



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Campbell Union School District

CDS Code: 43-69393-6046510

School Year: 2023-24

LEA contact information:

Anne Ajlouni

Principal

Blackford School

408-978-4675

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

Total LCFF funds

\$0

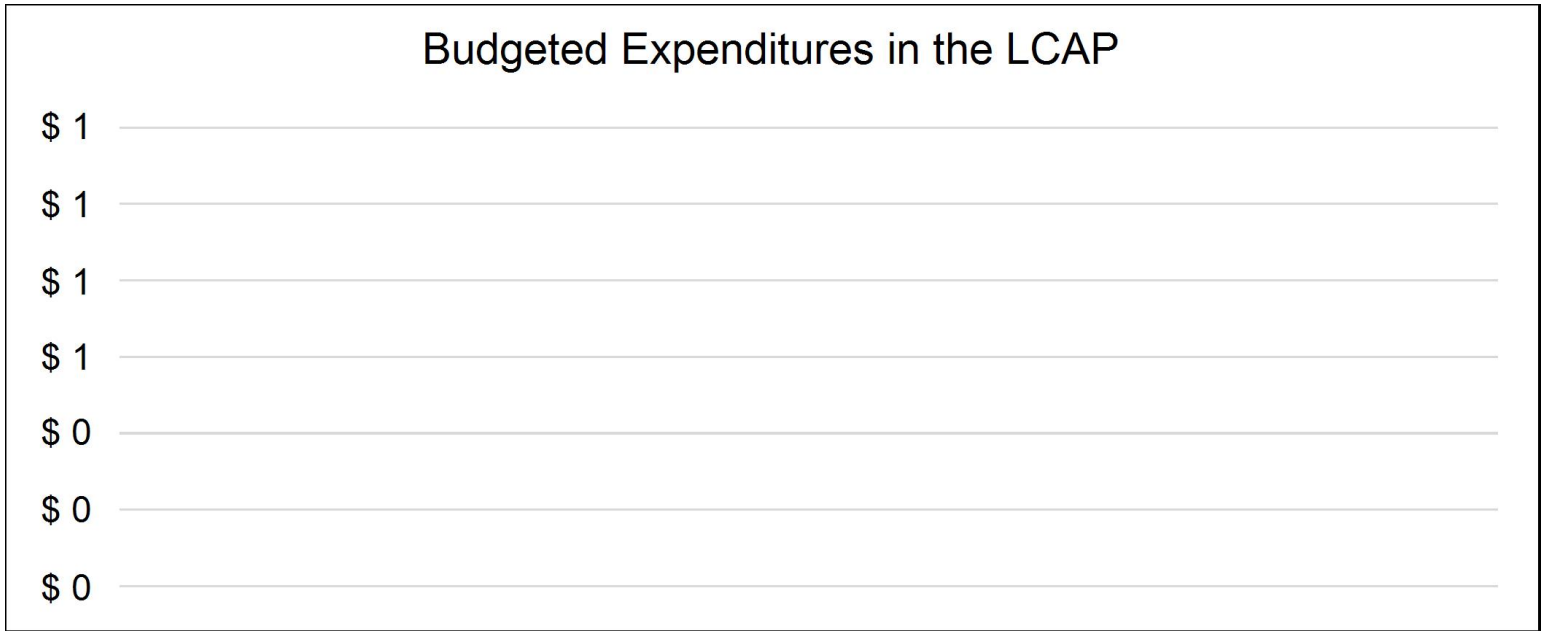
0 %

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

The text description for the above chart is as follows: The total revenue projected for Campbell Union School District is \$0, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Campbell Union School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Campbell Union School District plans to spend \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Campbell Union School District is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Campbell Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Campbell Union School District plans to spend \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Campbell Union School District's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Campbell Union School District actually spent \$ for actions to increase or improve services for high needs students in 2022-23.



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Campbell Union School District	Anne Ajlouni Principal	aaajlouni@campbellusd.org 408-978-4675

Plan Summary [2023-24]

General Information

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

In Campbell Union School District (CUSD), we believe in educating each student to their highest potential. Blackford Elementary School is a TK-5th grade school located on the border of San Jose, CA and Campbell, CA. At Blackford Elementary School, our mission is to uphold high expectations and empower all students to achieve academic success. We seek to create lifelong learners who perform above grade level and contribute to a global society. By creating unique opportunities for all students at every grade level, Blackford staff believes in supporting students through their learning strengths and providing real context for learning. Blackford houses the Santa Clara County Orthopedically Impaired program in TK-5th grade, as well as has a variety of students from various ethnic and socio-economic backgrounds. Through our belief and focus on inclusion and equity, Blackford offers our diverse community of learners a place to thrive.

Currently, 70.3% of students are Hispanic, 9.1% are White, 3.7% are Asian, 7.5% are black and the remaining population consists of multiple backgrounds. As of April 2023, 53.2% are Socio-Economically Disadvantaged (SED), 50.8% of students receive free/reduced lunch, 45.2% are English Learners (ELs) and 11.8% are Students with Disabilities (SWD). The ratio of students to teachers in classrooms are 1:24 in TK-3rd Grade and 1:30 in 4th-5th grade. If the number of students exceed 20 in TK, one instructional aide is provided.

At Blackford, we provide students with diverse experiences they may not otherwise get to participate in. We have updated our Science Technology Engineering Arts and Mathematics (STEAM) classroom (also now called our Innovation Lab) designed for teachers and experts from outside organizations to allow for students to create various projects and partake in different activities related to STEAM. Students in grades K-5 currently have the opportunity to participate in a newly designed Innovation Program launched this year, taught by CUSD

Innovation Specialists (TOSAs/Teachers on Special Assignment). Each week in the Innovation Lab, students take on integrated art, engineering, science, technology and math lessons in order to deepen their practice in each domain of the Profile of a Graduate characteristics. This program provides our students with the opportunity to participate in a variety of learning experiences through hands-on experiences and innovation. Students participate in technology projects such as coding using Scratch, SoundTrap, and Minecraft programs, as well as Dash and Bee Bot robots. Visits to our school garden and recess clubs encourage leadership, collaboration and stewardship. All grade levels use the STEAM room (Innovation Lab) and have learned such skills as sewing, creating roller coasters, bridges and other structures out of various materials, as well as creating various art projects which are displayed for various school events. We pride ourselves in creating unique opportunities for our students as many of them may not be able to experience these activities on their own.

Blackford finds it extremely important for students to participate in field trips, assemblies and partnerships with outside organizations who can bring experiences to life at school and allow for students to have a memorable education. All grade levels go on field trips and experience monthly assemblies throughout the school year that align to various Common Core State Standards and content areas taught in the classroom, as well as promote our district Profile of a graduate competencies. Through a partnership with San Jose Art Museum, our students have been able to learn from and participate directly with a resident artist. Through this art program, our students have been exposed to various artistic mediums and art experiences. Our students are also able to experience unique opportunities through our partnership with the Los Gatos Assistance League, Living Classroom, Project Cornerstone, Quest for Space, BAWSI Girls, and BGS Kids programs. These partnerships are vital for our students and provide lasting memories and experiences that our students continue to talk about well after they have left Blackford.

Blackford teachers and staff are provided with continuous professional development around the Common Core State Standards, Professional Learning Communities, Thinking Maps, Anti-Racism and Equity, and other strategies to teach and support the needs of the students we serve. Our staff was trained in Zones of Regulation, and this program helps our students with tools and strategies for enhancing self-regulation. Our site has also implemented a social-emotional curriculum called, Character Strong. Our staff is also involved in participating in Anti-Racism and Equity training through Character Strong modules and district supported professional development opportunities. At Blackford, responding to students' social-emotional needs throughout the year and meeting the needs of the whole child is a priority. Teachers consistently provide enrichment opportunities for students in all grade levels and challenge students in order for them to reach their highest potential. Teachers continuously plan and collaborate around common formative assessments in order to target the individual learning needs of students, create a plan to support and/or extend their learning needs and adjust instruction as needed. Our support staff, such as our Math, Equity and ELD TOSAs (Teachers on Special Assignment) support our staff with PLC (Professional Learning Community) time and planning time, as well as directly support students with small group and RTI (Response to Intervention) clustering. Our additional support staff such as our Reading Intervention teachers, MTSS IA (Multi-Tiered System of Support Instructional Assistant), school counselor, SKIPS counselor, Instructional Assistants, behavior specialists, RSP IA (Resource Support Provider Instructional Assistant) for students with IEPs (Individual Instructional Plans) all work to help provide targeted intervention and supports for our students. At Blackford, we believe ALL means ALL and that every student matters.

Reflections: Successes

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

While our California School Dashboard indicators reflect we continue to have much work to do increasing the academic results of our students, our local indicators are showing increased academic growth across all subgroups. When comparing 2018-2019 Smarter Balanced Assessment Consortium state test results to our 2021-2022 results we do see growth. One example is our 5th grade CAST (California Science Test) results were at 8% Met/Exceed Standard on SBAC in 2018-2019 and in 2021-2022 our students showed an overall score of 21% Met/Exceed Standard on SBAC.

California School Dashboard indicators reflecting successes:

English Language Learner Progress Indicator: Medium with 53.7% making progress towards English language proficiency.

Suspension Indicator Status:
English Learners: Low

This year our Local Indicators showed growth in Winter DIBELS assessments baseline Overall scores of 27% to 36%; Students who are economically disadvantaged (SED) showed a 7% increase moving from 18% to 25%; English Language Learners (EL) showed slight increase going from 12% to 17%; Students with Disabilities went from 35% to 42%; White students showed 9% growth 33% to 42%; Asian 42% to 45%; Hispanic/Latino students grew 11% from 20% to 31%; Kinder showed growth moving from Overall score of 26% to 38%. Providing our Kinder teachers extra support during progress monitoring through the use of Instructional Assistants or Teachers on Special Assignment gave our teachers the opportunity to be more consistent in their implementation with progress monitoring. Our 1st grade students went from 31% to 39% and our 2nd grade students moved from 27% to 32% on local assessment DIBELS.

