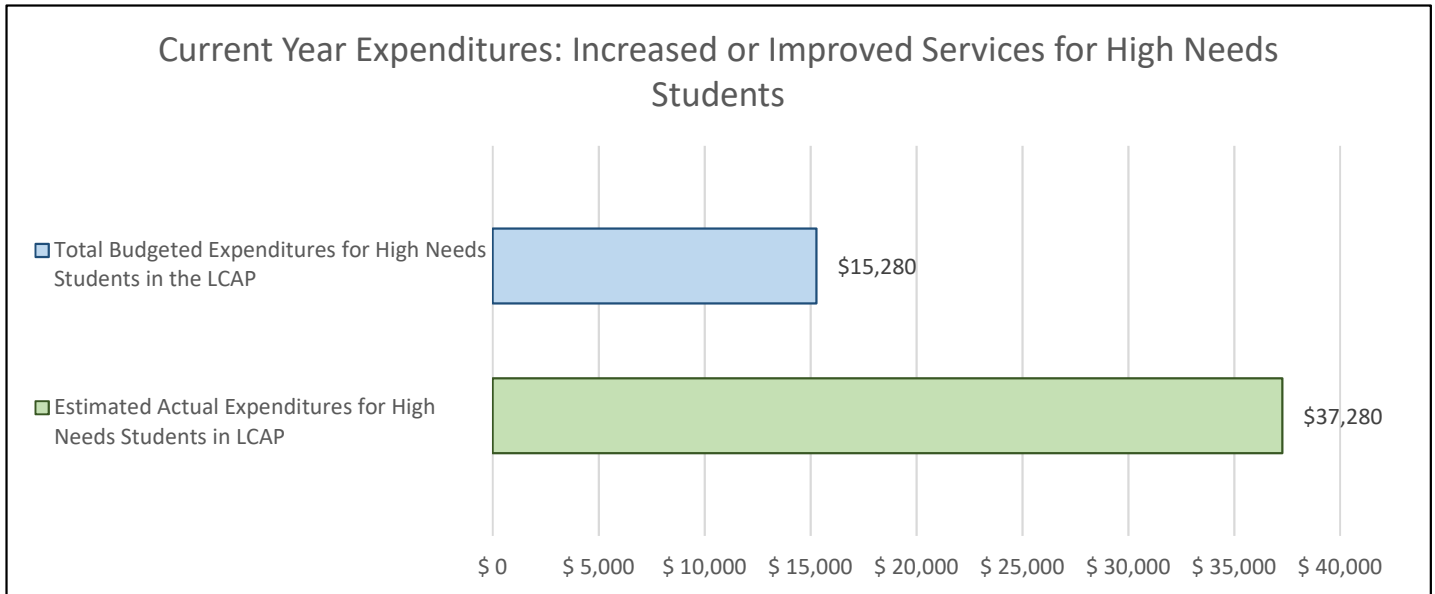
Blake School District plans to spend \$240,720.75 for the FY 2019/20 school year. Of that amount, \$31,500.00 is tied to actions/services in the LCAP and \$209,220.75 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Budgeted general fund expenditures not included in the LCAP include, but are not limited to: certificated & Increased or Improved Services for High Needs Students in FY 2019/20

In FY 2019/20, Blake School District is projecting it will receive \$14,997.00 based on the enrollment of foster youth, English learner, and low-income students. Blake School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Blake School District plans to spend \$14,997.00 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in FY 2018/19



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

In FY 2018/19, Blake School District's LCAP budgeted \$15,280.31 for planned actions to increase or improve services for high needs students. Blake School District estimates that it will actually spend \$37,280.00 for actions to increase or improve services for high needs students in FY 2018/19.

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

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Blake School District	Gary Bray, Superintendent	gabray@kern.org (661) 636-4742

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

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

The Blake School District employs one credentialed teacher/principal, one part-time instructional aide, one part-time secretary, and one part-time custodian. Blake School District receives administration services and Speech/language services, which are contracted through Kern County Superintendent of Schools. The 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 15% English learner (EL) and 54% are classified as Low Income. LCFF Unduplicated count is 69% and 100% of our EL students speak Spanish. Our student population is made up of many ethnicities with 38% of our students identifying as Hispanic Latino, and 62% White.

