



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

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

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

# Goal 1

Provide high quality teaching and learning that promotes opportunities for applying knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Strategic Plan Goals 1, 2, 5

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> ELA SBAC Data</p> <p><b>19-20</b> ELA: All, 42% SES: 38% SWD: 22% English Learner: 24%</p> <p>Dashboard: Yellow, Increased</p>	<p>Due to school closures as a result of COVID-19, we did not take the SBAC ELA in Spring 2020.</p>

Expected	Actual
<p><b>Baseline</b> 2018-19: ELA SBAC Data met or exceed:</p> <p>ALL: 34% SED:28% SWD:18% ELL: 8%</p> <p>Dashboard: Yellow, Increased</p> <p>2016-17: Overall Dashboard Color: Orange, low, declined significantly</p> <p>ELA SBAC: All: 27% proficient or advanced Low SES: 23% proficient or advanced Students with Disabilities: 5% proficient or advanced English Learners: 4% proficient or advanced</p>	
<p><b>Metric/Indicator</b> Math SBAC DATA</p> <p><b>19-20</b> Math: All, 37% SES: 33% SWD: 17% English Learner: 19%</p> <p>Dashboard: Yellow, Increased</p> <p><b>Baseline</b> 2018-19: Math SBAC Data met or exceed:</p> <p>ALL: 25% SED: 23% SWD: 9% ELL: 10%</p>	<p>Due to school closures as a result of COVID-19, we did not take the SBAC Math in Spring 2020.</p>

Expected	Actual
<p>Dashboard Orange, Maintained</p> <p>2016-17: Overall Dashboard Color: Orange, low declined</p> <p>Math SBAC: All: 21% proficient or advanced Low SES: 18% proficient or advanced Students with Disabilities: 0% proficient or advanced English Learners: 3% proficient or above</p>	
<p><b>Metric/Indicator</b> iReady ELA Data: Percentage of students meeting the 100% growth target.</p> <p><b>19-20</b> 64%</p> <p><b>Baseline</b> New metric. Baseline data will be 17-18</p>	<p>Due to school closures as a result of COVID-19 we were not able to complete three iReady assessments in order to receive growth measures.</p> <p>We are tracking IReady proficiency three times a year Our current winter ELA proficiency level is 27%.</p>
<p><b>Metric/Indicator</b> iReady Math Data: Percentage of students meeting the 100% growth target</p> <p><b>19-20</b> 59%</p> <p><b>Baseline</b> New metric. Baseline data will be 17-18</p>	<p>Due to school closures as a result of COVID-19 we were not able to complete three iReady assessments in order to receive growth measures.</p> <p>We are tracking IReady proficiency three times a year Our current winter Math proficiency level is 23%.</p>
<p><b>Metric/Indicator</b> Percentage of students on track to be readers by 3rd grade as measured by BAS/DIBELS.</p> <p><b>19-20</b> TBD</p> <p><b>Baseline</b> 2018-19:</p>	<p>Due to school closures as a result of COVID-19 we were not able to complete three DIBELS assessments in order to receive growth measures.</p> <p>We are monitoring DIBELS proficiency and our overall data at the time of closures.</p>

Expected	Actual
<p>53% of students are on track to be readers by 3rd grade as measured by DIBELS</p> <p>This is a new metric so baseline data will be 2017-18.</p>	
<p><b>Metric/Indicator</b> Sufficiency of instructional materials as measured by percentage of students with access to standards aligned materials.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> New metric baseline is 17-18</p>	<p>Met</p>
<p><b>Metric/Indicator</b> Percentage of fully Credentialed teachers.</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> New metric baseline is 17-18</p>	<p>Met</p> <p>0% mis-assignments of teachers</p> <p>0% mis-assignments of EL's</p> <p>0% vacant teacher positions</p>
<p><b>Metric/Indicator</b> Facilities in good repair as measured by FIT overall school rating.</p> <p><b>19-20</b> Maintain "good" status</p> <p><b>Baseline</b> New metric: baseline is 17-18</p>	<p>Met</p> <p>Maintained "good" status with Blackford at 98.25%.</p>
<p><b>Metric/Indicator</b> Implementation of state standards as measured by the local indicator CDE evaluation tool.</p> <p><b>19-20</b></p>	<p>Maintain Met</p>