In grades 2-5, our overall Spring iReady Reading scores reflect increases in several subgroups: Our Overall scores went from baseline of 21% to 33%; English Language Learners (EL) showed slight increase going from 8% to 14%; Students who are economically disadvantaged (SED) showed a 10% increase moving from 19% to 29%; our Hispanic/Latino students showed 14% growth moving from 16% to 30%; our Black/African American students showed 9% growth from 31% to 40%. Our commitment to small group instruction using Sonday Systems 2 intervention curriculum and integrating our two Instructional Assistants, Equity and ELD TOSAs (Teachers on Special Assignment), plus the addition of two part time Reading Intervention teachers to support students in grades 2-5 has influenced outcomes for students and has contributed to students developing and mastering skills in phonemic awareness, foundational reading skills, spelling and vocabulary development, as well as comprehension skills. Our Kinder through 2nd grade students also had the opportunity to receive additional support through Reading Bootcamp after school program, provided by the District.

Our iReady Math assessments for Grades 1-5 show gains: Overall scores went from 7% to 28% for a growth of 21%; Students with Disabilities went from 6% to 17% and Students who are economically disadvantaged showed growth from 6% to 22%; White students progressed from 11% to 44% for a 33% gain; Asian subgroup moved from 18% to 34%; our Hispanic/Latino students showed an overall

growth of 18% from 6% to 24%. The addition of a district funded Math TOSA (Teacher on Special Assignment) is helping to influence student outcomes and build teacher capacity. All three of our TOSAs (Teachers on Special Assignment) have been able to support small group instruction either pushing into classrooms, or providing targeted small group instruction focused on increasing math skills. Our teachers commitment to RTI Response to Intervention, and consistent review of student data and implementation of Common Formative Assessments has helped to drive more targeted instruction for our students in the area of math.

At Blackford, we have intentionally made an effort to increase our focus on understanding what is impacting some of our students as far as their attendance. Our MTSS Team meets bimonthly and at every meeting we discuss students with chronic attendance issues. Another way we support improving attendance is through our Student Study Team (SST) task force comprised of teachers, support staff and administrators. In these teams, we analyze data in order to come up with solutions for decreasing absenteeism as well as addressing students that are referred through the SST process. These leadership teams have provided a solution based approach with multiple perspectives for supporting students. Site admin and staff make home visits and personally deliver materials and/or resources such as food, clothing, and/or gift cards in order to ensure our students had what they need in order to learn and to get to school. This extra effort shows families the willingness to support them, and in turn it allows for our families to be more open with us regarding sharing their personal experiences and what is impacting their child's learning. We have been grateful for this improved relationship with families and have tried to continue this communication and willingness to do whatever we can to ensure students learn.

This year, we were able to increase the amount of "in person" events, we made sure we held monthly Coffee with the Principals meetings in an effort to make sure parents and caregivers felt informed and included. Teachers continued with the implementation of SeeSaw, Google Classroom and email in order to communicate consistently with families. Our partnership with the Blackford PTA allowed for us to still sponsor events for our students to enrich their school experience and bring together home and school. We were able to hold a Pumpkin Patch experience, APEX Fun Run, Julia Robinson Family Math Night, Innovation Showcase, Stories Under the Stars and Scholastic Book Fair, 5th Grade Middle School Social Night, Multicultural Festival, and 5th Grade promotion. Our school garden was revived the previous school year year, thanks in large effort of the PTA parents. Our partnership with Living Classroom this year helped to maintain the garden. Together they created a space to welcome our students to learn more about living things, taste the plants we are able to grow in our garden giving them new experiences, and allowing them a space to sit and reflect in nature. Due to PTA support, the previous year every child was given the opportunity to go to the garden during lunch recess if they so chose to do. It is our hope to revive that opportunity for our students going forward into 23-24 school year.

We also continued to focus on students' emotional well being and foster growth mindset and kindness through assemblies and schoolwide kindness activities. Events like Kindness Week and Kids Heart Challenge through the American Heart Association helped foster Profile of a Graduate competency of empathy. Monthly Bobcat Assemblies via Zoom helped increase schoolwide pride and sense of belonging as we came together as a community to celebrate, share school spirit and listen to Project Cornerstone monthly book read aloud and themes discussed. Our students were also able to participate in monthly assemblies focusing on content standards or SEL concepts, such as NED Mindset Mission focusing on Never Give Up/Encourage Others/Don't Give Up; Wildmind Animal Assembly teaching us to care for animals; APEX Fun Run focusing on leadership skills; Steve Smith, NASA Astronaut, with a message of you can do anything you put your mind to and be caretakers of our precious Earth; Cosmo the Magician with his message promoting inclusion, responsibility and confidence. Our teachers implement PBIS, Character Strong and Zones of Regulation programs to increase student social-emotional well being.

Providing our students enrichment and experiences in an effort to build their background knowledge, increase their academic vocabulary, increase their awareness of others and enhance tolerance, develop positive growth mindset and empathy towards others, experience new situations and participate in activities they may normally not have the opportunity to do so in their home life is very important to us at Blackford. Making sure Blackford provides a well rounded engaging supportive experience for every child will help increase attendance rates, and increase students' sense of belonging which in turn helps support students with behavior needs and helps to increase academic achievement. The addition of the Innovation Program this year enabled us to provide our students with such opportunities as mentioned above.

This year our school qualified and received Digital Citizenship Certification.

Our Student Survey data reflects these top five results from our parents: #1 I believe this school is clean and well maintained; #2 I am treated with respect at this school; #3 I believe this school provides a safe environment for my child to learn; #4 I feel comfortable approaching school administration; #5 I believe my child is recognized for good work and behavior at this school. Our top student survey results reflect: students feel safe at school; school rules are fair; my school is clean; students are nice to each other at my school and I like going to school each day.

Our Panorama Survey data areas of strength reflects 86% of our students report the adults at the school give them support and are someone they can count on. 79% of our students reported they were engaged in their class.

Another success we have had this year is decreasing our Office Discipline Referrals. Our office referrals have declined from 307 in 2021-2022 to 214 in 2022-2023. This is 30% decline. Our ODRs for physical aggression have declined from 121 to 54 for a decline of 55%. Disrespect declined from 36 to 13 for a 63% difference. Our work with implementing PBIS reteaches and monthly assemblies to review and reteach concepts, as well as our implementation of Zones of Regulation and Classroom Calm Kits has impacted our students positively. The ongoing support of our full time school counselor, the addition of the SKIPS (Skills for Kids, Parents and Schools) counselor. our MTSS (MULTI-Tiered System of Support) Instructional Assistant are also increasing our students social and emotional well being as well.

Reflections: Identified Need

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

A review of our California Dashboard Indicators reflect the following areas of need:

English Language Arts Indicator Status-
Overall: Low (34% Met/Exceed Standard on SBAC)

English Learners: Low (12% Met/Exceed Standard on SBAC)
Socioeconomically Disadvantaged: Low (29% Met/Exceed Standard on SBAC)
Hispanic/Latino: Low (26% Met/Exceed Standard on SBAC)
Students with Disabilities: Very Low (13% Met/Exceed Standard on SBAC)

Math Indicator Status-

Overall: Low (25% Met/Exceed Standard on SBAC)
English Learners: Low (6% Met/Exceed Standard on SBAC)
Socioeconomically Disadvantaged: Low (23% Met/Exceed Standard on SBAC)
Hispanic/Latino: Low (9% Met/Exceed Standard on SBAC)
Students with Disabilities: Very Low (17% Met/Exceed Standard on SBAC)

Chronic Absenteeism Indicator Status-

Overall: Very High
English Learners: Very High
Socioeconomically Disadvantaged: Very High
Hispanic/Latino: Very High
Students with Disabilities: Very High
White: Very High.

Suspension Indicator Status-

Overall: Medium
English Learners: Low
Socioeconomically Disadvantaged: Medium
Hispanic/Latino: Medium
Students with Disabilities: High
White: Medium
Black/African American: High

While our Local Indicators show progress and growth for most all subgroups, our Black/African American students showed a decline in their iReady Math results from Fall 2022 score of 6% to Winter 2023 17% to Spring 2023 back to 6%.

Blackford School was determined as eligible for Additional Targeted Support and Improvement (ATSI) for two student groups. Both Students with Disabilities and our White student group had the following results on the California School Dashboard: English Language Arts (Very Low), Mathematics (Very Low), Chronic Absenteeism (Very High), and Suspension (High) Indicators. This met the criteria ATSI is due to Condition Number 2: Student group indicators with all indicators at the lowest status level but one indicator at another status level.

A review of the California School Dashboard Indicators shows the following areas of need:

- Priority Area 4 Pupil Achievement: English Language Arts Indicator Status and Mathematics Indicator Status for Students with Disabilities (Very Low) in both areas.
- Priority Area 5: Chronic Absenteeism Indicator Status for Students with Disabilities (Very High) and White (Very High).
- Priority Area 6 School Climate: Suspension Indicator Status for Students with Disabilities (High) and White (Medium).

