Introduction:

LEA: Blackford Elementary School District   **Contact (Name, Title, Email, Phone Number):** Corrine Frese, Principal , Cfrese@campbellusd.org, 408-976-4675   **LCAP Year:** 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
At Blackford there were various opportunities for parents to give input on our school goals and priorities for the coming years. At our School Site Council meetings, PTA meetings, ELAC meetings and Coffee with the principal, participants were presented with opportunities to give feedback in regards to ideas surrounding ways to improve our academic progress, our school climate, and our facilities and programs. Participants in these meetings were given opportunities to reflect on current practices and provide suggestions for enhancement and changes to better improve our practices in the upcoming	Comments/feedback received: Input from the community (staff, students, parents and community members) tended to provide input mostly on the Conditions of Learning and Engagement section of the LCAP. We used the input to help shape our LCAP submission for 2015-16. Data collection results identified Priority 5 (Pupil Engagement), Priority 2 (Common Core Implementation), and Priority 3 (Parent Involvement) as the top priorities. There were several suggestions rendered by the

year. Each stakeholder groups was able to see each others ideas and reflect upon those as well.

Each opportunity for parents to give input was prefaced with an overview of the purpose and content of the Local Control Accountability Plan (LCAP) and definition and role of the State Priority Areas. After the overview attendees were given opportunities to ask questions. They then participated in providing feedback where each participant contributed comments/suggestions in four broad areas, all related to the 8 State Priorities.

The school principal participated in the input process at the bi-monthly district management meetings.

On February 4, 2015 the Blackford Staff participated in a process to give input on the progress towards this years goals and on the development of goals and actions for the 2015-16 school year. After an overview of the LCAP and an opportunity to ask questions the staff broke into groups and did a gallery walk during which they gave input on the different priority areas as they relate to our site. In April 21 a focus groups of students met with the principal to share ideas that they have for improving Blackford School. For the student group the discussion was prefaced with a more general conversation about our need to continually improve ourselves as a school.

stakeholders in each of these areas. The suggestions which received multiple recommendations were identified and utilized to form our primary areas of focus in the Conditions of Learning section. Below are comments from the stakeholders for each of the top priorities.

Priority 5: Pupil Engagement

Sowing Creativity for all grade levels
Music and Arts in the classroom
VillaMontalvo for all primary grades
Additional enrichment opportunities (e.g. Gifted Ed.)
Health and Wellness education
Additional Field Trips
GATE
Project-Based Learning

Priority 2: Common Core Implementation

* Community partnerships and internships
* Ed. Associates for below/accelerated students
* Gifted and Talented Education (GATE)
* Project-Based Learning
* Access to curriculum of various levels
* Increase focus on history
* Ed associates for math instruction

Priority 3: Parent Involvement

* Parent education classes
* Parent leaders
* Community Room
* Community Liaison
* Increase health/wellness care
* Increased fundraising
* Nutritional education

The influence of the stakeholder input opportunities was evident as our initial priorities shifted once we disaggregated the data collected from the numerous outreach sources. The top goals and priorities, Conditions of Learning, remained the same; however, the actions and metrics shifted to reflect the input from stakeholders. We anticipate additional changes as we proceed through the ongoing process of including stakeholders in the LCAP process.

The District maintained strict adherence to the statutory requirements for stakeholder engagement pursuant to the California Education Code. Timelines for community input gathering, public hearing notices, and identification of all required subgroups are reflected in the development of the Campbell Union School District LCAP process. The District will present LCAP updates related to improved outcomes for students to the Board each trimester annually. The notices of each LCAP board presentation will be available on the district website each fall, and an annual update will be presented to the board and public each spring.

The overwhelming theme identified, was the need to ensure each student had access to an educational experience that supported, challenged, and excited the learner during the school experience. Attention to the "whole child" is evident as the comments reflect the academic, social-emotional, and physical health of our students. The need for equitable resources for all students was also prevalent in the ideas expressed by our community. This information will be reflected in the goals, metrics, actions, and expenditures associated with the Blackford School LCAP.

Additional Site Feedback:
* Blackford teachers will facilitate collaboration between general ed, special ed and ELs to support differentiation of instruction to meet needs of all learners.
* Blackford teachers will support music, enrichment classes (including GATE), field trips, and reading intervention.
* Blackford will continue to work with the district to provide on-site counseling services.
School climate
* Blackford will support Playworks and fields trips for 2014-15.
* Blackford will support field trips promoting STEAM
* Blackford will support assemblies supporting STEAM
* Full implementation of PBIS program at Tiers 1, 2, & 3.
* Intensified outreach into the neighborhood
* Project Cornerstone – Los Dichos & ABC Readers
Other supplements to support CCSS:
* Adequate technology for every student
* Effective keyboarding skills and technology programs
* PD on implementation of new materials
* RtI team to address the needs of all struggling students in behavior and academics.
* PD and support of implementing more of the arts into our site

Community Feedback:
Counseling services
Parent Liaison
More parenting classes
More after-school low cost program options

More Fundraising opportunities
School based organized sports

Input from Site meetings included the following:

Staff meetings: Teacher input included:
• More resources for upper grade math instruction
• more art and music
• Nutrition/Health and Wellness Education
• More field trips and assemblies
• Playworks
• One laptop/ipad per student
• More educational associates
• An additional reading intervention teacher
• Lending library for parents

Parent meetings including PTA, the School Site Council, ELAC, and the Principal's Coffee:
• Parent education classes
• Themed dinners by grade level
• Health/Wellness education
• Organized Sports/After school extracurricular activities
• After School Programs
• Art and Music classes for all grade levels
• Field trips
• PBIS classes for parents
• Playworks

Annual Update:	**Annual Update:**
While updating the LCAP we also reviewed our actions steps up to this point and provided updates to our staff and parent groups.	Revised goals to reflect what we will be doing this year which can be found in our LCAP.

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

Instructions:

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

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

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL 1:	All students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 5 _ 6 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify Strategic Plan Goals 1, 2, 5

Identified Need :	Need: Students need access to highly qualified teachers, high quality materials and facilities, and daily instruction in the Common Core standards and NGSS standards. Metrics: HR records, BTSA records, Rate of teacher mis-assignments, PD sign-in sheets, Curriculum maps, curriculum pacing maps, lesson plans, report cards, instructional materials inventories, iReady and BAS assessments, and teacher and classroom observations

Goal Applies to:	Schools:	LEA Wide
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By June 2016, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA. All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development. Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work. District ELA and Math/Tech Integration Teachers on	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of personnel, per teacher 0000: Unrestricted Base $80,000
			Cost to administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs: Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program. 0000: Unrestricted Base $4,400
			Cost for trainers, per diem rates, stipends for PD, per teacher 0000: Unrestricted Base $2,000
			Cost for stipends for Curriculum Leaders, per teacher 0000: Unrestricted Base $3,000

Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons. Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work. Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring. Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities. Teachers will participate in a school wide professional development book study.			Cost for District TOSAs 0000: Unrestricted Base $30,000
			Cost for site Equity Coaches 0000: Unrestricted Base $100,000
			Cost for release time/substitutes 0001-0999: Unrestricted: Locally Defined Supplemental $5,000
			Cost of book study materials 0001-0999: Unrestricted: Locally Defined Supplemental $700
School facilities are maintained and in good repair.	LEA-wide	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of maintenance, custodial support, facility upgrades. 0000: Unrestricted Base $250,000
Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials: Teachers will use Eureka Math to teach the Common Core math standards. Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge and self-created units to teach the ELA Common Core standards. Teachers will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL	LEA-wide	X All ---- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of Eureka math copies and workbooks. 0000: Unrestricted Supplemental $40,000
			Cost of Core Knowledge pilot, Expeditionary Learning novels and student materials, HM workbooks, teacher-prepared materials. 0000: Unrestricted Supplemental $20,000

students, grouped by proficiency levels. Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year. ELA/ELD materials will be adopted for use TK - 5.			
Additional support will be provided for struggling readers (students reading approximately 2 years below grade level): Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers. Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement. Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates. Identified students will receive after school tutoring provided by SES providers. Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum. Identified students will receive before and/or after school tutoring provided by certificated staff.	LEA-wide	_ All - - - - - - - - - - - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost for reading intervention teacher 0000: Unrestricted Supplemental $100,000 Cost for BAS assessments and LLI kits, per teacher 0000: Unrestricted Supplemental $1,000 Cost for summer school administrator, teachers, material (shared across district) 0000: Unrestricted Other $140,000 Cost for hourly work 0001-0999: Unrestricted: Locally Defined Supplemental $2,500 Cost for SES, per student. 0001-0999: Unrestricted: Locally Defined Other $806.88 Cost for intervention materials aligned with ELA/ELD adoption, per teacher 0000: Unrestricted Supplemental $300 Cost of educational associates 0001-0999: Unrestricted: Locally Defined Supplemental $106,000
EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis. Results of state assessments will be used to group EL students appropriately for designated ELD instruction. ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the	LEA-wide	_ All - - - - - - - - - - - OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of CELDT testers, scoring 0000: Unrestricted Supplemental $6,000 Stipends for ELD Champions, per teacher 0000: Unrestricted Concentration $1,000 Salaries for District Office Staff 0000: District Funded Supplemental $35,000 Cost for ELD clustering materials 0001-0999: Unrestricted: Locally Defined Supplemental $500

reclassification process. New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum. ELD students will be provided with materials, strategies and groupings that support their learning of the academics. District Office personnel support EL identification, reclassification, and programs			
Teachers will receive coaching from district STEAM TOSA and integration of technology into their curriculum. LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields. Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration. Sowing Creativity Partnership will continue to provide students with art and STEAM experiences.	LEA-wide	X All ------------------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of district STEAM TOSA (shared across district) 0000: Unrestricted Other $10,000 Stipends for Tech Integration Coaches, per teacher 0000: Unrestricted Base $1,000 Cost of Sowing Creativity Partnership 0001-0999: Unrestricted: Locally Defined Supplemental $12,000
Students with special needs receive specialized educational support from RSP and SDC teachers.	LEA-wide	_ All ------------------------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) Special Education	Salaries for special ed staff 0000: District Funded Supplemental $35,000

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	By June 2017, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	By June 2018, all students will receive instruction from teachers who are appropriately assigned, using Common Core curriculum materials, in adequate, well-maintained facilities.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 2:	Measurements of Academic indicators will show an increase of students meeting grade level standards by 3-5% each year.	Related State and/or Local Priorities: 1 2 3 _ 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan #1</u>

Identified Need :	Need: Less than 40% of the students are scoring at or above grade level, on ELA and Math, based on local data. Metrics: iReady diagnostic exams, Performance Tasks, SBAC results

Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	By June 2016, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2015 baseline data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1) Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year. Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions. Materials to support PLC model to analyze student work.	LEA-wide	X All - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Substitutes for release time, after hours meetings 0001-0999: Unrestricted: Locally Defined Base $5,000 Cost of iReady diagnostic and curriculum 0000: Unrestricted Base $12,000 PLC work materials 0001-0999: Unrestricted: Locally Defined Supplemental $1,100

LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	By June 2017, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2015 baseline data.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Same as year 1		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	By June 2018, the number of students scoring at or above grade level on the SBAC summative assessment will increase at least 3-5 percentage points for all significant subgroups as compared to June 2016 data.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Same as year 1		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 3:	Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify Strategic Plan #1, 3, 4

Identified Need :	Need: Based on suspension/expulsion rates, attendance rates, Project Cornerstone surveys, PBIS Assessments, CA Healthy Kids survey, and student/staff/parent surveys there is a need to provide a positive school climate. Students need access to in class, school-wide and additional wrap-around services that support their social and emotional needs in order to learn. Metrics: Suspension/expulsion results, Attendance rates, Middle School drop out rates, Enrollment in exploratory wheel, Project Cornerstone Surveys and Feedback forms, Sign-in forms, SET scores, Healthy Kids Survey, Law Enforcement Crime Data

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	ALL

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Suspension/expulsion rates will drop by 10% each year, Attendance rates will increase by 1% each year, Middle school drop out rates will decrease by 1% each year, All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning, Student behavior will improve as shown by SET scores, Healthy Kids Survey and Law Enforcement Data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Staff will participate in PBIS training and planning. District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis. PBIS materials will be purchased that support the tiered PBIS framework. Tiered behavior interventions will be in place to provide increasing levels of interventions for students. Site mental health interns provide social skills classes to	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) special needs	Cost of Playworks Program 0001-0999: Unrestricted: Locally Defined Concentration $32,000
			Training for site admin, teachers, ed associates in co-teach, co-plan 0001-0999: Unrestricted: Locally Defined Supplemental $1,000
			Cost of incentives, assemblies 0001-0999: Unrestricted: Locally Defined Supplemental $4,000
			Salaries for counselors 0000: District Funded Supplemental $35,000
			Cost for District PBIS TOSA salary (shared across district) 0000: Unrestricted Supplemental $10,000

support students and provide intensive support for individual students. EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support. School liaisons provide outreach to families, connecting them with school, health and other local services. Project Cornerstone provides support with reading, positive school climate, anti-bullying. The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms. Information will be sent home through School Messenger and newsletters about the importance of school attendance. Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program) Teachers and site admin will participate in a PBIS planning day. Playworks Program will be contracted to provide lessons and recess support for positive school climate. School counselors will provide additional support to students and their families			cost for EMQ 0000: Unrestricted Grant Funded no cost
			Cost for Site Mental Health Interns 0000: Unrestricted Supplemental $13,900
			Cost of Project Cornerstone materials 0001-0999: Unrestricted: Locally Defined Supplemental $1,000
			Cost of Sharp Program 0000: Unrestricted Other $8,000
			Cost for PBIS teacher planning stipend 0001-0999: Unrestricted: Locally Defined Supplemental $800
ELD classes will be offered for parents of students at the site.	LEA-wide	All - OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Materials purchase, stipend for teacher, child care 0000: Unrestricted Concentration $20,000