Expected	Actual
<p>Maintained Met</p> <p><b>Baseline</b> Met</p>	
<p><b>Metric/Indicator</b> Percentage of district teachers attending choice professional development aligned to standards as measured by sign in sheets.</p> <p><b>19-20</b> 50% will take advantage of at least one PD offering.</p> <p><b>Baseline</b> New metric baseline is 17-18</p>	<p>50% attending choice PD</p>
<p><b>Metric/Indicator</b> Percentage of district teachers attending district professional development aligned to district instructional vision goals as measured by sign in sheets.</p> <p><b>19-20</b> 99.5%</p> <p><b>Baseline</b> New Metric baseline is 17-18</p>	<p>District: 99.5%</p>
<p><b>Metric/Indicator</b> PLC implementation as measured by rubric developed by Rich Dufour from the Learning by Doing book.</p> <p><b>19-20</b> We will no longer use this metric as it is difficult to get an overall school measure and we did not find the data to help us guide overall implementation.</p> <p><b>Baseline</b> New metric baseline is 17-18</p>	<p>No longer using this metric.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Equity Tosa</li> <li>2. Assistant Principal</li> <li>3. Librarian</li> <li>4. Guest Teachers</li> <li>5. Professional Development Trainings</li> <li>6. Copy Machines/Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Equity TOSA 1000-1999: Certificated Personnel Salaries Title I \$18,148</li> <li>2. Assistant Principal-Supporting all student achievement 2000-2999: Classified Personnel Salaries Supplemental \$30,680</li> <li>3. Librarian 2000-2999: Classified Personnel Salaries Supplemental \$12,000</li> <li>4. Guest teachers for Professional Development 1000-1999: Certificated Personnel Salaries Supplemental \$10,000</li> <li>5. Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000</li> <li>6. Copy Machines and Services 5000-5999: Services And Other Operating Expenditures Base \$15,000</li> <li>6a. Benefits for Equity TOSA/Asst. Principal/Librarian 1000-1999: Certificated Personnel Salaries Supplemental \$13,963</li> </ol>	<ol style="list-style-type: none"> <li>1. Equity TOSA 1000-1999: Certificated Personnel Salaries Title I \$16,565</li> <li>2. Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental \$33,694</li> <li>3. Librarian 2000-2999: Classified Personnel Salaries Supplemental \$8,690</li> <li>4. Guest teachers for professional development 1000-1999: Certificated Personnel Salaries Supplemental \$5,588</li> <li>5. Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,541</li> <li>6. Copy Machines and Services 5000-5999: Services And Other Operating Expenditures Base \$13,500</li> <li>6a. Benefits for Equity TOSA, Asst. Principal, Librarian 1000-1999: Certificated Personnel Salaries Supplemental \$15,481</li> </ol>

## Goal Analysis

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

Due to school closures as a result of COVID-19, funds designated toward guest teachers for professional development were used to support distance learning. Supplies and materials were purchased for low income, Foster Youth and English Learners in order for them to have much needed supplies at home. Since guest teachers were not needed as planned due to school closures, we were able to use some of these funds to go towards supplies and other professional development needed for teachers regarding distance learning and teaching over Zoom.

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

Due to school closures as a result of COVID-19, our teachers had to adapt and adjust their instruction immediately in order to meet the needs of our students. As a staff, we needed to think of creative ways to get materials to students and provide technology to them so that they could access content and curriculum online. With personnel such as the assistant principal and TOSA positions, they provided critical support in ensuring those materials got to students as well as helping teachers understand how to support students from afar. With the help of professional development, we were able to provide new learning to our teacher during staff meetings as well as provide them with Social Emotional professional development for students during this unique time. As more time went by and we were able to discover the needs of our students, we were able to pivot and adapt to what all groups of students (i.e. English Learners, low income, foster youth) needed. The challenges we faced in implementing these services were getting materials and technology to students, specifically those who did not have internet. We had many students who were unable to log-in to Zoom and attend classes virtually because of their limited technology access. Many teachers had to call home as well as use the app Talking Points in order to communicate with families since so many of our families depend on their smart phones. We had multiple students we could not get ahold of and did not hear from for the remainder of the school year. It made it increasingly challenging to support students and ensure that they got any type of instruction during the school closures due to COVID-19.