Academic support: This year, we attempted to hire an Instructional Assistant to support English Language Development (ELD) instruction, specifically during our clustering for designated English language instruction. Unfortunately, we did not have any applicants, but we will move forward with hiring for this same position in 2023-2024. This Instructional Assistant can work specifically to also support our students with IEPs and work with small groups in both ELA and Math. We also had our Math TOSA (Teacher on Special Assignment) work with identified grade levels. Our Math TOSA supported teachers with instruction and with small group targeted instruction. That work will continue for the 2023-2024 school year. Having our Math TOSA and Equity TOSA also support our RSP and Special Education teachers next year will be a focus. Continuing our work developing rigorous first quality instructional practices and routines will be a focus. Our work creating and identifying effective Common Formative Assessments and providing students with ongoing feedback will be the focus of our Professional Learning Communities. Increasing our Response to Intervention regrouping at all grade levels will be supported by site administrators and support staff.

Our work going forward will be to increase the collaboration between our general education staff and our special education staff. Including our RSP teacher and the Special Education staff (SDC teachers, behavior specialists) in Innovation Planning time will be increased. This will allow for discussions of how to better support our students with IEPs in the general education setting, as well as consistent collaboration around how to better support our students with IEPs socially and emotionally. We will also be including our school counselor and MTSS (Multi-Tiered System of Support) Instructional Assistants as well in the Innovation Planning time with grade levels next year.

Attendance: Our work in all three identified priority areas will benefit from our MTSS Team drilling down and reflecting on how to better support our students with disabilities and our white students with attendance concerns. Teachers began participating in twice yearly phone calls home to their families with chronic attendance issues beyond Parent Teacher Conference time. Increasing that outreach to four times a year minimum will be encouraged in the 2023-2024 school year. Site administrators routinely make home visits to check on students and bring resources to families. Our Community Liaison often accompanies site administrators on these home visits. Increasing our Home Visits to also include our school counselor is something we are planning in the 2023-2024 school year.

At our bimonthly MTSS meetings we will look to see which specific students are struggling the most and determine an action plan to support those students. Our plan going forward will be to continue that focus. We will determine hurdles that are affecting those students from getting to school on time and meet with their parents to determine how we can get them to school. This action will include dates that will allow for us to check-in and determine whether their attendance is improving and whether we need to adjust and make changes for those students if it is not working for them. Including students in the discussion about concerns as to why they might not be coming to school, and supporting students with social emotional concerns will be foremost. Developing plans, with student voice and input, is important and we feel addressing those needs along with the student increases students' overall wellbeing and sense of belonging.

Suspensions: Having the RSP teacher and general education teacher, as well as any other support staff such as our school counselor,

MTSS Instructional Assistant, behavior specialist, Equity TOSA, at intake meetings when a student returns from a suspension will be instituted. For our White students being suspended, making sure we have our MTSS Team dig deeper into data routinely, focusing on both academic, attendance and disciplinary data. Continuing our work addressing Anti-Racism and Equity will be critical and a focus for the 2023-2024 school year. Including our special education staff in discussing the social-emotional needs of our students with disabilities is critical.

Our LCAP plan reflects our work to address ATSI.

School improvement efforts for ATSI will be monitored at the district level in the following way:

Chronic Absenteeism:

- Monitor month over month attendance and provide schools with a report
- Follow the district's School Attendance Review Board procedures to notify parents of progressive absence protocols
- Engage the Community Liaisons and classroom teachers to connect with students experiencing chronic absenteeism via phone, email or letters
- Provide regular communication in parent/caregiver newsletters on the importance of attendance
- Monitor independent study requests carefully before approval

Academic Indicators:

- Monitor academic performance by student group as outlined on the district's assessment calendar
- Track student growth in data reports provided to school sites
- Implement strategies outlined in the district MTSS plan aligned to tiered instruction for students needing additional support and monitoring
- Ongoing collaboration between General Education and Special Education to ensure systematic supports are in place for students

Suspension:

- Monitor month over month office discipline referrals (ODRS) and provide schools with a report
- Implement Positive Behavior and Support (PBIS) at all schools
- Ongoing collaboration and support between schools and Student Services to ensure tiered, systematic supports are in place for students

LCAP Highlights

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

Our LCAP includes redefined goals created out of a need to support all learners through the multi-tiered system of support process. Educational partner groups clearly indicate the need to support both academic and social emotional needs for students. Our goals are aligned to the 8 state priorities and our district instructional vision to educate each child to their highest potential. Our strategic goal is to provide a high quality multi-tiered system of support for all students. Planned actions are identified as being provided for “all” students, “some” students (actions that principally benefit English Learners, Foster Youth, Homeless, Socio-economically disadvantaged or students

with disabilities) or “few” students (intensive interventions for specific students) based on individual need. The goals and overall actions are below:

Goals 1-3:

Goal 1: Provide High Quality First Instruction for all students.

Identified actions in this goal will include basic services such as hiring appropriately credentialed teachers, support staff and administrators, providing standards aligned instructional materials for all, professional development, Professional Learning Community work, every child a reader by 3rd Grade, Profile of a Graduate, Math improvement and anti-racism district wide goals, ensuring healthy learning spaces, and ensuring that we offer a broad course of study for all student including opportunities for enrichment classes beyond the school day. For “some” students the plan describes the out of school time programs, additional intervention staff to support English learners, instructional associates to support MTSS, class size reduction and additional staff at high needs schools. For “few” students the plan outlines the summer learning program and intensive intervention supports offered through math and reading intervention specialists and collaboration with special education specialists.

Goal 2: Provide high quality social emotional learning for all students.

Identified actions in this goal for all students will be: implementation of the Panorama survey designed to provide data around staff and student social emotional trends for all. Classroom instructional practices and training to support SEL through the use of CharacterStrong, Culturally Responsive teaching, Implementation of Positive Behavior Intervention and Supports (PBIS) and strategies for promoting engagement by focusing on daily attendance. For “some” students the plan includes hiring counselors and psychologists to support mental health needs and offering parent and family education classes for identified parents. The plan supports contracting with an agency that tracks and monitors attendance to reduce chronic absenteeism. Professional development in Zones of Regulation, Trauma informed practices, alternatives to suspension, and Co-Teach/CoPlan. For “few” we implement Safety Care training, Suicide Prevention Training and Protocols and other measures to ensure students are safe in school and at home.

Goal 3: Fully engage parents/guardians, students and the community in support of students well-being.

Identified actions in this goal for all students will include community engagement through regular surveys and educational partner engagement meetings, district communications, and implementation of See Saw as a parent engagement tool. Actions for “some” students will highlight support offered through school linked services support and Community Liaison support to reach out to engage families. Supportive actions for “few” in the plan are bus transportation and community bus passes to support homeless students or foster students in need, partnerships with outside agencies and nurse support for identified students/families.

Comprehensive Support and Improvement

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

Schools Identified

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

Blackford was not identified for CSI.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a list of dates where we engaged feedback from our different stakeholder community groups.

English Language Advisory Committee - 9/16/22, 11/18/22, 2/17/23, 5/23/23

School Site Council - 9/22/22, 10/13/22, 12/8/22, 2/16/23, 5/11/23, 5/18/23, 5/30/23

Parent Teacher Association (PTA) - 9/8/22, 9/22/22, 10/7/22, 11/9/22, 11/17/22, 1/11/23, 1/26/23, 2/8/23, 3/8/23, 4/5/23, 4/19/23, 5/10/23, 6/7/23

Coffee with the Principals: 9/2/22, 10/28/22, 12/9/22, 1/27/23, 3/24/23, 5/5/23, 6/2/23

MTSS Team: 9/6/22, 9/20/22, 10/18/22, 11/15/22, 12/6/22, 1/17/23, 1/31/23, 3/7/23, 3/21/23, 4/4/23, 4/25/23, 5/2/23, 5/16/23, 5/30/23

Guiding Coalition (Teacher/Staff Leadership group): 9/13/22, 9/27/22, 10/11/22, 10/25/22, 11/29/22, 12/13/22, 1/24/23, 2/14/23, 2/28/23, 3/14/23, 3/28/23, 4/18/23, 5/9/23, 5/23/23,

Studer Survey-January 2023

A summary of the feedback provided by specific educational partners.

Feedback from our educational partner groups consistently showed the ongoing need for reading support and intervention, continued support during recess, social-emotional learning, and the need for academic support in the classroom with instructional aides. These were all recurring inputs received from each educational partner group. Enrichment opportunities were also something partners wanted to continue, with an emphasis on enrichment such as art and music, as well as field trips and assemblies.

Based on this input and information, we will continue with similar goals for our LCAP for the next yearly LCAP cycle. There are intentional goals for academics, and for social emotional and behavioral learning. Within each goal we will be able to intentionally and transparently identify actions and services to support "all" children, "some" children and "few" children. This also allows us to look at equity of funding and ensure that our resources are aligned to areas where data tells us we need additional support. A theme from our teacher and staff educational partner groups indicated the need for more intervention support for students struggling academically and our English Language Learners. We will fund a General Instructional Assistant-ELD position, specifically trained to support instruction of our English Language Learners, for the 23-24 school year. We are also happy to report we will continue funding two full time Reading Intervention teachers who will serve both K-2 and 3-5. This past year our site continued with our implementation of a program to support our students emotional well-being called "Zones of Regulation" as well as revised our classroom Calm Kits to integrate "Zones of Regulation" concepts. We will continue to bolster that implementation each year with the support of our relationships with community agencies such as Healthier Kids Foundation, Pacific Clinics and SKIPS (Skills for Kids, Parents and Schools) counseling program.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

CUSD LCAP Goals:

Goal 1: Provide high quality first instruction for all students.

Goal 2: Provide high quality social emotional learning for all students.

Goals 3 (remained the same): Fully engage parents/guardians, students and the community in support of student well-being.