We serve approximately 13 students K through 8th grade at 1 general school house.

# LCAP Highlights

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

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

1. Blake School District, with support and involvement of parents and community, will strive to ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready.
2. Blake School District will provide a balanced curriculum preparing students for life in the 21st Century.
3. Blake will provide a safe, healthy and engaging learning environment.

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

## Review of Performance

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

## Greatest Progress

This year, Blake School District maintained enrollment numbers from the 2017-18 school year. It is expected to remain the same for the 2019-20 school year.

Blake School District has retained the majority of our current staff for 10 years, including our one Highly Qualified, fully credentialed Teacher/Principal. All employees remain the same from the 2017-2018 school year.

Teacher/Principal observation has determined that Blake Students have seen improvements in reading and comprehension in all primary grades, with all Kindergarten, first and second grade students reading at or above grade levels. Improvements in both math and reading for all secondary grades, with progress in reading for information and evidence writing exercises. The district uses the Sucher/Allred Reading Inventory that determines the student's independent reading level and their instructional level. The testing is done at least twice yearly or as needed.

Student progress in math instruction is measured by tests taken from the math textbook. Scores from the tests indicate students are progressing a full year in math for each year of instruction.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has

determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## **Greatest Needs**

Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the Blake LCAP invests heavily in instructional coherence, teacher stability and a local method of collecting data that will demonstrate progress over time to improve academic outcomes for all students (LCAP Goal 1).

Based on a review from stakeholder feedback and local and summative assessment data we would continue to invest in professional development for teachers regarding implementation of common core curricula and pedagogy (LCAP Goal 2).

Based on results from local assessments we will continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels, such as increased hours for instructional aides, music and arts education and technology (LCAP Goal 2).

Based on the results of the California Dashboard, we will continue to look at results for all students. On the dashboard, the chronic absenteeism rate is 23.1%, which is an increase of 7.7% from the previous year. This is a data error, brought about because the teacher did not account for independent study attendance credit.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **Performance Gaps**

Student Performance gaps in ELA and Math are determined using an online skills assessment. The teacher monitors growth on a quarterly basis. Students receive individual help daily for any performance gaps. The teacher monitors the on-line testing and determines the type of instruction that would be most appropriate for the student. This type of individual testing is necessary due to the fact there are only 12-16 students in the entire, K-8 grades. To address these Performance Gaps, Blake focuses on the following:

- Retaining Highly Qualified teachers with skills to advance EL students to become reclassified (LCAP Goal 1).
- Maintaining instructional aide hours for more direct intervention with EL students (LCAP Goal 1).
- Continued emphasis on evidence writing exercises, specifically in the primary grade levels, utilizing newly adopted curriculum in Science and Social Studies (LCAP Goal 2).
- Maintaining student access to art/music in order to build on a broad course of study (LCAP Goal 2).
- Update and replace play structure for students to ensure a positive and safe learning environment (LCAP Goal 3).

# 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.

NA

## Support for Identified Schools

Describe how the LEA supported 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.

NA

## 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.

NA

# Annual Update

LCAP Year Reviewed: 2018–19

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

## Goal 1

Blake School District, with support and involvement of parents and community, will strive to ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Priority 1 (a): Teachers appropriately assigned and fully credentialed for assignment: 100%	Priority 1 (a): Teachers appropriately assigned and fully credentialed for assignment: 100%. 67% of staff are returning in Fall 2019 school year.
Priority 1 (b): Pupil access to standards aligned materials: 100%	Priority 1 (b): Pupil access to standards aligned materials: 100%
Priority 1 (c): School facilities maintained in good repair: All facilities continue to have an overall rating of "Good" as indicated on the FIT report.	Priority 1 (c): All facilities have an overall rating of "Good" as indicated on the FIT report.
Priority 2 (a): Implementation of CCSS	Priority 2 (a): CCSS has been fully implemented for all grade levels
Priority 2 (b): How programs/services enable EL's to access CCSS and ELD standards for academic content knowledge and English language proficiency.	Priority 2 (b): EL's have access to the core curriculum that has CCSS and ELD standards embedded, daily.