A Community School will be established that provides resources and connections to local organizations and supports. The Community School will be staffed by a District Liasion/Ed Associate that has ties to the community and holds classes, meetings, coffees, and brokers guest speakers for parents.	LEA-wide	_ All ----- OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Community Liaison/Ed Associate salary 0001-0999: Unrestricted: Locally Defined Concentration $10,000 Cost for child care, resources, food 0001-0999: Unrestricted: Locally Defined Supplemental $500
District Office, School Services Department supports sites with attendance and behavioral issues.		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries for District Office staff 0000: District Funded Supplemental $20,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Suspension/expulsion rates will drop by 10% each year. Attendance rates will increase by 1% each year Middle school drop out rates will decrease by 1% each year All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning Student behavior will improve as shown by SET scores Healthy Kids Survey and Law Enforcement Data.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	Suspension/expulsion rates will drop by 10% each year Attendance rates will increase by 1% each year Middle school drop out rates will decrease by 1% each year All middle school students will be enrolled in an exploratory wheel that reflects a full course of learning Student behavior will improve as shown by SET scores Healthy Kids Survey and Law Enforcement Data		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 4:	Parents will feel encouraged and invited to participate in their child's learning experiences both at school and at home.	Related State and/or Local Priorities: 1 2 _ 3 _ 4 5 X 6 X 7 _ 8 COE only: 9 _ 10 _ Local : Specify <u>Strategic Plan # 4</u>

Identified Need :	Need: Students need to have their parents engaged in their learning. Metrics: Attendance forms, Feedback forms, Annual Parent Perception Survey, Sign-in Sheets

Goal Applies to:	Schools: All
	Applicable Pupil Subgroups:	English Learners, Reclassified English Learners

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Parent engagement in their children's learning will increase by 10% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Materials sent home will be translated into the home languages spoken by the majority of English Learner families. The LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages. Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC. Special efforts will be made to promote parental participation in programs for special needs students. Parents of Kindergarten students will attend and participate in orientation prior to the start of the school	LEA-wide	X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost for translation 0000: Unrestricted Other $5,000 Cost of teacher stipend for kinder round up 0001-0999: Unrestricted: Locally Defined Concentration $1,200

year.			
A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils: • Parent Nights (e.g. Family Math Night) • Back to School Night • Conferences • Community Celebrations of Learning • Coffee with the Principal • Musical Event including dances • School plays • Community School classes	LEA-wide	X All ----------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) special needs	Cost for child care, transportation, translations, food 0001-0999: Unrestricted: Locally Defined Other $500 Cost for vendors 0001-0999: Unrestricted: Locally Defined Concentration $1,500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	Parent engagement in their children's learning will increase by 10% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	Parent engagement in their children's learning will increase by 10% each year.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Same as year 1		_ All ----------- OR: _ Low Income pupils _ English Learners _ Foster Youth	

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

Annual Update

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

Guiding Questions:

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

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

Original GOAL 1 from prior year LCAP:	1. Blackford teachers will fully implement the CCSS ELA standards in their daily instruction so that all students will learn the ELA Common Core State Standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	ALL	

Expected Annual Measurable Outcomes:	By June 2016, the number of students scoring adequate or above on the ELA section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2015 baseline data	Actual Annual Measurable Outcomes:	As of March 2015 i-ready data indicates that _____ % of our students are at or above grade level.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Purchase additional materials for teachers to implement ELA CCSS units	CCSS aligned texts, materials and assessments 0000: Unrestricted Other $4,000	Student text and workbooks were purchased for classrooms that requested materials.	Workbooks for classroom use 0000: Unrestricted Base $3,798
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments	PD for teachers: After school, over the summer 0000: Unrestricted Other $7,000	50% of the teachers attended Summer Professional Development in ELA. Grade Level Leaders attended monthly professional development.	Teacher Stipends 0000: Unrestricted Base $14,200 GLL stipends 0000: Unrestricted Base $3,500

			Sub costs for GLLs 0000: District Funded Base $7,000
Scope of Service — LEA-wide X All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** — LEA Wide X All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide instructional coaching to administrator and staff members (Common Core Coach)	Coach cost (salary and benefits): 0000: Unrestricted Other $80,000	Coach worked with specific grade level to complete Coaching Cycles in ELA, Math and ELD instruction.	Salary of Coach 0000: Unrestricted Base $100,000
Scope of Service _ All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** _ All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service — LEA-wide X All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** — LEA-wide X All -------- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Provide extended learning opportunities for students (before/after school, daily intervention period, summer school)	Salary for reading intervention teacher, Stipends for teachers, salary for Ed Associates to teach before/after school classes, use of iReady diagnostic and blended learning opportunities 0000: Unrestricted Other $80,000 teacher stipends: 0000: Unrestricted Other $20,000 iReady: 7000-7439: Other Outgo Other $15,000	Reading intervention teacher supported struggling readers at each grade level. SIx ed associates provided small group support during excel time. Selected students were served by Title I SES funding. iReady diagnostic and instructional tools were available LEA wide	Salary for reading intervention teacher 0000: Unrestricted Supplemental $100,000 Salary for ed associates 0001-0999: Unrestricted: Locally Defined Supplemental $106,000 SES After School tutoring 0000: District Funded Title I $40,000 iReady diagnostic 0000: District Funded Base $12,000
Scope of Service ┆ LEA-wide _ All - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ LEA Wide _ All - OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Encourage and elicit parent engagement in their children's learning both inside and outside of the school day	Translations, childcare, parent training materials, Transportation to District Family ELA Night 7000-7439: Other Outgo Other $2,500	Parents attended school based and district meetings that focused on Common Core standards, activities to do at home with children, and the changing assessment practices.	No cost
Scope of Service ┆ _ All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┆ _ All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have determined that due to the replication of action steps, that we will consolidate our goals in next year's LCAP. We plan to continue with the materials purchase, trainings, coaching and intervention support as given this year.

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

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

Original GOAL 2 from prior year LCAP:	2. Blackford teachers will fully implement the CCSS Math standards in their daily instruction so that all students will learn the Math Common Core State Standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	By June 2016, the number of students scoring adequate or above on the Mathematics section of the SBAC summative assessment will increase at least 10 percentage points for all significant subgroups as compared to June 2015 baseline data.	Actual Annual Measurable Outcomes:	Current I-ready data shows that _____% is on track for scoring at grade level.