As a result of the educational partner engagement you will see the following items reflected in our LCAP: Additional funding for social emotional learning resources and support, recess support program, Instructional Aide positions, Library Media Aide, additional Reading Intervention Teacher full time position specifically for students in Grades 3-5, parent education nights (i.e. helping with math at home, technology safety, trauma informed support and practices, SEL for parents and caregivers, positive discipline, safety, healthy eating, etc.), enrichment opportunities, field trips, assemblies, school counselor, Equity Coach and an Assistant Principal. Parents as educational partners also expressed the continued wish for more opportunities for sports for our students after school or during the day, during recess. Our site, does partner with BAWSI (Bay Area Women's Sports Initiative), to work with our 2-5 grade female students each week. BAWSI runs a twice a year program, one in the Fall and one in the Spring. This year we had over 110 girls participate. This year we also contracted with BGS (Busy Getting Stronger) Kids program. This program facilitated class game time for every class and grade level, planned recess games for morning and lunch recess, and trained over fifty 4th and 5th grade students to be Junior Coaches and Reading Buddies. Our Junior Coaches learned leadership skills to support peers and students during recess by leading games and helping students resolve conflicts. Our Reading Buddies went into K-2 grade classrooms to support students with reading skills and increase love of reading.

During our input sessions this year, both our School Site Council and ELAC (English Language Advisory Committee) expressed the need for improved communication methods. There is a concern we are using too many different ways to communicate with families. There is also a concern that some, or possibly many, of our families are not using the SeeSaw APP, nor are they signed up to receive the weekly NewsBlast which comes out each Thursday with school and district news. We currently use ParentSquare, which is a district communication tool that sends out communication via email to parents/caregivers. We also use the SeeSaw APP, which is used as well directly by teachers to communicate with parents, and our students also post videos and photos of the learning they are doing throughout their school day which parents/caregivers will get as a notification and can respond to their child's post, and site administrators can also send out communication for families, staff and students through SeeSaw. We also post information each week on our school website. Our PTA uses the Konstella application to communicate with families. Our discussion with both groups indicates a need to provide more signage, as well as more "hard copy" notices. Our district is focused on being more "green," however, we realize this is a need for our community and therefore will increase the signage for events and workshops, as well as use "hard copy" fliers when needed for significant events. We will also increase our efforts to make sure all our parents/caregivers are connected to SeeSaw, signed up for the weekly NewsBlast, and also feel supported in how to access their email in order to read the ParentSquare communication.

Goals and Actions

Goal

Goal #	Description
1	Provide high quality academic first instruction for all students.

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. Current SBAC and local iReady academic data reports indicate that we have a disproportionate amount of students performing in tiers two and three, indicating that additional supports for students and teacher training are needed in tier 1. Data also demonstrates that there is an achievement gap between "all students" and our identified student-groups. (low socio-economic, English Learners, Foster Youth and students with disabilities) We examine academic data from both a growth and overall proficiency standpoint. SBAC data indicates that there is trend of students not maintaining proficiency as they move from one grade level to the next in math. Because of this concerning data trend we have developed this goal to ensure that we are examining the quality of instruction that ALL students receive in tier 1. Improving our first instruction through our professional learning community work and the actions associated in this LCAP plan will lead to greater teacher efficacy and student growth and achievement levels. As part of our anti-racism work, we have aligned a goal in this area that is to increase the racial literacy of our system. In order to provide high quality first instruction we must allow staff to learn and lean into discomfort to uncover bias. We will develop along a continuum in our pursuit to better serve all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	As reported on each school's 2020.2021 SARC: <ul style="list-style-type: none"> No teachers are missassigned, no positions are vacant 100% of students 	2021.2022 0 teachers are mis-assigned, 0 positions are vacant <ul style="list-style-type: none"> 100% of students have access to standards aligned 	2022.2023 0 teachers are mis-assigned, 0 positions are vacant <ul style="list-style-type: none"> 100% of students have access to standards aligned 		Maintain 0% of Misassigned teachers. Maintain 100% of student access to standards aligned instructional materials. <ul style="list-style-type: none"> Fit Score:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>have access to standards aligned instructional materials.</p> <ul style="list-style-type: none"> • Fit Score: Blackford 98.25 	<p>instructional materials.</p> <ul style="list-style-type: none"> • FIT Score: 97.04 	<p>instructional materials.</p> <ul style="list-style-type: none"> • FIT Score: 97.14 		Blackford 98.25
Complete narrative summary for LCFF Priority 7: Access to a Broad Course of Study	<p>Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.</p>	<p>2021.2022 Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.</p>	<p>2022.2023 Powerschool data indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.</p>		Maintain 100% of student access to broad course of study as evidenced by Powerschool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	<p>Overall Professional Learning for teaching academic standards:</p> <p>Blackford: ELA: 5 (Initial implementation) Math: 5 (initial implementation) ELD: 5 (Initial implementation)</p>	<p>Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results:</p> <p>2021.2022: Blackford Overall Professional Learning for teaching academic standards:</p> <ul style="list-style-type: none"> • ELA: 3 (Initial Implementation) • Math: 2 (Beginning Development) • ELD: 3 (Initial Implementation) 	<p>Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results:</p> <p>2022.2023: Blackford Overall Professional Learning for teaching academic standards:</p> <ul style="list-style-type: none"> • ELA: 3 (Initial Implementation) • Math: 4 (Full Implementation) • ELD: 3 (Initial Implementation) 		Blackford: Maintain rubric score to 5 in all areas.
Literacy: Increase the number of 3rd students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.	<p>2018.2019 SBAC Reading Claim Results 3rd Grade:</p> <ul style="list-style-type: none"> • Overall: 60% • EL: 44% • SWD: * • SED: 59% 	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In</p>	Metric removed.		<p>Metric removed.</p> <p>2023.2024 SBAC Reading Claim Desired Outcome 3rd Grade:</p> <ul style="list-style-type: none"> • Overall: 72% • EL: 56% • SWD: 60% • SED: 71%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC			
<p>Literacy: Increase the percent of students who reach “At or Above Benchmark” Overall on DIBELS assessment by 7% each year and on each subtest:</p> <ul style="list-style-type: none"> Kindergarten PSF (Phonemic Awareness) 1st NWF (Decoding) 2nd ORF (Reading Fluency) 	<p>Winter 2021 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 30% EL: 20% SWD: 27% SED: 32% <p>By Grade Level</p> <ul style="list-style-type: none"> K: 8% 1: 30% 2: 58% <p>By Subtest</p> <ul style="list-style-type: none"> K PSF: 0% 1st NWF: 32% 2nd ORF: 56% 	<p>Metric adjusted.</p> <p>Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments.</p> <p>Winter 2022 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 37% EL: 20% SWD: Data not available for this student group at this time. SED: 29% <p>Grade Level: Winter</p> <ul style="list-style-type: none"> K: 34% 1: 24% 	<p>Metric adjusted.</p> <p>Winter 2023 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 36% EL: 18% SED: 29% SWD: 42% White: 42% <p>Grade Level: Winter</p> <ul style="list-style-type: none"> K: 38% 1: 39% 2: 32% <p>Subtest: Winter</p> <ul style="list-style-type: none"> K PSF: 45% 1st NWF: 44% 2nd ORF: 33% 		<p>Metric adjusted.</p> <p>Winter 2024 DIBELS Performance Desired Outcome</p> <ul style="list-style-type: none"> Overall: 51% EL: 41% SWD: 48% SED: 53% <p>By Grade Level</p> <ul style="list-style-type: none"> K: 29% 1: 51% 2: 79% <p>By Subtest</p> <ul style="list-style-type: none"> K PSF: 21% 1st NWF: 53% 2nd ORF: 77%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • 2: 53% Subtest: Winter <ul style="list-style-type: none"> • K PSF: 26% • 1st NWF: 25% • 2nd ORF: 47% 			
<p>Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy: Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024</p>	<p>iReady: Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> • Overall: 33% • EL: 17% • SWD: 17% • SED: 31% <p>iReady: Math</p> <ul style="list-style-type: none"> • Spring: Grades 1-5: • Overall: 27% • EL: 17% • SWD: 25% • SED: 23% 	<p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> • Overall: 37% • EL: 18% • SWD: 20% • SED: 34% <p>iReady: Math Spring: Grades 1-5:</p> <ul style="list-style-type: none"> • Overall: 27% • EL: 11% • SWD: 29% • SED: 23% 	<p>Metric adjusted.</p> <p>Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>iReady Reading Winter: Grades 2-5:</p> <ul style="list-style-type: none"> • Overall: 27% • EL: 9% • SED: 24% • SWD: 12% • White: 41% <p>iReady: Math Winter: Grades 1-5:</p> <ul style="list-style-type: none"> • Overall: 16% • EL: 5% • SED: 10% • SWD: 8% 		<p>Metric adjusted.</p> <p>iReady: Reading Performance Desired Outcome Spring: Grades 2-5:</p> <ul style="list-style-type: none"> • Overall: 54% • EL: 38% • SWD: 38% • SED: 52% <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> • Overall: 53% • EL: 43% • SWD: 51% • SED: 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> White: 29% 		
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually.</p> <p>Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.</p>	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> Overall: 34% Black/African American: 22% <p>Hispanic/Latino: 30%</p> <ul style="list-style-type: none"> SED: 29% EL: 8% <p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> Overall: 25% Black/African American: 26% <p>Hispanic/Latino: 20%</p> <ul style="list-style-type: none"> SED: 23% EL: 10% 	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>2021.2022 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> Overall: 34% Black/African American: *% Hispanic/Latino: 26% SED: 29% EL: 12% SWD: 13% White: 73% <p>2021.2022 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> Overall: 25% Black/African American: *% Hispanic/Latino: 19% SED: 23% EL: 6% SWD: 17% White: 64% <p>In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results</p>		<p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> Overall: 43% Black/African American: 37% Hispanic/Latino: 45% SED: 44% EL: 23% <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> Overall: 34% Black/African American: 41% Hispanic/Latino: 35% SED: 38% EL: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			where 10 or fewer students had tested.		
Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.	<p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> Grade 4: 37% (-1% from 2017.2018) <p>Note: Cohort established in 2021.2022, with goals in 2022.2023 using semi-matched cohort performance in mathematics.</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	Metric removed.		<p>Metric removed.</p> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> Grade 4: 46%
<p>Science: Increase the number of 5th grade students who are proficient on the CAST assessment by 5% annually.</p> <p>Rationale: In 2018.2019, 43.47% of 5th grade students in the district were Level 2: Standard Nearly</p>	<p>2018-2019 CAST Results Grade 5</p> <ul style="list-style-type: none"> Overall: 8% EL: 0% SWD: 0% SED: 6% <p>Note: 5th grade students in 2018.2019 will be in 8th grade in</p>	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>2021-2022 CAST Results Grade 5</p> <ul style="list-style-type: none"> Overall: 21% EL: 0% SED: 28% SWD: * White: * <p>In order to protect student privacy, an asterisk (*) will be</p>		<p>2023.2024 CAST Desired Outcome</p> <ul style="list-style-type: none"> Grade 5: 23%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Met with a mean scaled score of 206.2. (Mean Scale Score range of 214-230 for Level 3: Standard Met).	2021.2022.		displayed instead of a number on test results where 10 or fewer students had tested.		
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 151 Percent of ELs making at least one level of progress: 42.4% 	<p>Metric on hold.</p> <p>CUSD uses the California State Dashboard measure for English Learner Progress for this metric.</p> <p>Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition.</p> <p>A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.</p>	<p>2021-2022 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 31 Percent of ELs making at least one level of progress: 53% <p>On the 2022 California School Dashboard, the percentage of EL students making at least one level progress on the ELPAC in the State of California was 50.3%</p>		<p>Updated 2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> The percentage of EL students making at least one level progress on the ELPAC will meet or exceed the State of California percentage. <p>Metric on hold.</p> <p>2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> Increase the percent of EL students making at least one level