Expected	Actual
Priority 4 (a): Statewide Assessments	Priority 4 (a): Blake does not have enough students to show any data on the state assessment.
Priority 4 (b): The Academic Performance Index	Priority 4 (b): N/A
Priority 4 (c): The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to College Programs	Priority 4 (c): N/A
Priority 4 (d): Programs/Services that enable ELs to access CCSS and ELD standards for academic content knowledge and English language proficiency	Priority 4 (d): (1) EL students were provided an additional 30-40 minutes daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual needs of our EL students. (2) ELD standards was implemented in class for integrated instruction daily and additional 30-40 minutes of instruction daily for designated instruction as included in curriculum.
Priority 4 (e) English Learner reclassification rate	Priority 4 (e) Blake had a 100% of English Learners reclassified.
Priority 4 (f) Percentage of pupils passing AP exam with 3 or higher	Priority 4 (f) N/A. Blake has no students taking AP exams.
Priority 4 (g) Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	Priority 4 (g) N/A. Blake has no students participating in EAP.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase salary schedule all employees by 3%.	Increase salary schedule all employees by 3%.	(a) \$2,280.31 (b) \$5,347.90 (c) Total- 7,628.21	(a) \$2,380.31 (b) \$5,347.90 (c) Total- 7,628.21

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Maintain increased services of  
Instructional Aide.

Maintain increased services of  
Instructional Aide.

(a) Sup/Con  
(b) REAP

(a) Sup/Con  
(b) REAP

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The increased instructional aide hours allowed more one-on-one instruction that is principally directed for unduplicated students and those high needs students in an effort to improve grade-level standards and state standards.

Challenges include the fact that a multi-grade level, single-room school requires additional instructional support from instructional aides.

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

Review of local assessments have yielded positive results. The action outlined in Goal 1 supports students in the classroom and we continue to make progress towards meeting the needs of Blake School District by using a highly qualified teacher and aid support. The district uses small group instruction daily to meet state standards and become college and/or career ready.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

Blake School will continue to increase salaries each year in order to retain highly qualified certificated and classified staff.

## Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 7, 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Priority 2(a): Implementation of CA academic and performance standards.	Priority 2 (a): CCSS has been fully implemented for all grade levels.
Priority 2(b): Programs/services enable EL students to access CCSS and ELD Standards for academic content knowledge and English Language proficiency	Priority 2 (b): EL's have access to the core curriculum that has CCSS and ELD standards embedded, daily.
Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study.	Priority 7 (c): 100% of pupils have access to and are enrolled in a broad course of study.
Priority 7 (b): Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils	Priority 7(b) 100% of pupils have access to and are enrolled in programs/services for unduplicated pupils.
Priority 7 (c): Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	Priority 7(c): There are no students with exceptional needs enrolled at Blake School District.
Priority 8(a): Pupil outcome in subjects described in 51210/51220	Priority 8 (a): 100% pupils are enrolled in English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.

### Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Adoption of Science Curriculum for all grade levels (K-8th)	California State approved Science curriculum had not yet been sent to districts for review at the beginning of the year.	LCAP Base Textbooks \$5000	\$927.66
Training of online materials in Science Curriculum that meets Next Generation Science Standards.	Online materials in Science Curriculum that meets Next Generation Science Standards was not available.	LCAP Base Textbooks: \$0	\$0
Maintain Increased Instructional hours for fine arts/music education.	Fine arts/music education block time of 2 hours per week with direct instruction with Mrs. Pitter, our music teacher.	REAP: \$8000	\$2,000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The music instruction hours were maintained at an increased level. The Science Curriculum was not adopted due to it not being available yet. Blake School did implement a weekly Science and Social Studies supplemental curriculum for grades K-6<sup>th</sup> grade. This curriculum was not available for 7<sup>th</sup> and 8<sup>th</sup> grades. Challenges include the limited number of students per grade level when considering a textbook adoption.