LCAP Year: 2014-2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Purchase additional materials for teachers to implement Math CCSS units	Materials purchase 0000: Unrestricted Other $5,000	Purchased math materials and workbooks	Materials cost for workbooks and manipulative 0000: Unrestricted Base $41,000
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments	PD for teachers: After school, over the summer 0000: Unrestricted Other $7,000	Teachers attended after school and summer PD in new curriculum and strategies.	Stipends for teachers 0000: Unrestricted Base $5,000

Scope of Service	LEA-wide		Scope of Service	LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide instructional coaching to administrator and staff members (Common Core Coach)	Coach cost (salary and benefits): 0000: Unrestricted Other $80,000		Coach provided instructional support in math.	See goal 1	
Scope of Service	LEA-wide		Scope of Service	LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		
Provide release time for collaboration, calibration and planning, led by grade level leaders and to participate in Instructional Rounds	Sub costs + stipends for each grade level leaders: 0000: Unrestricted Other $18,500		Sub costs + stipends for each grade level leaders	Math GLL Stipends 0000: Unrestricted Base $3,500 Cost for subs for GLLs 0000: Unrestricted Base $7,000	
Scope of Service	LEA-wide		Scope of Service	LEA Wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth			X All OR: _ Low Income pupils _ English Learners _ Foster Youth		

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide extended learning opportunities for students (before/after school, interventions, summer school)	Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities 0000: Unrestricted Other $40,000	Two classroom teachers are providing before school intervention instruction in math.	Teacher stipends 0001-0999: Unrestricted: Locally Defined Supplemental $3,000
Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Encourage and elicit parent engagement in their children's learning both inside and outside of the school day	Translations, childcare, parent training materials, Transportation to Family Math Night 0000: Unrestricted Other $2,000	Named in Goal 1	
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils: Provide extended learning	Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use	Named in Goal 1	

opportunities for students (before/after school, ExCEL interventions, summer school)	of iReady diagnostic and blended learning opportunities 0000: Unrestricted Other $40,000		
Scope of Service — LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** — LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Encourage and elicit parent engagement in their children's learning both inside and outside of the school day	Translations, childcare, parent training materials, Transportation to Family ELA Night, Family Math Night 0000: Unrestricted Other $5,000	Named in Goal 1	
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We have determined that due to the replication of action steps, that we will consolidate our goals in next year's LCAP. We plan to continue with the materials purchase, trainings, coaching and intervention support as given this year.		

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

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

Original GOAL 3 from prior year LCAP:	3. Blackford teachers will fully implement the NGSS Science standards in their daily instruction	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X
		COE only: 9 _ 10 _
		Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Teachers will begin exploring (Awareness Stage) the Next Generation Science Standards, At least 10% of all lessons will be taught using the Next Generation Science Standards materials, and strategies. The overall percentage of 5th grade students scoring at the advanced or proficient level will increase by 2 percentage points to 100%.	Actual Annual Measurable Outcomes:	We do not currently have science data.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Adopt NGSS 2014-15		Did not adopt.	
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase science materials		Did not purchase	
Scope of Service LEA-wide X All		Scope of Service LEA-wide X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development for staff in use of instructional materials, standards based lessons, instructional shifts and assessments		Did not offer science PD	
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide release time for collaboration, calibration and planning		Did not provide release time for planning in science	
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide instructional coaching to administrator and staff members (STEAM TOSA)	Coach cost (salary and benefits): 7000-7439: Other Outgo Other $10,000	Addressed in Goal 5	

Scope of Service			Scope of Service		
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The district chose to postpone the NGSS roll out due to the focus on ELA and Math, and the current lack of state-adopted NGSS texts and materials.				

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

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

Original GOAL 4 from prior year LCAP:	4. Blackford teachers will fully implement the ELD standards throughout the day so that EL students have full access to the ELD standards	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil Subgroups:	English Learners, Reclassified English Learners

Expected Annual Measurable Outcomes:	100% of all lessons for ELLs and R-FEPs will be taught using ELD Common Core State Standards materials, strategies, and assessments. Successful implementation will be measured by the percentage of students scoring adequate or above on the SBAC summative assessment. CELDT scores will improve as follows (AMAO1 from 63.5% to 65.5%, AMAO 2 from 31.9% to 33.9%, Long Term ELS non-applicable).	Actual Annual Measurable Outcomes:	Recent CELDT data shows that there was a 2 percentage point drop in students making one year's growth on the CELDT. As of April 2015, 20 3rd - 5th grade students qualified as being Reclassified Fluent English Proficient (RFEP) this year.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
For English learners: Purchase additional Systematic ELD Kits to implement the ELD standards (Dedicated ELD)	ELD kits and manipulatives 0000: Unrestricted Other $2,000	Did not purchase additional kits this year this year	
Scope of Service	LEA-wide	Scope of Service	LEA Wide	
_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Provide Systematic ELD Training for Dedicated ELD	Trainers, subs, materials 0000: Unrestricted Other $6,000	Two teachers and Two ed associates attended ELD training this year held at the District Office.	Release time sub pay 0000: Unrestricted Base $1,000
Scope of Service LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide professional development for staff in use of instructional materials, standards based lessons, and effective instructional strategies (Dedicated & Integrated ELD)	Trainers, subs, stipends for teachers attending Learning Circles 7000-7439: Other Outgo Other $5,000	Our staff has already been trained in the current ELD curriculum.	
Scope of Service LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide instructional coaching to administrators and staff members on best ways to support English Learners in CCSS (Integrated ELD) (Common Core Coach)	CCCSS coach cost *	Stated in Goal 1	Salary named in goal 1
Scope of Service LEA-wide		Scope of Service LEA-wide	

_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide extended learning opportunities for students (before/after school, ExCel interventions) - These interventions are for all learners, including ELs, and if ELs meet the criteria, they receive the services (Integrated ELD)	Salary for reading intervention teacher, additional intervention teachers, Stipends for teachers, salary for Ed Associates to teach before/after school classes, summer school, use of iReady diagnostic and blended learning opportunities 7000-7439: Other Outgo Other $80,000 stipends 7000-7439: Other Outgo Other $20,000	Activities and costs already named in Goal 1	
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Encourage and elicit parent engagement both inside and outside of the school day, which may include Adult ESL Classes at the site	Translations, childcare, parent training materials, Transportation to Family CCSS Nights 0000: Unrestricted Other $5,000	Adult ESL classes provided on campus.	Salary of the teacher and materials 0000: Unrestricted Supplemental $20,000
Scope of Service LEA-wide _ All OR: _ Low Income pupils		Scope of Service LEA Wide _ All OR: _ Low Income pupils	

X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesignated fluent English proficient (RFEP) pupils: Provide Dedicated ELD and/or Integrated ELD to Redesignated Fluent English Proficient Students when needed to meet CCSS and ELD Standards	ELD kits and manipulatives and technology 0000: Unrestricted Other $1,000	Redesignated students monitored by teachers through discussions with the coaches and at SSTs.	no cost
Scope of Service School - wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Follow-up on academic progress (language and content areas) for the first two years after students are Designated Fluent English Proficient	Data collection on students, progress monitoring, Student Study Team meetings release time 7000-7439: Other Outgo Other $2,000	Redesignated students are monitored by classroom teachers as mentioned above.	no cost
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	With the focus on ELA and Math implementation this year, we did not offer a lot of PD that focused on differentiation for EL students. This will be a focus for our district and staff next year.