## Goal 2

Ensure that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Strategic Plan #1

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> SBAC Sub-Group Data ELA and Math</p> <p><b>19-20</b> ELA: SWD: 22% EL: 24% SES: 38% Math: SWD: 17% EL: 19% SES: 33%</p> <p><b>Baseline</b> ELA: SWD: 5% EL: 4% SES: 23% Math: SWD: 0% EL: 3% SES: 18%</p>	<p>Due to school closures as a result of COVID-19 we did not take the SBAC ELA in Spring 2020.</p> <p>Due to school closures as a result of COVID-19 we did not take the SBAC Math in Spring 2020.</p>
<p><b>Metric/Indicator</b> Decrease the percentage of ELs performing 2 or more grade levels below on iReady in Reading and Math.</p> <p><b>19-20</b> Reading: 30% Math: 22%</p>	<p>Due to school closures as a result of COVID-19 we were not able to complete three iReady assessments in order to receive growth measures.</p> <p>Our current winter Reading proficiency levels for EL Students is 7% and our current winter Math proficiency level for EL students is 12%.</p>

Expected	Actual
<p><b>Baseline</b> New metric so baseline will be 17-18</p>	
<p><b>Metric/Indicator</b> Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.</p> <p><b>19-20</b> Reading:59% Math: 35%</p> <p><b>Baseline</b> New metric so baseline will be 17-18</p>	<p>Due to school closures as a result of COVID-19 we were not able to complete three iReady assessments in order to receive growth measures.</p> <p>Our current winter Reading proficiency level is ____ and our current Math proficiency level is ____ for SpEd Students.</p>
<p><b>Metric/Indicator</b> Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.</p> <p><b>19-20</b> We will no longer use this metric because it is difficult to generate and we are not finding it useful in moving our work forward.</p> <p><b>Baseline</b> New metric so baseline will be 17-18</p>	<p>We will no longer be using this metric.</p>
<p><b>Metric/Indicator</b> Percentage of English learners who make progress toward English proficiency as measured by the ELPAC</p>	<p>Due to school closures as a result of COVID-19 we were not able to complete the Summative ELPAC in Spring 2020.</p>

Expected	Actual
<p><b>19-20</b> to be determined</p> <p><b>Baseline</b> Baseline data not available yet due to new State testing.</p>	
<p><b>Metric/Indicator</b> Percentage of English Learners who are reclassified</p> <p><b>19-20</b> A higher percentage than 2018-2019 for each school and the district.</p> <p><b>Baseline</b> 10% of students were reclassified</p>	<p>_____ % of ELs enrolled were Reclassified in the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b> Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices.</p> <p><b>19-20</b> Our goal is to create the rubric in the 2019-2020 school year and integrate all of the work that was done in the 2018-19 school year.</p> <p><b>Baseline</b> This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.</p>	<p>We will no longer be using this since we need more time to refine the rubric so that it provides accurate assessment of our work around the 21st century skills we aim to instill in students. Our goal is to create the rubric in the 2020-2021 school year and integrate all of the work that was done in the 2019-2020 school year.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Educational Associates: Additional classroom support to provide lower class size to meet the needs to struggling learners.</p> <p>2. Guest Teachers to support collaboration and looking at student data for struggling learners</p>	<p>1. Educational Associates 2000-2999: Classified Personnel Salaries Title I \$61,532</p>	<p>1. Educational Associates 2000-2999: Classified Personnel Salaries Title I \$48,168</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. Before/After School Intervention: Additional educational time for identified students to achieve the standards</p> <p>4. ELL Translation Support: Provide materials in multiple languages to improve and increase parent engagement.</p>	<p>1a. Educational Associates Benefits 2000-2999: Classified Personnel Salaries Title I \$16,496</p> <p>2. Guest Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$6,200</p> <p>3. Intervention (Before and After School) 1000-1999: Certificated Personnel Salaries Supplemental \$2,100</p> <p>4. ELL Translation 2000-2999: Classified Personnel Salaries Base \$1,000</p>	<p>1a. Educational Associates Benefits 2000-2999: Classified Personnel Salaries Title I \$14,994</p> <p>2. Guest Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$5,588</p> <p>3. Intervention (Before and After School) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p> <p>4. ELL Translation 2000-2999: Classified Personnel Salaries Base \$1,105</p>

## Goal Analysis

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

Due to school closures from COVID-19, Blackford was unable to provide before and after school intervention for students. The money budgeted for this service was used toward supporting students and families with supplies and other needed materials during the Pandemic.