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

Review of local assessments have yielded positive results. The action outlined in Goal 2 supports students by providing a balanced curriculum in preparing students for life in the 21<sup>st</sup> Century. The supplemental Science and Social Studies curriculum provided extra resources that enforced important topics within these subjects and gave unduplicated students a different approach at learning the same material. The increased music instruction hours to get more access to fine arts instruction that has proven to be very helpful for the EL students. Vocal music lessons have much improved the confidence with which EL kids approach speaking and singing in public.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted Expenditures were less than Estimated Actual Expenses. Less was spent on science curriculum than was budgeted due to the fact that the new Science curriculum was not released and purchased. We also did not spend as much budgeted for Music/Art.

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

Blake School District plans to implement new supplemental Science Curriculum and corresponding online materials next year since they were not available for the 18-19 school year.

# Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, 6

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
Priority 1(c): School Facilities maintained in good repair.	Priority 1 (c): School facilities maintained in good repair. FIT report results: Good
Priority 5(a): School attendance rates at 97%	Priority 5(a) School Attendance rates for 2018-2019: at 97% as of April 22, 2019
Priority 5 (b) Chronic absenteeism rates at 0%.	Priority 5(b): Chronic Absenteeism is 23.1%.
Priority 5(c): Middle School Dropout rates at 0%.	Priority 5(c) Middle School Dropout rates: None
Priority 5(d): High School Dropout rates.	Priority 5(d) High School Dropout rates: N/A, Blake has no high school students.
Priority 5(e): High School Graduation rates.	Priority 5(e) High School Graduation rates: N/A, Blake has no high school students.
Priority 6 (a): Pupil suspension rates.	Priority 6(a) Pupil suspension rates: None
Priority 6(b): Pupil expulsion rates.	Priority 6(b) Pupil expulsion rates: None
Priority 6 (c): Other local measures on sense of safety and school connectedness	Priority 6(c) Pupil participation in extracurricular sporting school events is very high, due to the fact that there is a long-standing small school district consortium in Kern County involving all districts of under 100 A.D.A. Each school district sponsors a co-

Expected

Actual

curricular activity which is attended by all other small districts. 100% of students are involved in the events.

### Actions / Services

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

#### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Install a hot water source for the classrooms and replace basketball court	Basketball Court was replaced.	\$13,000 S/C Funds	\$35,000 S/C Funds
Continue "open door" policy for parents, students and community.	Open door" policy for parents, students, and community was continued through parents and community members volunteering in the classroom, and involvement in events and planning.	NA	NA

### Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The old north-south facing Basketball court was removed and a new pad of concrete facing east-west was poured with updated basketball hoops that can be heightened or lowered. Lines for 2 four-square courts were also painted onto the court. The "open door" policy for students, parents, and community was upheld.

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

The new basketball court assured less slips and falls would occur due to the cracks that had fractured the old basketball court. Basketballs no longer go over the back fence and have to be retrieved due to the new east-west orientation of the court. Participation rates among students have dramatically increased, even to the casual observer. The court is used at all hours during and after school. The community uses the court after school, as it is the only basketball court within 15 miles. The “open door” policy allowed parents and community members to be involved in the classroom, which improves student participation and overall performance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Actual Expenditures were much higher than the Budgeted Expenditures. The budgeted expenditures were estimated when it was suggested that the court be repaired. Upon further inspection, it was decided that the court needed full rebuilding, which costed \$12,000 more than budgeted.

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

Blake School District plans on continuing the effort of repairing/updating facilities in order to improve the FIT standings.



# Stakeholder Engagement

LCAP Year: 2019–20

## Involvement Process for LCAP and Annual Update

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

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

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

**Parent and Community LCAP Advisory Committee**- Blake School District formed a Parent and Community LCAP Advisory Committee and this group met once to go over the LCAP (April 3rd). On May 8, 2019 the final LCAP was presented to the LCAP Advisory Committee and allowed for the superintendent to post any written comments to stakeholder questions. The committee is comprised of parents, certificated staff, students, community members, principal, the superintendent and other district staff.