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.
Increase the percent of Redesignated ELs by at least 3% annually.	2019.2020 Redesignation <ul style="list-style-type: none"> Total Number of ELs: 164 Redesignated: <ul style="list-style-type: none"> Number: 7 Percent: 4% 	2020.2021 Redesignation <ul style="list-style-type: none"> Total Number of ELs: 145 Number Redesignated: 2 Percent Redesignated: 1% Note: Total number of ELs as of 2021.11.20.	2021.2022 Redesignation <ul style="list-style-type: none"> Total Number of ELs: 164 Number Redesignated: 7 Percent Redesignated: 4% 		2023.2024 Redesignation Desired Outcome <ul style="list-style-type: none"> Total Percent of ELs Redesignated: 17%
Performance Indicator Review (PIR): Special Education Participation: <ul style="list-style-type: none"> Increase CAASPP 	2018.2019 SBAC ELA: Performance PIR Identified Schools <ul style="list-style-type: none"> Blackford: 18.18% 2018.2019 SBAC	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.	Metric removed.		Metric removed. 2021.2022 SBAC ELA: Performance PIR Identified Schools <ul style="list-style-type: none"> Blackford: 34.08%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>ELA and Mathematics Participation for Special Education students to 95% for PIR identified schools as measured by the 2021.2022 SBAC.</p> <p>Performance:</p> <ul style="list-style-type: none"> Increase CAASPP ELA Performance for Special Education students by at least 15.9% at PIR identified schools as measured by the 2021.2022 SBAC. Increase CAASPP Mathematics Performance 	<p>Mathematics: Performance PIR Identified Schools</p> <ul style="list-style-type: none"> Blackford: 8.82% 	<p>Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>			<p>2021.2022 SBAC Mathematics: Performance PIR Identified Schools</p> <ul style="list-style-type: none"> Blackford: 18.25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for Special Education students by at least 9.43% at PIR identified schools as measured by the 2021.2022 SBAC.					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Additional Administrative Support	Increased or Improved Service: Assistant Principal will be hired at Blackford to support the additional behavioral and academic needs. They will write behavior support plans and monitor progress for students through the Student Study Team (SST) process.	\$49,723.00	Yes
1.2	Hire Instructional Assistant as Library/Media Aide	The additional instructional assistant will be placed at schools to specifically support literacy and digital literacy.	\$27,475.00	No
1.3	Field Trips	Provide Field Trip opportunities that relate to grade level content standards and enrichment opportunities such as Science Technology Engineering Arts and Math (STEAM).	\$6,000.00	No
1.4	Teacher on Special assignment (TOSA)	Equity TOSA will provide direct support for unduplicated pupils across the school in the area of both reading and math instruction. They work with classroom teachers to support the Response to Intervention time	\$31,050.00	Yes

Action #	Title	Description	Total Funds	Contributing
	at the school site level	by co-teaching and serving students in small groups to meet identified skill gaps.		
1.5	Instructional Aide for Classroom and Intervention Support	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups.	\$34,117.00	Yes
1.6	Reading Intervention Teachers	Reading Intervention teacher to support students due to COVID-19 learning loss and extra needs in reading. She will work with all students across the school on various reading needs along with our other reading intervention teacher. Both reading intervention teachers will collaborate and support teachers as well.	\$292,089.00	Yes
1.7	Supplies and Contracted Services	School year classroom supplies, copy machine services, school-wide supplies, and misc supplies needed throughout the year (i.e. ink, paper, toner, etc.).	\$20,000.00	No
1.8	Instructional Aide for Classroom and Intervention Support for ELD	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups for ELD clustering.	\$46,679.00	Yes
1.9	Instructional Aide for Classroom and Intervention Support	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups	\$46,679.00	Yes
1.10	Innovation (STEAM) Room supplies	Develop an engaging Innovation Room, formally known as the STEAM Room for our staff and students to use for Science, Technology, Engineering, Art and Math lessons and activities.	\$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Math TOSA	Math TOSA will provide direct support for unduplicated pupils across the school in the area of math instruction. They work with classroom teachers to support the Response to Intervention time by co-teaching and serving students in small groups to meet identified skill gaps.	\$70,072.00	
1.12	Innovation Specialist	Provide students with enrichment opportunities around the topics of science, technology, engineering, art, music. The Innovation Program also supports teacher/staff planning and PLC collaboration focused on improving teaching and learning.	\$78,272.00	No
1.13	Living Classroom - No longer funding	No Longer Funding for 2023-2024 school year.		
1.14	Release Time	Release time for General Education Teachers to attend Goal Setting and SST (Student Success Team) Meetings	\$2,500.00	

Goal Analysis [2022-23]

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

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

We were not able to hire an Instructional Aide for Classroom and Intervention Support for ELD.
 We did not spend the \$4,000 out of our Site Based fund as planned for STEAM supplies, due to additional funding for supplies through the Arts and Curriculum Grant. We were able to spend the amount from the grant funding.
 Field Trips costs totaled \$4,788.55 because not every grade level was able to participate in an off site field trip.

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

We were not able to hire an Instructional Aide for Classroom and Intervention Support for ELD. A total of \$16,648.21 was not spent due to not being able to hire for this position.

Two of our grade levels were not able to participate in field trips this year. The total fund of \$6,000 was not spent. Our field trip costs totaled \$4,788.55 for our TK, 1st, 3rd and 5th grade students participation in field trips this year. Our 2nd graders participated in an on-site field trip experience instead.

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

We saw a 12% growth overall in iReady Reading scores from Fall to Spring, and a 21% increase overall in iReady Math scores from Fall to Spring. Our Math iReady scores showed overall gains of 11%-17% across student groups, with the exception of our Black/African American students. All grade levels from 1st through 5th showed growth between 7% through 17% in iReady Math data.

Twelve students were Redesignated Fluent English Proficient this year compared to three students who were Redesignated Fluent English Proficient (RFEP'd) in 2021-2022. Increasing opportunities for our students, especially our English Language Learners, to build background knowledge and academic language through participation in field trips, innovation experiences, hands on experiences, small group interventions, assemblies, and enrichment activities is a commitment we have and will continue to fund for our 23-24 school year. We know these experiences are making a difference for our students academically, as well as socially-emotionally.

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

We will try to hire an Instructional Aide for Classroom and Intervention Support for ELD for the 23-24 school year. We have identified this as a need and will repost for the position.

Living Classroom: Support our K-1 students with integrated experiences to support Science instruction. Increase participation in school garden.

We will be including funding for Release Time for our General Education teachers to be released to attend Goal Setting meetings and SST (Student Success Team) meetings throughout the school year. These meetings support our students who are struggling academically, behaviorally (socially-emotionally) and with chronic attendance.

We added a .5 FTE Math TOSA to support our struggling learners with small group math instruction, as well as providing coaching and instructional support for teachers.

Innovation Specialist program will continue at Blackford. The Innovation Specialists will continue to support students in the area to provide students with enrichment opportunities around the topics of science, technology, engineering, art, music. This year Blackford funded a .2 Innovation Specialist from the Arts and Music Block Grant. The district funded the other two Innovation Specialists who worked with our students. The Innovation Program also supports teacher/staff planning and PLC collaboration focused on improving teaching and learning. Our teachers had the opportunity, every other week to have 140 minutes of planning/collaboration time as a grade level and to meet with specialists and site admin.

For 2023.2024, the following metrics have been adjusted:

- Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid of Above Grade Level" in i-Ready: Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.
- Beginning in 2023.2024, for the following two metrics, Campbell will report English Learner progress as the English Learner Cohort, a student group that contains all English Learners as of the first Wednesday in October. This creates consistency with state measures and a fixed cohort of students. Use of English Learners only resulted in a changing student group due to reclassification, and caused

challenges with measurement of performance over time.