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

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

Original GOAL 5 from prior year LCAP:	5. Students at each grade level will have access to a STEAM unit of study and opportunities to partner with outside agencies to engage in extended enrichment activities such as art, engineering and computer coding	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	100% of all students will participate in a STEAM unit of study. Successful implementation of the STEAM units will be measured by an analysis of walk-through observations, lesson plans, end-of-unit grades, observations, and a student survey.	Actual Annual Measurable Outcomes:	100% of all students have participated in at least one STEAM related activity this year.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will partner with community-based organizations to provide students with hands-on experiences and access to professionals in STEAM related fields.	Collaboration with at least two STEAM partners	Kinder participated in Emma Prusch farming activities. First and third grade participated in Sowing Creativity partnership, second grade participated in Villa Montalvo partnership, 4th grade participated in NASA activities and fieldtrip and fifth grade participated in activities with YSI (Youth Science Institute) and a field trip to Año Nuevo.	Add cost of buses 0001-0999: Unrestricted: Locally Defined Supplemental $2,000
Scope of Service	LEA-wide	Scope of Service	LEA-wide	
X All		X All	
OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Professional Development will be provided for all teachers on a STEAM unit of study appropriate for their grade level.	PD for teachers 0000: Unrestricted Other $3,000 Release time for teachers 0000: Unrestricted Other $500	Several teachers attended PD on the per diem day in STEAM content.	Stipend for teachers/pier diem rate 0000: Unrestricted Base $4,000
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide instructional coaching to administrator and staff members (STEAM TOSA)	Coach cost (salary and benefits): 0000: Unrestricted Other $10,000	District STEAM TOSA met with teachers during and after school to help develop STEAM related lessons	Salary of STEAM TOSA (shared by other schools) 0000: District Funded Base $10,000
Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wde X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Technology integration coach will work with classroom teachers to model lessons and deliver professional development in the area of instructional technology	Release time for teachers to observe lessons and be observed by tech integration coach 0000: Unrestricted Other $4,000	Tech coach was released to meet with teachers to observe lessons and coach	Stipend for tech integration coach 0000: Unrestricted Base $1,000 Sub Costs to release teachers 0001: Locally Funded Base $500
Scope of Service LEA-wide X All		Scope of Service LEA Wide X All	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide all second grade students with a hands-on artist residency in the area of performing, visual or musical arts offered through a partnership with Montalvo Arts	Artist Residency, hands on art activities 0000: Unrestricted Other $5,000	Villa Montalvo partnership with second grade to teach lessons for duration of 6 weeks	Cost of Villa Montalvo 0000: Unrestricted Base $5,000
Scope of Service	LEA-wide 2nd grade students X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service	LEA-wide 2nd grade students X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Provide all 1st and 3rd grade students with a hands-on artist residency in the area of science and art offered through the partnership with San Jose Museum of Art.	Art and science STEAM Projects 0001-0999: Unrestricted: Locally Defined Other $12,000	Provided partnership opportunity with Sowing Creativity to all 1st and 3rd grade classrooms	Cost of partnership 0001-0999: Unrestricted: Locally Defined Supplemental $12,000
Scope of Service	LEA-wide 1st & 3rd grade students X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service	LEA-wide 1st & 3rd grade students X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
Provide fourth grade students with an engineering unit provided by Tech Museum	Tech Museum 7000-7439: Other Outgo Other $500	Did not participate	
Scope of Service — LEA-wide 4th grade X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service — LEA-wide 4th grade X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Instructional materials will be purchased for the successful implementation of a STEAM unit of study. Additional opportunities will be provided for students to participate in musical productions, special elective classes, STEAM showcase participation.	Technology supplies/materials, special elective classes and productions: ipads, applications - 0000: Unrestricted Other $10,000	Received 2 new chromebook carts for Technology use in 4th and 5th grade	Cost of cart and chromebooks 0000: Unrestricted Base $10,000
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We plan to integrate STEAM activities more fully with our content instruction, so as to not see STEAM as something separate from what we do in all of our instruction.		

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

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

Original GOAL 6 from prior year LCAP:	6. All students will have access to a positive school climate.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Suspension rate will decrease 25%, from 15 to 11, Expulsion rate will be maintained at 0%. SET score will be maintained at 85%, The Attendance Rates will improve by 1% from 97.61% to 98.61% The Dropout Rate will decrease by 100% to 0 drop outs.	Actual Annual Measurable Outcomes:	100% of students participated in positive behavioral lessons and supports throughout the year to improve our positive school climate. Expulsion rate maintained at 0% Set score increased from 85% to 98% Attendance rate dropped slightly from 96.24% to 95.96%

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will participate in PBIS training and planning, release time, and PD	PD and release time for staff 0001-0999: Unrestricted: Locally Defined Other $1,200	PBIS team met to devise yearly plan around implementation of PBIS goals	Cost of subs 0001-0999: Unrestricted: Locally Defined Supplemental $500
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Coaching will be provided for teachers on materials and data analysis for the	Portion of PBIS Coach's salary and benefits 0000: Unrestricted Other	District PBIS Coach met with PBIS team members to provide training and ideas	District PBIS coach salary (shared with other sites) 0000: Unrestricted Base

successful implementation of the PBIS framework	$10,000	for behavioral and emotional supports for students.	$10,000
Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Instructional materials will be purchased for the successful implementation of the PBIS framework	PBIS and Project Cornerstone materials and assessments: 0001-0999: Unrestricted: Locally Defined Other $2,000	Materials were purchased in the past to support Project Cornerstone implementation. No new materials needed this year. Playworks and Junior Coaches continued at our site as part of support of building a positive school climate	Cost of Playworks Coach 0001-0999: Unrestricted: Locally Defined Supplemental $30,000
Scope of Service: LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils: Students and their families will have access to support from Mental Health interns	Site interns provide social skills classes to support students in Tk-5th grades. Also included are wrap-around services for the families. 0000: Unrestricted Other $14,000	Site interns provided social skills classes and individual counseling to support students in Tk-5th grades. Also included are wrap-around services for the families.	Cost of intern salary 0000: Unrestricted Other $14,000

Scope of Service			Scope of Service		
_ All			_ All		
OR:			OR:		
_ Low Income pupils			_ Low Income pupils		
_ English Learners			_ English Learners		
_ Foster Youth			_ Foster Youth		
_ Redesignated fluent English proficient			_ Redesignated fluent English proficient		
_ Other Subgroups: (Specify)			_ Other Subgroups: (Specify)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will continue with our PBIS work, but have been investigating a number of additional behavioral and emotional supports for our unduplicated pupils.				