**Parents and Students**- In April, parents and students were invited to attend informational meetings designed to more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational experiences. This session covered all of the following: (1) The California State Standards, (2) The local Control Funding Formula (LCFF), and (3) LCAP. This meeting occurred on April 3rd 2019.

**The Community at Large**- Community meetings covering the same topics and providing opportunities for questions and discussion were announced by posting an announcement at the local post office and held in centralized community locations on April 3rd and April 10th. All site and community meetings were conducted in English with Spanish interpreter available.

## Impact on LCAP and Annual Update

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

Stakeholders attending the meeting expressed satisfaction with facility improvements and educational enhancements. There was a general consensus that more teacher time/ instructional aide time was necessary due to the demands of a multi-grade school in a single classroom. As a result of the input from stakeholders, the district has added a half-time, credentialed teacher for the upcoming school year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 1

Blake School District, with support and involvement of parents and community, will strive to ensure all students achieve their highest potential, meeting state standards, becoming college and/or career ready.

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

State Priorities: 1, 2, 3, 4

Local Priorities:

### Identified Need:

The Blake School district continues to have the lowest salary schedule, for both Certificated and Classified employees, in the county. In order to maintain highly qualified staff we need to have a salary schedule that is competitive to surrounding districts.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(a): Basic Services- Teachers appropriately assigned and fully	100% are fully credentialed and appropriately assigned	100% are fully credentialed and appropriately assigned	100% are fully credentialed and appropriately assigned	100% will be fully credentialed and appropriately assigned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(b): Pupils access to standards-aligned materials	100% of students have standards-aligned materials	100% of students will have standards-aligned materials	100% of students will have standards-aligned materials	Maintain 100% of students having standards-aligned materials
Priority 1 (c) School facilities maintained in good repair: All facilities continue to have an overall rating of "Good" as indicated on the FIT report.	All facilities have an overall rating of "Good" as indicated on the FIT report.	All facilities have an overall rating of "Good" as indicated on the FIT report.	All facilities have an overall rating of "Good" as indicated on the FIT report.	Maintain all facilities have an overall rating of "Good" as indicated on the FIT report.
Priority 2 (a): Implementation of CCSS	The teacher did not receive CCSS professional development	100% of teachers receive CCSS professional development	100% of teachers receive CCSS professional development	100% of teachers receive CCSS professional development
Priority 3 (a): Parental Involvement efforts to seek parent input in making decisions for district and sites.	Parent Meetings scheduled to discuss stakeholder input for the district.	Parent Meetings scheduled to discuss stakeholder input for the district.	Parent Meetings scheduled to discuss stakeholder input for the district.	Parent Meetings scheduled to discuss stakeholder input for the district.
Priority 3 (b): Parental Involvement, District promotes participation of parents of unduplicated students.	Parent Meetings scheduled to discuss stakeholder input for unduplicated students of the district.	Parent Meetings scheduled to discuss stakeholder input for unduplicated students of the district.	Parent Meetings scheduled to discuss stakeholder input for unduplicated students of the district.	Parent Meetings scheduled to discuss stakeholder input for unduplicated students of the district.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 3 (c): Parental Involvement, District promotes participation of parents of students with exceptional needs.	NA	NA	NA	NA
Priority 4 (a): Statewide Assessments	NA	NA	NA	NA
Priority 4 (b): The Academic Performance Index	NA	NA	NA	NA
Priority 4 (c): The % of pupils who have successfully completed courses that satisfy requirements for entrance to College Programs	NA	NA	NA	NA
Priority 4 (d): Programs/Services that enable ELs to access CCSS and ELD standards for academic content	(1) EL students were provided daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual	(1) EL students were provided daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual	(1) EL students were provided daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet the individual	(1) EL students will be provided daily of ELD instruction, in addition to being provided ELA interventions based on assessment data to meet