- Literacy: Increase the percent of students who reach "At or Above Benchmark" Overall on DIBELS assessment.
- Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid of Above Grade Level" in i-Ready.

For 2023.2024, the Desired Outcome for the following metric has been adjusted:

- Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC): With the resumption of California School Dashboard reporting, the English Learner Progress Desired Outcome (goal) has been determined. 2023.2024 ELPAC Desired Outcome: The percentage of EL students making at least one level progress on the ELPAC will meet or exceed the State of California percentage.

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

Goals and Actions

Goal

Goal #	Description
2	Provide high quality social emotional learning for all students.

An explanation of why the LEA has developed this goal.

CUSD is a data informed system. We use data to determine areas of strength and weakness and it helps us respond to instruction in professional learning communities. This goal was created to help the district establish a clear and articulated multi-tiered system of support. District data in this area indicates that we have a higher percentage of suspensions and absences for specific student-groups. Actions in this area will be designed to improve outcomes for all students, with targeted intervention for sub-groups where data indicates need. This goal is also important to help us reach our goals associated with becoming an anti-racist organization. As part of this work we aligned a goal to normalize conversations about race. This supports the healthy social emotional development of all students in our system. We must transparently identify and deconstruct issues of race and bias that are negatively impacting our system.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain. Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain.	2019.2020 Suspension Rate <ul style="list-style-type: none"> Overall: 0.6% EL: 0.6% SWD: 0% SED: 0.3% Black/African American: 3% Hispanic/Latino: 0.3% 	Metric Adjusted for 2022.2023 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2020.2021 Suspension Rate:	CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2021.2022 Suspension Rate: Dashboard results indicated		Updated 2023.2024 Suspension Desired Outcome <ul style="list-style-type: none"> Status of Very Low or Low Overall and for all Student Groups. Metric Adjusted. As needed, the suspension metric will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • Overall: 0% • EL: 0% • SWD: ** • SED: ** • Black/African American: 0% • Hispanic/Latino: 0% <p>**DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>	<ul style="list-style-type: none"> • Overall: Medium • EL: Low • SED: Medium • Black/African American: High • Hispanic/Latino: Medium • SWD: High • White: Medium 		<p>be updated based on California School Dashboard results.</p> <p>2023.2024 Suspension Rate Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 0% • EL: 0% • SWD: % • SED: 0% • Black/African American: 0% • Hispanic/Latino: 0%
Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70%	2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression <ul style="list-style-type: none"> • Overall: 39 	Metric Removed. CUSD monitors ODRs locally.	Metric Removed.		Metric Removed. 2023.2024 Number of Office Discipline Referrals (ODRs) for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>overall and for each student group.</p> <ul style="list-style-type: none"> Overall reduce by 30% ELs and SWDs reduce by TBD; TBD annually. SED and Hispanic reduce by TBD; TBD annually. 	<ul style="list-style-type: none"> EL: 6 SWD: 7 SED: 24 Hispanic/Lati no: 19 	<p>2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:</p> <ul style="list-style-type: none"> Overall: 2 EL: 2 SWD: 2 SED: 2 Hispanic/Lati no: 2 			<p>Physical Aggression Desired Outcome</p> <ul style="list-style-type: none"> Overall: 27 EL: 0 SWD: 0 SED: 10 Hispanic/Lati no: 5
<p>Decrease the overall Chronic Absenteeism rate by 0.5% annually.</p> <p>Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.</p>	<p>2019.2020 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> Overall: 8.5% EL: 6.8% SWD: 10.5% SED: 8.07% 	<p>2020.2021 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> Overall: 18.3% EL: 13.8% SWD: 19.3% SED: 22% 	<p>2021.2022 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> Overall: 34.10% EL: 36.90% SED: 39.90% SWD: 38.60% White: 30.00% 		<p>2023.2024 Chronic Absenteeism Rate Desired Outcome</p> <ul style="list-style-type: none"> Overall: 7% EL: 6.9% SWD: 1.8% SED: 0.2%
<p>Increase participation on annual Fall Panorama survey to students in grades 3-5</p>	<p>2020.2021 Panorama Survey Participation Rate</p> <p>Fall 2020</p>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD now includes Fall and Spring</p>	<p>Metric Adjusted</p> <p>2022.2023 Panorama Survey Participation:</p>		<p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>and teachers and staff to 95%.</p> <ul style="list-style-type: none"> Students in grades 3-5 to 95%; 5.7% annually. Teachers and Staff to 95%; 5.4% annually. 	<ul style="list-style-type: none"> Students Grades 3-5: 60% Teachers and Staff: 81% <p>Spring 2021</p> <ul style="list-style-type: none"> Students Grades 3-5: 74% Teachers and Staff: 87% 	<p>Panorama results.</p> <p>2021.2022 Panorama Survey Participation:</p> <ul style="list-style-type: none"> Students Grades 3-8: Fall 76%; Spring % Teachers and Staff: Fall 68%; Spring % 	<ul style="list-style-type: none"> Students Grades 3-8: Fall 70%; Spring 84% Teachers and Staff: Fall 74%; Spring 86% 		<ul style="list-style-type: none"> 95% participation for staff and students in Fall and Spring. <p>2023.2024 Fall Panorama Survey Participation Rate Desired Outcome</p> <ul style="list-style-type: none"> Students Grades 3-5: 95% Teachers and Staff: 95%
<p>Increase favorable response to Emotional Regulation (3-5) to at least 80% by Spring 2024.</p> <ul style="list-style-type: none"> +12% annually 	<p>2020.2021 Panorama Survey Student Responses</p> <p>Fall 2020</p> <ul style="list-style-type: none"> Emotional Regulation (grades 3-5): 50% <p>Spring 2021</p> <ul style="list-style-type: none"> Emotional Regulation (grades 3-5): 46% 	<p>Metric Adjusted for 2022.2023</p> <p>CUSD now includes Fall and Spring Panorama results.</p> <p>2020.2021 Panorama Survey Student Responses:</p> <ul style="list-style-type: none"> Emotional Regulation (grades 3-8): Fall 51%; Spring 46% 	<p>Metric Adjusted.</p> <p>CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.</p>		<p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> Emotional Regulation (grades 3-8): 80% for Fall and Spring Sense of Belonging (grades 6-8): 80% for Fall and Spring <p>2023.2024 Fall</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Panorama Survey Student Responses Desired Outcome <ul style="list-style-type: none"> Emotional Regulation (grades 3-8): 80%
Complete narrative summary for LCFF Priority 6: School Climate.	<p>Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.</p> <p>In Fall 2021, results will be entered on the California School Dashboard, resulting in a status of "Met" for all schools on the California School Dashboard.</p>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate. The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>The percent of students reporting a favorable response as represented by the Overall Top Box (the percent of students</p>	<p>Metric Adjusted.</p> <p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> I feel safe at my school: 3.68; 29.03% School rules are fair: 3.81; 31.45% My school is clean: 2.9; 7.09% Students are nice to each other at my school: 3.13; 17.74%% I like going to my school each day: 3.72; 34.96% 		<p>Updated Desired Outcome:</p> <p>The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline.</p> <p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>reporting a 5) score to School Climate Questions will increase by 10% annually.</p> <p>2021.2022 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> • I feel safe at my school: 3.83; 33.10% • School rules are fair: 3.56; 20.98% • My school is clean: 3.08; 10.35% • Students are nice to each other at my school: 3.14; 17.61% • I like going to my school each day: 3.74; 36.62% 			<p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>
Increase Annual Attendance Rate to at least 98%.	<p>Metric Added.</p> <p>2020.2021 Annual Attendance Rate:</p> <ul style="list-style-type: none"> • Blackford: 93.55% 	N/A	<p>Metric Added.</p> <p>2022.2023 Annual Attendance Rate:</p> <ul style="list-style-type: none"> • Blackford: 90.72% 		<p>Metric Added.</p> <p>2023.2024 Attendance Rate Desired Outcome</p> <ul style="list-style-type: none"> • Blackford: At least 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate Blackford <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0% 	N/A	Metric Added. 2022.2023 Expulsion Rate Blackford <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% • SED: 0.0% • SWD: 0.0% • White: 0.0% 		Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Blackford <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	Training will be provided to teachers to ensure that they are skilled in teaching social emotional learning. This training will focus on better meeting the social emotional needs of students primarily due to Covid-19.	\$3,000.00	Yes
2.2	Counselor	Increased or Improved Service: The additional counseling services provided additional time on social emotional and academic learning needs.	\$26,180.91	Yes
2.3	PlayWorks, Recess Program No Longer Funding			
2.4	Assemblies	Provide monthly assemblies for students around the arts and various cultures from around the world, as well as anti-bullying messaging.	\$2,600.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	Noon Duty Supervision	Noon Duty Supervision before school, during lunch time and after school when needed. Provide adult supervision for student safety and ensure student follow the PBIS expectations.	\$52,261.00	No
2.6	PBIS Safety & Support/Innovation	Increased or Improved Service: PBIS Safety and Support/Innovation position is funded to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school.	\$27,373.00	Yes
2.7	BGS Kids Program	No longer funding for 2023-2024 school year		
2.8	MTSS IAs	Support 1st grade students academically with identified skill gaps in literacy, as well as support students across grade levels with social-emotional well being, self-regulation skills, and coping strategies.	\$119,741.00	Yes

Goal Analysis [2022-23]

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

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

We were not able to hire PBIS Safety & Support/Innovation personnel due to lack of applicants.

We only spent \$900 for assemblies this year due to being able to secure assemblies which were no cost (NED Assembly) and we also had two of our assemblies, NASA astronaut and Cosmo, the Magician, sponsored by community partners.