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

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

Original GOAL 7 from prior year LCAP:	7. Students and families will feel connected to our school and successful in their learning. Parents will participate in school functions and governance opportunities.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 X 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	EL, FY, Low Income

Expected Annual Measurable Outcomes:	There will be a 25% increase in parent participation at: Back-to-School Night: from 85% to 100% as measured by Event Sign-In Sheet Parent Teacher Conferences: maintain at 100% as measured by Event Sign-In Sheet Writers Faire: from 27% to 52% as measured by Event Sign-In Sheet ELAC: from 30% to 55% as measured by Event Sign-In Sheet PTA: from 37% to 62% as measured by Event Sign-In Sheet District ELA Common Core Night: from 30% to 55% as measured by Event Sign-In Sheet District Math Common Core Night: from 30% to 55% as measured by Event Sign-In Sheet District Science Night: from 30% to 55% as measured by Event Sign-In Sheet Annual Parent Perception Survey results will improve as follows: Overall School Satisfaction: from a score of 4.2 to 4.3	Actual Annual Measurable Outcomes:	There was a 15% gain in parent participation as noted by back to school night sign in sheets, PTA and ELAC sign in sheets, and Parent Teacher conference participation.

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development will be provided for all teachers on how to provide parent engagement opportunities	PD for teachers 0000: Unrestricted Other $2,000	Provided parent support strategies at GLL meetings and staff meetings Materials for parent meetings	Subs for GLL as noted in previous goal
			Materials for parent meetings 0001-0999: Unrestricted: Locally Defined Supplemental $500

Scope of Service LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Parents will be recruited for participation and leadership roles into SSC, DELAC and PTA groups	Recruitment of parent to SSC, DELAC, and HSC through newsletter, public meetings, and phone calls. 0000: Unrestricted Other $500 Parent involvement will include transportation and translations for attendance at SSC and HSC meetings, district representation for S-PAC, DELAC meetings.	Recruited parents to SSC, DELAC, and PTA through newsletters, public meetings, and phone calls. Transportation not needed.	Cost of materials 0001-0999: Unrestricted: Locally Defined Supplemental $500
Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For low income pupils: Parents will be recruited for participation and leadership roles into SSC, DELAC and PTA groups	School Principal meets with parents several times throughout the year to inform them of special events, recruit for district and site committees, and to share info about school and additional resources for families. Blackford's Community Liaison (5	Addressed previously. Blackford Community Liaison communicates and supports teachers, staff, with parent relationships and resources.	Community liaison salary 0001-0999: Unrestricted: Locally Defined Supplemental $8,500

	days a week .4) is the primary connection to the Spanish speaking community. She supports parents with child's health and behavior concerns, share resources that support families, invite families to the school's special events. Materials are translated and distributed to the community. 0001-0999: Unrestricted: Locally Defined Other $8,000		
Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA Wide _ All OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
School link services	Provide counseling and social skills classes to support students in TK-5th grades. District MOU with SLS	Provided counseling and social skills classes to support students in TK-5th grades. District MOU with School Link Services	Cost of partnership 0000: Unrestricted $5,000
Scope of Service LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		**Scope of Service** LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Parent Outreach	Provide a Community Resource	Provided a Community Resource Center on campus for families to gather	Cost of materials and resources 0001-

	Center on campus for families to gather information about community offerings and curriculum. Check-out materials will be available for families along with training in how to interact with their children through common core. Materials will be purchased by the school, and the Community Liaison will run the parent center. 0001-0999: Unrestricted: Locally Defined Other $3,500	information about community offerings and curriculum. Parents regularly attended meetings and classes. A selection of books was available to parents to check out.	0999: Unrestricted: Locally Defined Supplemental $5,000
Scope of Service ┊ LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ┊ LEA-wide _ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For foster youth: Students will have access to support from Mental Health interns and Community Liaison	Site intern provides counseling and social skills classes to support students 0000: Unrestricted Other $20,000 Blackford's Community Liaison (5 days a week .4) supports parents with child's health and behavior concerns, share resources that support families, invite families to the school's special events. Materials are translated and distributed to the community. 0001-0999: Unrestricted: Locally Defined Other $8,000	previously addressed above	
Scope of Service ┊ LEA-wide _ All		Scope of Service ┊ LEA-wide _ All	

OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
For redesignated fluent English proficient (RFEP) pupils: Encourage and elicit parent engagement both inside and outside of the school day to meet the needs of Redesignated English Proficient Students	Translations, childcare, parent training materials, Transportation to Family CCSS Nights 0000: Unrestricted Other $5000	Provided translators, childcare, parent training materials.	Cost of materials and translators 0000: Unrestricted Supplemental $5,000
Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We want to provide more parent outreach next year, and will be writing additional action steps, involving our Community Liaison, and district-provided services to develop plans for increased involvement and participation.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$604,776

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

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

16.08	%

The Charter's unduplicated count is 68.41%, resulting in $929,871 for target supplemental/concentrating grant funding. The Charter's EIA expenditure in 2012-13 was $0. Based on the Charter's target supplemental and concentration funding and prior year expenditures attributable for the target population, the Charter calculated its estimated supplemental and concentration grant funding to be $604,776 and its MPP to be 16.08% of its base grant. The actions and expenditures the Charter is providing to fulfill its MPP requirements are included in this report.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	656,200.00	585,498.00	1,168,706.88	0.00	0.00	1,168,706.88
Base	0.00	238,498.00	487,400.00	0.00	0.00	487,400.00
Concentration	0.00	0.00	65,700.00	0.00	0.00	65,700.00
Other	656,200.00	14,000.00	164,306.88	0.00	0.00	164,306.88
Supplemental	0.00	293,000.00	451,300.00	0.00	0.00	451,300.00
Title I	0.00	40,000.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	656,200.00	585,498.00	1,168,706.88	0.00	0.00	1,168,706.88
0000: District Funded	0.00	69,000.00	125,000.00	0.00	0.00	125,000.00
0000: Unrestricted	486,500.00	347,998.00	857,600.00	0.00	0.00	857,600.00
0001-0999: Unrestricted: Locally Defined	34,700.00	168,000.00	186,106.88	0.00	0.00	186,106.88
0001: Locally Funded	0.00	500.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	135,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	656,200.00	585,498.00	1,168,706.88	0.00	0.00	1,168,706.88
0000: District Funded	Base	0.00	29,000.00	0.00	0.00	0.00	0.00
0000: District Funded	Supplemental	0.00	0.00	125,000.00	0.00	0.00	125,000.00
0000: District Funded	Title I	0.00	40,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	208,998.00	482,400.00	0.00	0.00	482,400.00
0000: Unrestricted	Concentration	0.00	0.00	21,000.00	0.00	0.00	21,000.00
0000: Unrestricted	Other	486,500.00	14,000.00	163,000.00	0.00	0.00	163,000.00
0000: Unrestricted	Supplemental	0.00	125,000.00	191,200.00	0.00	0.00	191,200.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	5,000.00	0.00	0.00	5,000.00
0001-0999: Unrestricted: Locally Defined	Concentration	0.00	0.00	44,700.00	0.00	0.00	44,700.00
0001-0999: Unrestricted: Locally Defined	Other	34,700.00	0.00	1,306.88	0.00	0.00	1,306.88

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	168,000.00	135,100.00	0.00	0.00	135,100.00
0001: Locally Funded	Base	0.00	500.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Other	135,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

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

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

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

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

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

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

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

01-13-15 [California Department of Education]

LCAP Expenditures By Funding Source

Blackford Elementary School

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
Cost of personnel, per teacher	0000: Unrestricted	$80,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.
Cost to administer the Clear Multiple Subject, Single Subject, and Ed. Specialist Induction Programs: Support Provider training, Participating Teacher PD and 1:1 mentoring related to Pedagogy, Equity, Teaching ELs, and Teaching Special Populations. Recommendation of Participating Teachers for Clear Credentials upon successful completion of the program.	0000: Unrestricted	$4,400.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.