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
knowledge and English language proficiency	needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily as included in curriculum.	needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily as included in curriculum.	needs of our EL students. (2) ELD standards were implemented in class for integrated instruction daily as included in curriculum.	the individual needs of our EL students. (2) ELD standards will be implemented in class for integrated instruction daily as included in curriculum.
Priority 4 (e): English Learner reclassification rate	100% of all EL will be reclassified within 2 years.	N/A- No English Learners	100% of all EL's reclassified	100% of all EL's reclassified
Priority 4 (f): Percentage of pupils passing AP exam with 3 or higher	N/A	N/A	N/A	N/A
Priority 4 (g): Percentage of pupils who participate in and demonstrate college preparedness on EAP (or other)	N/A	N/A	N/A	N/A

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

NA

NA

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth and Low Income

LEA-wide

All Schools

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Changed

Modified

**2017-18 Actions/Services**

Increased salary schedule all employees by 2%. Maintain increased services of Instructional Aide.

**2018-19 Actions/Services**

Increase salary schedule all employees by 3%. Maintain increased services of Instructional Aide.

**2019-20 Actions/Services**

Increase salary schedule all employees by 3%. Maintain increased services of Instructional Aide.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	(a) \$2,280.31 (b) \$ 5,347.90	(a) \$2,348.71 (b) \$5,508.33	(a) \$15,000

Year	2017-18	2018-19	2019-20
	(c) Total-\$ 7,628.21	(c) Total-\$7,857.04	(a) Total-\$15,000
Source	(a) Sup/Con (b) REAP	(a) Sup/Con (b) REAP	(a) Sup/Con
Budget Reference	(a) Certificated/Classified Salaries and Benefits: Resource Code 1000/2000/3000 (b) 2000/3000	(a) Certificated/Classified Salaries and Benefits: Resource Code 1000/2000/3000 (b) 2000/3000	(a) Classified Salaries- \$12,000 Resource Code:2000 Classified Benefits- \$3000 Resource Code:3000



(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 2

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

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

State Priorities: 2, 7, 8

Local Priorities:

### Identified Need:

The Blake School district appreciates the need to provide the most current and innovative curriculum to prepare students for their future.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 2(a): Implementation of CA academic and performance standards.	APS and administrative observation level 3 implementation.	APS and administrative observation level 3 implementation.	APS and administrative observation level 3 implementation.	APS and administrative observation level 3 implementation.
Priority 2(b): How programs/services enable EL students to access CCSS and ELD Standards	100% of EL students were able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and	100% of EL students were able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and	100% of EL students were able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and	100% of EL students will be able to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
for academic content knowledge and English Language proficiency.	English language proficiency through designated and integrated ELD as indicated by administrative observation.	English language proficiency through designated and integrated ELD as indicated by administrative observation.	English language proficiency through designated and integrated ELD as indicated by administrative observation.	language proficiency through designated and integrated ELD as indicated by administrative observation.
Priority 7 (a) Extent to which pupils have access to and are enrolled in a broad course of study	All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.	All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.	All students are enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.	All students will be enrolled in a broad course of study that includes all of the subject areas described in Section 51210 and Section 51220(a) to (i) as applicable.
Priority 7 (b): Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.	All unduplicated students are enrolled in programs and services developed to meet their needs.	All unduplicated students are enrolled in programs and services developed to meet their needs.	All unduplicated students are enrolled in programs and services developed to meet their needs.	All unduplicated students will be enrolled in programs and services developed to meet their needs.
Priority 7 (c): Extent to which pupils have access to and are enrolled in programs/services for pupils with exceptional needs	There are no students with exceptional needs enrolled at Blake School District.	There are no students with exceptional needs enrolled at Blake School District.	There are no students with exceptional needs enrolled at Blake School District.	We will serve students with exceptional needs enrolled at Blake School District.
Priority 8(a):	Students are enrolled in subjects determined by	Students are enrolled in subjects determined by	Students are enrolled in subjects determined by	Students will be enrolled in subjects determined by