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

The \$16,465.00 set aside to hire a PBIS Safety and Support staff member, was reallocated to hire BGS Kids program (contracted services) which served to support the students in the same way as an Increased or Improved Service: PBIS Safety and Support/Innovation position is funded to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school. Our site contracted with BGS Kids beginning in mid-December for the cost of \$22,800.

We only spent \$900 for assemblies this year due to being able to secure assemblies which were no cost (NED Assembly) and we also had two of our assemblies sponsored by community partners. The NASA astronaut assembly was funded by Trinity Church, who also sponsors an after school program, Quest for Space, free of cost for our 4th and 5th grade students. The Cosmo the Magician assembly was funded by our partnership with Santa Clara County Orthopedically Impaired program. Their program principal funded the program for all Blackford students.

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

The BGS Kids program was able to support our students in the same way as having a PBIS Safety and Support/Innovation position to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school. BGS Kids provided Classroom Game Time to every class and implemented a Junior Coach and Reading Buddy program, increasing student leadership opportunities for our 4th and 5th grade students.

Our school counselor continues to be instrumental in supporting our students and teachers. She facilitates our MTSS Team, as well as our Check In and Check Out program through PBIS. She meets with students one on one, as well as group sessions. She also teaches a unit to every grade level such as Kinder, unit created by Leah, focused on basic Coping Skills; for 1st grade she has created lessons on Parts of the Brain; 2nd grade focused on Friendship and Conflict Resolution; 3rd grade does Mindfulness, which was a new curriculum Leah purchased from TpT. Leah, the teachers and students love it. 4th grade works on art therapy and 5th grade learns about Middle School Readiness.

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

We will fund assemblies for the 23-24 school year through our LCFF funding.

We will be increasing our funding for Professional Development from \$1,000 to \$3,000 for the 23-24 school year in order to support more of our staff to participate in professional development in anti-racism and equity work, social-emotional learning, and RTI (Response to

Intervention) work.

For 2023.2024, the following metric has been adjusted:

- Panorama Survey Results: CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.

For 2023.2024, the Desired Outcome for the following metrics have been adjusted:

- Suspension Indicator Status: 2023.2024 Desired Outcome: Status of Very Low or Low Overall and for all Student Groups.
- Studer Education School Student Engagement Survey: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will increase by 5% in 2023.2024 from the 2021.2022 baseline.

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

Goals and Actions

Goal

Goal #	Description
3	Fully engage parents/guardians, and the community in support of student well-being.

An explanation of why the LEA has developed this goal.

In Campbell, we realize that partnering with families is essential to help reach our goal of educating each child to their highest potential. We understand the research that says that students who have parents or guardians who are actively engaged in the educational process of children leads to better social emotional and academic results. This became even more apparent to us during the pandemic as we depended on a mutually beneficial partnership to ensure student success. Internal data in Campbell demonstrates that we have active parent leadership groups at each school; however, there is a need to more actively engage families who are representative of the community we serve. In order to meet our goals of becoming an Anti-Racist District we realize that we need more diverse perspectives when engaging families in support of our students. We have created an anti-racism goal that aligns to this LCAP goal and that is to tap the untapped voices in our system. To fully understand student needs we must directly connect with families to find out what supports and services will be most beneficial in helping children meet goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete self-reflection tool for LCFF Priority 3: Parent and Family Engagement.	School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages,	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2021.2022: Blackford LEA's progress in supporting staff to learn about each	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2022.2023: Blackford LEA's progress in supporting staff to learn about each		Blackford: Rubric score of 5: Full implementation and sustainability in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and goals for their children: Blackford: 5 (full implementation and sustainability)</p> <p>LEA's progress in providing families with information and resources to support student learning and development in the home: Blackford: 5 (full implementation and sustainability)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Blackford: 5 (full implementation and sustainability)</p>	<p>family's strengths, cultures, languages, and goals for their children: <ul style="list-style-type: none"> Outcome: 4 (Full Implementation) </p> <p>LEA's progress in providing families with information and resources to support student learning and development in the home: <ul style="list-style-type: none"> Outcome: 5 (Full Implementation & Sustainability) </p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: <ul style="list-style-type: none"> Outcome: 4 (Full Implementation) </p>	<p>family's strengths, cultures, languages, and goals for their children: <ul style="list-style-type: none"> Outcome: 4 (Full Implementation) </p> <p>LEA's progress in providing families with information and resources to support student learning and development in the home: <ul style="list-style-type: none"> Outcome: 5 (Full Implementation & Sustainability) </p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: <ul style="list-style-type: none"> Outcome: 4 (Full Implementation) </p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline set in Fall 2021.	Metric Removed. CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.	Metric Removed.		Metric Removed. 2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline
Annually, 100% of school staff will receive professional development in the area of family engagement as measured by staff sign in sheets and feedback forms. Source: Sign in sheets and feedback forms.	Note: Baseline set in Fall 2021.	Metric Removed. CUSD uses the Studer Education Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally. Parent and Family Engagement Strategies Training: <ul style="list-style-type: none"> In January 2022, school 	Metric Removed.		Metric Removed. 2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Fall 2021 Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>staff participated in trainings offered by the Family Engagement Institute. Training topics were site determined.</p>			
<p>Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange</p>	<p>Spring 2021 Thought Exchange Participation:</p> <ul style="list-style-type: none"> : TBD% 	<p>Metric Adjusted.</p> <p>CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.</p> <p>2021.2022 Parent/Family Satisfaction Survey Responses:</p> <ul style="list-style-type: none"> 84 	<p>Metric Adjusted.</p> <p>CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.</p> <p>2022.2023 Parent/Family Satisfaction Survey Responses:</p> <ul style="list-style-type: none"> 34 		<p>Metric Adjusted.</p> <p>2023.2024 Updated Desired Outcome:</p> <ul style="list-style-type: none"> At least 103 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey <p>Spring 2024 Thought Exchange Participation Desired Outcome:</p> <ul style="list-style-type: none"> : TBD%
<p>100% of parents of students with IEPs</p>	<p>Metric Added.</p>	<p>N/A</p>	<p>N/A</p>		<p>Metric Added</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. <ul style="list-style-type: none"> Blackford: 100% 				2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education Nights	School staff or other guest speakers will provide parent education nights around supporting students with math homework, technology safety and ways parents can support their children in school.	\$4,000.00	Yes
3.2	Community Liaison	Provide resources to parents and coordinate learning opportunities and services for families in need.	\$98,899.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences in planned actions and actual implementation of these actions.

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

We spent the full amount of \$1,000 set aside for 22-23 in an effort to fully engage parents/guardians, and the community in support of student well-being.

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

This year we were able to offer various Parent Education Workshops through our partnership with Santa Clara County Public Health Department and San Jose Police Department Crime and Prevention Unit. The Santa Clara County Public Health Department offered a series of four Healthy Eating Workshops for our families in both English and Spanish. The topics included Build a Healthy Plate, Planning Healthy Meals, What's On a Label, and Rethink Your Drink. The San Jose Police Department Crime and Prevention Unit offered three workshops for our parents/families offered in both English and Spanish, (for a total of five workshops) on the topics of Safety, Digital Safety and Drug Awareness. Our school staff also provided Parent Participation events such as Julia Robinson Math Night, Innovation Showcase, Stories Under the Stars, Multicultural Event, and 5th Grade Middle School Transition Night.

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

We will increase the budget for Parent Education workshops and meetings in order to provide babysitting and food in an effort to increase access for our families who may struggle to attend.

Added Action 3.2 Community Liaison. This is not a new position, it has always been district funded but we felt it was important for it to be reflected in our school's LCAP.

For 2023.2024, the following metric has been added:

- Parental Involvement in IEP: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$911,899.00	\$90,332.00

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

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

All of the actions described in the attached table seek to increase and improve services for EL, Foster Youth, and Low-Income students. The needs of these students groups were considered first when determining their implementation. While all students in the district will benefit from these services, they are principally directed towards EL, Foster Youth, and Low-Income students and we believe they will produce accelerated improvement for these groups. See attached table with Increased or Improved Actions and Services:

2023-2024 Blackford Elementary School Increased or Improved Actions/Services

LCAP Goal	District-Wide Actions/ Services	Describe how this action/service meets the needs of your UDPS. How they were considered first, and (2) how these actions are effective in meeting the goals for these students.	Describe how action/service is the most effective use of funds to meet your goals for UDPS.
1	Action 1: Additional Administrative Support	Assistant Principal will be hired at Blackford to support the additional behavioral and academic needs. They will write behavior support plans and monitor progress for students through the Student Study Team (SST) process.	Internal data indicates a need to maintain this position for support with office referrals system wide PBIS to ensure the admin team supports high quality first instruction.
2	Action 2: Counselor	The additional counseling services provided additional time on social emotional and academic learning needs.	This service will be effective in helping students learn strategies to help them remain in the classroom rather than needing to be removed because of behavior concerns.
2	Action 6: PBIS Safety and Support/ Innovation	PBIS Safety and Support/Innovation position is funded to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school.	Internal data demonstrates that creating supportive relationships with students and their families leads to improved academic and behavioral outcomes. It also helps increase students' sense of belonging and connection to school, which in turn increases academic outcomes and social-emotional wellbeing.

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

Blackford Elementary School is required to increase or improve services for EL, Foster Youth and low income students by 25.08% which is equal to \$911,899.00 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to services for all students.

Actions in the LCAP:

In the LCAP, Goal 1 is important for building the capacity of our teachers to better serve the unique needs of unduplicated students to achieve our goal of decreasing the number of students who need additional intervention. We will focus on building teacher capacity AND on the needed intervention for students to ensure they show progress toward moving into tier 1 (the lowest level of support needed, high-quality first instruction.) We have established a metric to monitor our iReady data at each tier multiple times during the year to ensure progress toward our goal.