Blackford Elementary School

Cost for trainers, per diem rates, stipends for PD, per teacher	0000: Unrestricted	$2,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.
Cost for stipends for Curriculum Leaders, per teacher	0000: Unrestricted	$3,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.

Blackford Elementary School

Cost for District TOSAs	0000: Unrestricted	$30,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.
Cost for site Equity Coaches	0000: Unrestricted	$100,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.
Cost of maintenance, custodial support, facility upgrades.	0000: Unrestricted	$250,000.00	School facilities are maintained and in good repair.
Stipends for Tech Integration Coaches, per teacher	0000: Unrestricted	$1,000.00	Teachers will receive coaching from district STEAM TOSA and integration of technology into their curriculum.LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields.Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.Sowing Creativity Partnership will continue to provide students with art and STEAM experiences.

Blackford Elementary School

Substitutes for release time, after hours meetings	0001-0999: Unrestricted: Locally Defined	$5,000.00	Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year.Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.Materials to support PLC model to analyze student work.
Cost of iReady diagnostic and curriculum	0000: Unrestricted	$12,000.00	Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year.Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.Materials to support PLC model to analyze student work.

Base Total Expenditures: $487,400.00

Funding Source: Concentration

Proposed Expenditure	Object Code	Amount	Action
Stipends for ELD Champions, per teacher	0000: Unrestricted	$1,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.Results of state assessments will be used to group EL students appropriately for designated ELD instruction.ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process.New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.ELD students will be provided with materials, strategies and groupings that support their learning of the academics.District Office personnel support EL identification, reclassification, and programs

Blackford Elementary School

Cost of Playworks Program	0001-0999: Unrestricted: Locally Defined	$32,000.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families
Materials purchase, stipend for teacher, child care	0000: Unrestricted	$20,000.00	ELD classes will be offered for parents of students at the site.
Community Liaison/Ed Associate salary	0001-0999: Unrestricted: Locally Defined	$10,000.00	A Community School will be established that provides resources and connections to local organizations and supports. The Community School will be staffed by a District Liasion/Ed Associate that has ties to the community and holds classes, meetings, coffees, and brokers guest speakers for parents.
Cost of teacher stipend for kinder round up	0001-0999: Unrestricted: Locally Defined	$1,200.00	Materials sent home will be translated into the home languages spoken by the majority of English Learner families.The LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages.Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC.Special efforts will be made to promote parental participation in programs for special needs students.Parents of Kindergarten students will attend and participate in orientation prior to the start of the school year.
Cost for vendors	0001-0999: Unrestricted: Locally Defined	$1,500.00	A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:- Parent Nights (e.g. Family Math Night)- Back to School Night- Conferences- Community Celebrations of Learning- Coffee with the Principal- Musical Event including dances- School plays- Community School classes

Concentration Total Expenditures: $65,700.00

Blackford Elementary School

Funding Source: Other

Proposed Expenditure	Object Code	Amount	Action
Cost for child care, transportation, translations, food	0001-0999: Unrestricted: Locally Defined	$500.00	A variety of structures will be put into place that encourage parent participation, with a special emphasis on the unduplicated pupils:- Parent Nights (e.g. Family Math Night)- Back to School Night- Conferences- Community Celebrations of Learning- Coffee with the Principal- Musical Event including dances- School plays- Community School classes
Cost of Sharp Program	0000: Unrestricted	$8,000.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families
Cost of district STEAM TOSA (shared across district)	0000: Unrestricted	$10,000.00	Teachers will receive coaching from district STEAM TOSA and integration of technology into their curriculum.LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields.Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.Sowing Creativity Partnership will continue to provide students with art and STEAM experiences.
Cost for translation	0000: Unrestricted	$5,000.00	Materials sent home will be translated into the home languages spoken by the majority of English Learner families.The LEA website will be updated to include information about classes, schedules, events, and other pertinent information for parent participation and engagement. The website will have the functionality of translation into several languages.Parents of unduplicated pupils will be recruited for participation and leadership roles in SSC, PTA, DELAC and ELAC.Special efforts will be made to promote parental participation in programs for special needs students.Parents of Kindergarten students will attend and participate in orientation prior to the start of the school year.

Blackford Elementary School

Proposed Expenditure	Object Code	Amount	Action
Cost for summer school administrator, teachers, material (shared across district)	0000: Unrestricted	$140,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.Identified students will receive before and/or after school tutoring provided by certificated staff.
Cost for SES, per student.	0001-0999: Unrestricted: Locally Defined	$806.88	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.Identified students will receive before and/or after school tutoring provided by certificated staff.

Other Total Expenditures: $164,306.88

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
Cost for intervention materials aligned with ELA/ELD adoption, per teacher	0000: Unrestricted	$300.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.Identified students will receive before and/or after school tutoring provided by certificated staff.

Blackford Elementary School

Cost of CELDT testers, scoring	0000: Unrestricted	$6,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.Results of state assessments will be used to group EL students appropriately for designated ELD instruction.ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process.New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.ELD students will be provided with materials, strategies and groupings that support their learning of the academics.District Office personnel support EL identification, reclassification, and programs
Cost of Eureka math copies and workbooks.	0000: Unrestricted	$40,000.00	Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials:Teachers will use Eureka Math to teach the Common Core math standards.Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge and self-created units to teach the ELA Common Core standards.Teachers will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels.Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year.ELA/ELD materials will be adopted for use TK - 5.
Cost of Core Knowledge pilot, Expeditionary Learning novels and student materials, HM workbooks, teacher-prepared materials.	0000: Unrestricted	$20,000.00	Every student has sufficient access to the Common Core ELA,ELD, Math and soon-to-be adopted NGSS standards-designed materials:Teachers will use Eureka Math to teach the Common Core math standards.Teachers will use a combination of Houghton Mifflin, Expeditionary Learning, Core Knowledge and self-created units to teach the ELA Common Core standards.Teachers will use Systematic ELD, GLAD units, or self-created ELD units to teach Designated ELD to EL students, grouped by proficiency levels.Selected teachers will participate in ELA/ELD pilot, for curriculum adoption in the 2016-17 school year.ELA/ELD materials will be adopted for use TK - 5.
Cost for reading intervention teacher	0000: Unrestricted	$100,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.Identified students will receive before and/or after school tutoring provided by certificated staff.