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil outcome in subjects described in 51210/51220	the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.	the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.	the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.	the Blake School Board. These subjects include but not limited to: English, Math, Social Studies, Science, Visual/Performing Arts, Health, and Physical Education.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged	Unchanged	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Adoption of supplemental Science Curriculum for all grade levels (K-8th)	Adoption of supplemental Social Studies and Science Curriculum for all grade levels (K-8th).	Adoption of NGSS Science Curriculum for all grade levels (K-8th).
Training of online materials in Science Curriculum that meets Next Generation Science Standards.	Training of online materials in Social Studies curriculum that meets Next Generation Social Studies Standards	Training of online materials in Social Studies curriculum that meets Content Standards for California.
Maintain Increased Instructional hours for fine arts/music education.	Maintain Increased Instructional hours for fine arts/music education.	Maintain Increased Instructional hours for fine arts/music education.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	(c) \$ 5,000 (d) \$ 8,000 Total- \$ 13,000	(c) \$ 7,000 (d) \$ 8,000 Total- \$15,000	(c) \$ 7,000 (d) \$ 8,000 Total- \$15,000
Source	(c) LCAP Base (d) REAP	(c) LCAP Base (d) REAP	(c) LCAP Base (d) REAP
Budget Reference	(c) Textbooks: 4100 (d) 4300	(c) Textbooks: 4100 (d) 4300	(c) Textbooks: 4100 (d) 4300

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

## Goal 3

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

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

State Priorities: 1, 5, 6

Local Priorities:

### Identified Need:

The Blake School district continues to need updates of facilities due to the age of the buildings and grounds.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 1(c): School Facilities maintained in good repair.	FIT Report: Good	FIT Report: Good	FIT Report: Good	FIT Report: Good
Priority 5(a): School attendance rates.	Attendance rate: 95%.	Attendance rate: 94%.	Attendance rate: 97%.	Attendance rate: 97%.
Priority 5 (b) Chronic absenteeism rates.	Blake School District has no incidents of chronic absenteeism for the previous 3 years.	Blake School District had no incidents of chronic absenteeism for the year.	Blake School District had a 23.1% chronic absenteeism rate but our expected was 0%.	Blake School District will have 0% of students chronically absent for the next year.
Priority 5(c): Middle School Dropout rates.	Blake School District has had zero dropouts of Middle School aged students.	Blake School District has had zero dropouts of Middle School aged students.	Blake School District has had zero dropouts of Middle School aged students.	Blake School District will maintain their zero Middle School dropout rate, and prepare middle school students for a successful high school experience.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 5(d): High School Dropout rates.	N/A	N/A	N/A	N/A
Priority 5(e): High School graduation rates.	N/A	N/A	N/A	N/A
Priority 6 (a): Pupil suspension rates.	There are no suspensions in the last 3 years.	There are no suspensions in this year.	There are no suspensions in this year.	Blake School District work with students and parents to have zero suspensions.
Priority 6(b): Pupil expulsion rates.	There were no expulsions in the last 3 years.	There were no expulsions in this year.	There were no expulsions in this year.	Blake School District work with students and parents to have zero expulsions.
Priority 6 (c): Other local measures on sense of safety and school connectedness	Parent/student/staff surveys indicate that 96% feel connected and safe at school	Parent/student/staff surveys indicate that 96% feel connected and safe at school	Parent/student/staff surveys indicate that 94% feel connected and safe at school	Blake School District will continue to make students and parents feel connected and safe at school.

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

N/A

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

New

## 2017-18 Actions/Services

Replacement/repair of buildings exteriors. Lock repairs on storage shed and red school house.

## 2018-19 Actions/Services

Install a hot water source for the classrooms and replace basketball court

## 2019-20 Actions/Services

Update and replace play structure area with age-appropriate structures to continue a positive school climate for students.

Continue "open door" policy for parents, students and community.

Continue "open door" policy for parents, students and community.