1. ELD Teachers On Special Assignment provide increased instruction beyond regular classroom instruction by building the capacity of the teacher and offering small group support that wouldn't be available otherwise. Goal 1 Action 17
2. Reading Boot Camp and Summer programs offer increased instruction above and beyond classroom instruction outside of the instructional day for English learners, foster youth, and low-income students. Goal 1 Action 25
3. The ELD Coordinator is an additional position that only supports meeting the needs of English learners by ensuring that the ELD programs are high quality and provide capacity-building support for teachers to learn skills directly targeted at ELD instruction. Goal 1 Action 3.
4. Provide AVID Excel Tutors for our AVID Excel program to support English learners with a college-going culture. Goal 1 Action 27
5. Reading Intervention Teachers and school-based Teachers on Special Assignment provide additional intervention and data analysis for unduplicated pupils. Goal 1 Action 1
6. Math Specialists help to build the capacity of teachers to better meet the unique needs of unduplicated pupils and provide small-group instruction for targeted pupils. Goal 1 Action 6
7. Utilize iReady for an additional intervention tool targeted to support progress monitoring for unduplicated pupils performing below grade level. Goal 1 Action 14
8. Hire Educational Associates to provide small group instruction in classrooms as an additional service to unduplicated pupils needing advanced academic support. Goal 1 Action 16
9. Provide math intervention during out-of-school time as additional support for unduplicated pupils. Goal 1 Action 22
10. Hire a district-wide literacy administrator on special assignment to ensure that reading instruction is focusing on meeting the needs of unduplicated pupils and to lead the work of reading intervention teachers to ensure classroom teachers are provided with effective strategies to support the needs of low English learners. Goal 1 Action 23
11. Provide teacher stipends to allow for additional planning time above and beyond to meet with Math and/or Reading Interventions specialists to discuss intentional planning to support English Learners, students with and IEPs, Foster Youth, and low-income students performing below grade level. Goal 1 Action 7
12. Purchase supplemental curriculum to support the needs of unduplicated pupils. Goal 1 Action 19

13. Provide teacher professional development in Universal Design for Learning to ensure that equipped with skills to plan in advance for barriers unduplicated students may experience with access learning. Goal 1 Action 21

LCAP Goal 2

Actions in the LCAP in Goal 2 are important to help us meet our goals of ensuring that students feel connected to school and have social-emotional behavioral supports

1. Hire counselors, psychologists, and marriage and family therapists to provide services to reduce barriers to learning for unduplicated students. Goal 2 Action 1 and 4
2. Provide teacher training on de-escalation strategies and trauma-informed practices and Zones of Regulation to ensure that teachers. Goal 2 Action 6
3. Provide teacher training and curriculum for schools that specialize in social-emotional learning strategies. Goal 2 Action 6
4. Implement Panorama Surveys to assess the social-emotional development of students and look at data by student group to set goals for improvement. Goal 2 Action 7

LCAP Goal 3

Actions in the LCAP in Goal 3 are important to help us meet our goal of ensuring we have parent engagement that represents the community of students that we serve. It is also essential to support parents of unduplicated pupils to better understand how they can support students at home.

1. Provide teacher training in understanding how to effectively engage families in the educational process of students. Goal 3 Action
2. Provide translations for both oral and written communication for staff to ensure families are able to access important school information. Goal 3 Action 2
3. Hire Community Liaisons to principally support BIPOC populations to ensure the engagement of all families. Goal 3 Action 3
4. Hire a district-wide lead for parent and community engagement. Goal 3 Action 4

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

A projected additional LCFF concentration grant of \$90,333 was used for an additional part-time reading intervention teacher to support upper-grade students who are English Learners, low-income, and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:37	1:29
Staff-to-student ratio of certificated staff providing direct services to students	1:18	1:17

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$889,271.91	\$82,272.00	\$6,000.00	\$65,167.00	\$1,042,710.91	\$1,003,110.91	\$39,600.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Additional Administrative Support	English Learners Foster Youth Low Income	\$49,723.00				\$49,723.00
1	1.2	Hire Instructional Assistant as Library/Media Aide	All	\$27,475.00				\$27,475.00
1	1.3	Field Trips	All			\$6,000.00		\$6,000.00
1	1.4	Teacher on Special assignment (TOSA) at the school site level	English Learners Foster Youth Low Income				\$31,050.00	\$31,050.00
1	1.5	Instructional Aide for Classroom and Intervention Support	English Learners Foster Youth Low Income				\$34,117.00	\$34,117.00
1	1.6	Reading Intervention Teachers	English Learners Foster Youth Low Income	\$292,089.00				\$292,089.00
1	1.7	Supplies and Contracted Services	All	\$20,000.00				\$20,000.00
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	English Learners	\$46,679.00				\$46,679.00
1	1.9	Instructional Aide for Classroom and Intervention Support	English Learners Foster Youth Low Income	\$46,679.00				\$46,679.00
1	1.10	Innovation (STEAM) Room supplies	All		\$4,000.00			\$4,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Math TOSA	English Learners Foster Youth Low Income	\$70,072.00				\$70,072.00
1	1.12	Innovation Specialist	All		\$78,272.00			\$78,272.00
1	1.13	Living Classroom - No longer funding						
1	1.14	Release Time	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
2	2.1	Professional Development	English Learners Foster Youth Low Income	\$3,000.00				\$3,000.00
2	2.2	Counselor	English Learners Foster Youth Low Income	\$26,180.91				\$26,180.91
2	2.3	PlayWorks, Recess Program No Longer Funding						
2	2.4	Assemblies	All	\$2,600.00				\$2,600.00
2	2.5	Noon Duty Supervision	All	\$52,261.00				\$52,261.00
2	2.6	PBIS Safety & Support/Innovation	English Learners Foster Youth Low Income	\$27,373.00				\$27,373.00
2	2.7	BGS Kids Program						
2	2.8	MTSS IAs	English Learners Foster Youth Low Income	\$119,741.00				\$119,741.00
3	3.1	Parent Education Nights	English Learners Foster Youth Low Income	\$4,000.00				\$4,000.00
3	3.2	Community Liaison	All	\$98,899.00				\$98,899.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds	
	\$911,899.00		0.00%		\$615,464.91	0.00%	0.00 %	Total:	\$615,464.91	
									LEA-wide Total:	\$0.00
									Limited Total:	\$0.00
									Schoolwide Total:	\$615,464.91

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Additional Administrative Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$49,723.00	
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		
1	1.5	Instructional Aide for Classroom and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		
1	1.6	Reading Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford 3-5	\$292,089.00	
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	Yes	Schoolwide	English Learners	Specific Schools: Blackford K-5	\$46,679.00	
1	1.9	Instructional Aide for Classroom and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford School K-5	\$46,679.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Math TOSA			English Learners Foster Youth Low Income	Specific Schools: Blackford K-5	\$70,072.00	
1	1.14	Release Time			English Learners Foster Youth Low Income	Specific Schools: Blackford School TK-5	\$2,500.00	
2	2.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford School TK-5	\$3,000.00	
2	2.2	Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford School TK-5	\$26,180.91	
2	2.6	PBIS Safety & Support/Innovation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford School TK-5	\$27,373.00	
2	2.8	MTSS IAs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford School TK-5	\$119,741.00	
3	3.1	Parent Education Nights	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$4,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$331,127.79	\$302,405.03

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Additional Administrative Support	Yes	\$43,578.07	\$43,578.07
1	1.2	Hire Instructional Assistant as Library/Media Aide	Yes	\$15,597.99	\$15,597.99
1	1.3	Field Trips	No	\$6,000.00	\$4,788.55
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes	\$27,832.31	\$27,832.21
1	1.5	Instructional Aide for Classroom and Intervention Support	Yes	\$31,561.69	\$31,561.69
1	1.6	Reading Intervention Teacher	Yes	\$46,599.62	\$46,599.62
1	1.7	Supplies and Contracted Services	No	\$20,000.00	\$20,000.00
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	Yes	\$16,648.21	\$0
1	1.9	Instructional Aide for Classroom and Intervention Support	Yes	\$27,063.99	\$27,063.99
1	1.10	STEAM Room supplies	No	\$4,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Living Classroom	No		\$2,000.00
2	2.1	Professional Development	Yes	\$1,000.00	\$1,060.00
2	2.2	Counselor	Yes	\$26,180.91	\$26,180.91
2	2.3	PlayWorks, Recess Program No Longer Funding			
2	2.4	Assemblies	No	\$2,600.00	\$900.00
2	2.5	Noon Duty Supervision	No	\$45,000.00	\$31,442.00
2	2.6	PBIS Safety & Support/Innovation	Yes	\$16,465.00	\$0
2	2.7	BGS Kids Program	No		\$22,800.00
3	3.1	Parent Education Nights	Yes	\$1,000.00	\$1,000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$193,133.79	\$160,080.58	\$33,053.21	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Additional Administrative Support	Yes	\$43,578.07	\$43,578.07		
1	1.2	Hire Instructional Assistant as Library/Media Aide	Yes	\$15,597.99	\$15,597.99		
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes				
1	1.5	Instructional Aide for Classroom and Intervention Support	Yes				
1	1.6	Reading Intervention Teacher	Yes	\$46,599.62	\$46,599.62		
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	Yes	\$16,648.21	0		
1	1.9	Instructional Aide for Classroom and Intervention Support	Yes	\$27,063.99	\$27,063.99		
2	2.1	Professional Development	Yes	\$1,000.00	\$1,060.00		
2	2.2	Counselor	Yes	\$26,180.91	\$26,180.91		
2	2.6	PBIS Safety & Support/Innovation	Yes	\$16,465.00	0		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Parent Education Nights	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0%	0.00%	\$160,080.58	0.00%	0.00%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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