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

The planned actions and services were very vital in supporting our students throughout the school year. Instructional aides have supported students during the transition to distance learning as well as providing intervention to our students in reading using the Soliday System. This has played a critical role in reducing learning loss from COVID-19 and distance learning. The increase in translation and information being sent out to parents has been vital for them to understand communication coming from the school, as well as maintaining the parent/teacher connection. The challenges we faced implementing these actions and services were interventions and supports for students facing learning loss due to Covid-19 school closures. Many of our already struggling students were unable to log-on to Zoom or participate virtually in the Spring until we were able to check out technology to them. Even then, many students did not have internet access or a way to log-on to Zoom. This prevented them from getting core instruction as well as time with intervention teachers and supports.

## Goal 3

Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Strategic Plan #1, 3, 4

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Suspension/Expulsion Data</p> <p><b>19-20</b>            Unduplicated count of students suspended (rate) for Blackford was 3 (0.6%)</p> <p><b>Baseline</b>            Suspensions increased from 1.1% in 2017-2018 to 2% in 2018-2019.</p> <p>Three students have been suspended in 2016-17 for a total of seven days. No students were expelled.</p>	<p>Unduplicated count of students suspended for Blackford was 1.</p>
<p><b>Metric/Indicator</b>            Track in Powerschool the number of initial student study team meetings to plan support for students.</p> <p><b>19-20</b>            SSTs will continue on an as needed basis yearly.</p> <p><b>Baseline</b></p>	<p>We will no longer use this metric because it was difficult to track district-wide and the metric did not give us useful information to guide our behavior and academic support.</p>

Expected	Actual
We have held 50 S4 SST meetings.	
<p><b>Metric/Indicator</b> School Attendance Rates</p> <p><b>19-20</b> 95.4% as monitored until 2/28/20 due to school closures as a result of COVID-19.</p>	We are currently only monitoring chronically absent students.
<p><b>Metric/Indicator</b> Reduce the number of students who are chronically absent</p> <p><b>19-20</b> Data is not available due to school closures as a result of COVID-19.</p> <p><b>Baseline</b> The number of students chronically absent increased from 8.5% in 2017-2018 to 9.9% in 2018-2019.</p>	8.57% of students were chronically absent.
<p><b>Metric/Indicator</b> Number of students who received an initial student study team meeting to create a support plan</p> <p><b>19-20</b> SSTs will continue on an as needed basis yearly.</p> <p><b>Baseline</b> new metric: baseline will be 17-18</p>	We will no longer use the student study team metric to monitor support plans for students. The metric did not provide us with useful data to drive student support needs
<p><b>Metric/Indicator</b> Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.</p> <p><b>19-20</b> SSTs / SpEd recommendation services will continue on an as needed basis yearly.</p> <p><b>Baseline</b> new metric: baseline will be 17-18</p>	The number of students recommended through the Student Study Team process for Special Education Testing decreased from 9 students on 2017-2018 to 4 students in 2018-2019.

Expected	Actual
<p><b>Metric/Indicator</b> Track by student schedule placement the number of students who are exited from Special Education and placed in General Education settings.</p> <p><b>Baseline</b> new metric: baseline will be 17-18</p>	<p>One student exited Special Education during the 2018-2019 school year. This was an increase from the 2017-2018 school year where no students exited.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Montalvo Arts: Provide instruction in art delivered from trained artists</li> <li>2. Yard Duties: Provide appropriate support to ensure safety on the campus.</li> <li>3. Playworks: Provide recess support to promote positive school climate</li> <li>4. Assemblies: Bring in content related assemblies to provide engaging experiential learning for students.</li> <li>5. Fund Counselor - Social/Emotional Support</li> </ol>	<ol style="list-style-type: none"> <li>1. Montalvo - STEAM partnership 5800: Professional/Consulting Services And Operating Expenditures Base \$12,000</li> <li>2. Yard Duty 5000-5999: Services And Other Operating Expenditures Base \$9,500</li> <li>3. Playworks 5000-5999: Services And Other Operating Expenditures Base \$39,000</li> <li>4. Assemblies 5000-5999: Services And Other Operating Expenditures Base \$10,200</li> <li>5. School Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$23,150</li> </ol>	<ol style="list-style-type: none"> <li>1. Montalvo - STEAM partnership 5800: Professional/Consulting Services And Operating Expenditures Base \$840</li> <li>2. Yard Duty 5000-5999: Services And Other Operating Expenditures Base \$0</li> <li>3. Playworks 5000-5999: Services And Other Operating Expenditures Base \$28,000</li> <li>4. Assemblies 5000-5999: Services And Other Operating Expenditures Base \$1,555</li> <li>5. School Counselor 1000-1999: Certificated Personnel Salaries Supplemental \$16,966</li> </ol>
<ol style="list-style-type: none"> <li>1. Fund Assistant Principal to provide support at improving school climate and culture and provide additional support for unduplicated student populations.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental \$30,680</li> <li>1a. Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$5,188</li> </ol>	<ol style="list-style-type: none"> <li>1. Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental \$33,694</li> <li>1a. Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$9,451</li> </ol>