Continue "open door" policy for parents, students and community.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount	(e) \$ 9,010 Total-\$ 9,010	(e) \$ 35,000 Total-\$ 35,000	(e) \$1,500 Total-\$1,500
Source	(e) Supplemental and Concentration Funds	(e) Supplemental and Concentration Funds	(e) Supplemental and Concentration Funds
Budget Reference	(e) Buildings and Improvements: Object code 6500	(e) Buildings and Improvements: Object code 6500	(e) Buildings and Improvements: Object code 6500

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019–20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 14,997

8.83%

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

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

The district is expending its LCFF supplemental and concentration grant funds as described in the Blake School District's goals. 69% of the students enrolled in Blake School District are unduplicated students. An estimated amount of \$17,419.17 LCFF supplemental and concentrated funding was budgeted for expenditures detailed and described in the above section. This funding will be principally directed to meet the needs of the unduplicated students. By providing expenditures district wide, Blake School District will best serve all students. The Blake School District Local Control and Accountability Plan goals and expenditures address the needs of our district's English Language and Socioeconomic Disadvantaged students. No foster or homeless youth are currently enrolled in Blake School. A review of our state and local assessment show that we are making progress in Math and ELA. Our CA Dashboard for Chronic Absenteeism shows that our students 23.1% which increased 7.7% from the previous year. In consideration of this performance we plan to:

- A portion of the funding will be used to support the cost of the instructional aides, which serve to continue to enhance the current adult/student ratio. We also ensure we continue to retain our highly qualified certificated teacher by ensuring our salary schedule is competitive. Given the multi-grade setting of this small district, with all students in one room, the help of an instructional aide is imperative (Goal 1, Action1).
- A portion of the funding will be used to maintain the increase update and replace play structure area with age-appropriate play structures. This will ensure that we ensure a safe, healthy, and engaging learning environment (Goal 3, Action 1).

We believe these actions will support all unduplicated students in improving their performance on local and state assessments as described in our Expected Annual Measurable Outcomes for 2019/2020 Goal 1 through 3. We will monitor the effectiveness of these by analyzing local data on a regular basis.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 9,806

6.01 %

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

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

- 38% of the students enrolled in Blake School District are unduplicated students. An estimated amount of \$9,372.00 LCFF supplemental and concentrated funding was budgeted for expenditures detailed and described in the above section. This funding will be principally directed to meet the needs of the unduplicated students. By providing expenditures district wide, Blake School District will best serve all students. The Blake School District Local Control and Accountability Plan goals and expenditures address the needs of our district's English Language and Socioeconomic Disadvantaged students. No foster or homeless youth are currently enrolled in Blake School
- A portion of the funding will be used to support the cost of the instructional aides, which serve to continue to enhance the current adult/student ratio. Given the multi-grade setting of this small district, with all students in one room, the help of an instructional aide is imperative.
- A portion of the funding will be used to maintain the increase in instructional time for the current music program, which is conducted by a 2-hour per week instructor. Music instruction has shown to be an asset with respect to teaching English learners.
- A portion of the funding will be used for the update/repair of the basketball court, which may become a safety hazard in the following years due to cracks and for the installment of a hot water heater for the classroom.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 23,772

14.93%

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

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

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

Further, funds expended at the district level will be used in the following ways which is in response from the Community/Stakeholder Engagement survey as well as research based:

(Please find supporting research information in Appendix B. Supporting Research Document for Programs/Services)

- Implementing PBIS at all sites to provide behavior interventions to students to decrease the amount of suspensions

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

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

## **Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

## **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 supported 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.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

### Goal

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



## **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

## **Identified Need**

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

## **Expected Annual Measurable Outcomes**

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

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

## **Planned Actions/Services**

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

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

#### **Students to be Served**

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

#### **Location(s)**

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

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

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

### Students to be Served

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

### Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

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

### Location(s)

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

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

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

**New/Modified/Unchanged:**

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

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

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

### **Budgeted Expenditures**

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

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

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

## **Demonstration of Increased or Improved Services for Unduplicated Students**

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

## Estimated Supplemental and Concentration Grant Funds

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

## Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

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

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

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

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

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



# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## Guiding Questions: Goals, Actions, and Services

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