Blackford Elementary School

Cost for BAS assessments and LLI kits, per teacher	0000: Unrestricted	$1,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.Identified students will receive before and/or after school tutoring provided by certificated staff.
Cost for release time/substitutes	0001-0999: Unrestricted: Locally Defined	$5,000.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.
Cost of book study materials	0001-0999: Unrestricted: Locally Defined	$700.00	All teachers are appropriately assigned and fully credentialed in their subject areas. All new teachers will participate in BTSA.All elementary school teachers assigned to ELA and Math will participate in Common Core ELA, Math and ELD professional development.Selected teachers will act as Teacher Leaders at sites, providing leadership at the site in standards-based instruction, implementation of the 4Cs, and analysis of student work.District ELA and Math/Tech Integration Teachers on Special Assignment (TOSAs) will support Teacher Leaders in planning, delivering and reflecting on Common Core lessons.Site Equity coaches will work with Teacher Leaders to co-plan and co-teach lessons, coach and work with site staff in planning, delivering and reflecting on Common Core lessons, and engage in Professional Learning Community work.Release time will be provided to teachers at each grade level to plan lessons, analyze work, and collaborate on pacing decisions, assessments and scoring.Teachers will participate in 5 district-directed collaboration Wednesdays to work in Professional Learning Communities.Teachers will participate in a school wide professional development book study.

Blackford Elementary School

Cost for hourly work	0001-0999: Unrestricted: Locally Defined	$2,500.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.Identified students will receive before and/or after school tutoring provided by certificated staff.
Salaries for District Office Staff	0000: District Funded	$35,000.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.Results of state assessments will be used to group EL students appropriately for designated ELD instruction.ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process.New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.ELD students will be provided with materials, strategies and groupings that support their learning of the academics.District Office personnel support EL identification, reclassification, and programs
PLC work materials	0001-0999: Unrestricted: Locally Defined	$1,100.00	Students will receive high quality, grade level, daily Common Core instruction in ELA and Math. (See Goal #1)Teachers will engage in frequent, collaborative, analysis of student work products and assessment results to determine effectiveness of lessons, student growth in learning and next instructional steps at a minimum of 5 times throughout the school year.Frequent formative assessments will be given, and results will be analyzed to determine student learning and any needed interventions.Materials to support PLC model to analyze student work.
Cost of Sowing Creativity Partnership	0001-0999: Unrestricted: Locally Defined	$12,000.00	Teachers will receive coaching from district STEAM TOSA and integration of technology into their curriculum.LEA will partner with community-based organizations and business to provide students with hands-on experiences and access to professionals in STEAM related fields.Technology integration coaches will work with classroom teachers to model lessons and deliver PD in the area of instructional technology and curriculum integration.Sowing Creativity Partnership will continue to provide students with art and STEAM experiences.
Salaries for special ed staff	0000: District Funded	$35,000.00	Students with special needs receive specialized educational support from RSP and SDC teachers.
Salaries for District Office staff	0000: District Funded	$20,000.00	District Office, School Services Department supports sites with attendance and behavioral issues.

Blackford Elementary School

Training for site admin, teachers, ed associates in co-teach, co-plan	0001-0999: Unrestricted: Locally Defined	$1,000.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families
Cost of incentives, assemblies	0001-0999: Unrestricted: Locally Defined	$4,000.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families

Blackford Elementary School

Salaries for counselors	0000: District Funded	$35,000.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families

Supplemental Total Expenditures: $318,600.00

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
Cost of educational associates	0001-0999: Unrestricted: Locally Defined	$106,000.00	Additional support will be provided for struggling readers (students reading approximately 2 years below grade level):Reading intervention teachers will provide daily small group instruction, in a push-in or pull-out setting, that provides targeted reading support to struggling readers.Identified students, meeting district criteria, will attend district-sponsored summer school programs that focus on reading improvement.Identified students will receive before/after school tutoring by trained teachers and/or Ed Associates.Identified students will receive after school tutoring provided by SES providers.Reading support materials will be piloted and adopted that align with and support ELA/ELD curriculum.Identified students will receive before and/or after school tutoring provided by certificated staff.

Blackford Elementary School

Cost for ELD clustering materials	0001-0999: Unrestricted: Locally Defined	$500.00	EL students will be identified, appropriately grouped for instruction, and receive both integrated and designated ELD on a daily basis.Results of state assessments will be used to group EL students appropriately for designated ELD instruction.ELD Champions will be selected at each school site to support EL student placement in ELD groups, lead PLC work in focusing on EL student learning, and assist in the reclassification process.New ELD materials will be piloted and purchased to align with the ELA standards and curriculum. Professional development will be provided to new teachers and district administrators in the ELD standards and new curriculum.ELD students will be provided with materials, strategies and groupings that support their learning of the academics.District Office personnel support EL identification, reclassification, and programs
Cost for child care, resources, food	0001-0999: Unrestricted: Locally Defined	$500.00	A Community School will be established that provides resources and connections to local organizations and supports. The Community School will be staffed by a District Liasion/Ed Associate that has ties to the community and holds classes, meetings, coffees, and brokers guest speakers for parents.
Cost for District PBIS TOSA salary (shared across district)	0000: Unrestricted	$10,000.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families

Blackford Elementary School

Cost for Site Mental Health Interns	0000: Unrestricted	$13,900.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families
Cost of Project Cornerstone materials	0001-0999: Unrestricted: Locally Defined	$1,000.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families

Blackford Elementary School

Cost for PBIS teacher planning stipend	0001-0999: Unrestricted: Locally Defined	$800.00	Staff will participate in PBIS training and planning.District PBIS TOSA will support implementation of PBIS teams and coach teachers on use of materials and data analysis.PBIS materials will be purchased that support the tiered PBIS framework.Tiered behavior interventions will be in place to provide increasing levels of interventions for students.Site mental health interns provide social skills classes to support students and provide intensive support for individual students.EMQ/School Link Services provide home visits, parenting support on-site cognitive trauma and behavior support.School liaisons provide outreach to families, connecting them with school, health and other local services.Project Cornerstone provides support with reading, positive school climate, anti-bullying.The co-teach, co-plan collaboration model with gen ed and special ed will be piloted and/or increased at our site in designated classrooms.Information will be sent home through School Messenger and newsletters about the importance of school attendance.Student attendance program and incentives will be established that encourage 100% attendance. (Sharp Program)Teachers and site admin will participate in a PBIS planning day.Playworks Program will be contracted to provide lessons and recess support for positive school climate.School counselors will provide additional support to students and their families

Supplemental Total Expenditures: $132,700.00

Blackford Elementary School Total Expenditures: $1,168,706.88