## Goal Analysis

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

All actions and services were able to be implemented prior to school closures due to COVID-19. Noon Duty Assistants were paid for by the district fund and not by our site funds. The budgeted Noon Duty Assistant funds went toward supplies for students due to COVID-19 school closures.

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

Students were able to participate in enrichment opportunities such as Brazilian drumming from residency artists from Montalvo Arts Center. Students were also exposed to various performances during assemblies, such as opera, Taiko drumming, African dance and performances from other cultures prior to COVID-19 school closures. The support of the Assistant Principal, Playworks Coach and Noon Duty Assistants allowed for campus safety and PBIS practices to continue throughout the campus during recesses and unstructured play times. The School Counselor provides much needed support and resources not only to students but to families, particularly during the Pandemic and during distance learning. The counselor has also provided social-emotional learning resources to teachers through a website they created that is a calm down space that students can go to when they need a break from academic instruction and feeling overwhelmed. The challenges we faced implementing these actions and services were providing much needed enrichment opportunities for students during the school closure. Students were able to participate in virtual field trips, but many of them lost interest or were not able to access their classroom on Zoom due to technology or limited internet access. Teachers tried to get creative as much as possible and sent home materials as much as possible, but it did not provide the same experience as it would have in person, especially for the grade levels that have participated in the residency programs. 4th grade students were planning to participate in Brazilian drumming for the first time and 2nd grade students were planning to play instruments to learn rhythm and percussion. For many of our students, this is the only exposure they have to music and playing an instrument and that was very disappointing for them.



## Goal 4

Fully engage parents/guardians, students, and the community in support of student educational outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Instructional Vision

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Parent perception Surveys completed</p> <p><b>19-20</b> 36 parents/guardians participated in the Thought Exchange survey.</p> <p><b>Baseline</b> 180 using perception survey but changed to Thought Exchange for 17-18</p>	<p>Due to school closures as a result of COVID-19, we were not able to complete the Spring 2020 Thought Exchange Perception Survey.</p>
<p><b>Metric/Indicator</b> Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters)</p> <p><b>19-20</b> Almost all families are signed up for electronic information through either SeeSaw or the school/district newsletter. 578 families have provided their email address and receive information electronically.</p> <p><b>Baseline</b> This is a new metric and baseline data will start in 2018-2019.</p>	<p>Currently, we have 338 parents connected to SeeSaw and we have 371 families signed up to receive our school newsletter through email.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Using sign in sheets track the number of families who attend: back to school night, parent teacher conferences and the school sponsored parent engagement event.</p> <p><b>19-20</b> percentage will increase from 2018 -2019</p> <p><b>Baseline</b> This is a new metric and we will determine baseline data in 2018-2019.</p>	<p>Sign-in sheets were collected at all parent engagement events (Back to School Night, parent teacher conferences, etc.). Fall 2019 Back to School Night: 205. 2019-2020 Parent Teacher Conferences Attendance: 315. Spring Events: No spring events were hosted due to COVID closure.</p>
<p><b>Metric/Indicator</b> Using Powerschool track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> This is a new metric and will have baseline data in the 2018-2019 year.</p>	<p>Based on home visits , PowerSchool log entries and sign-in sheets, 30% of parents participated in intervention conferences. Twelve home visits were conducted in 2019-2020.</p>
<p><b>Metric/Indicator</b> Track the number of community based partnerships that enhance the educational experience of students. MOUs and sign in at community meetings will be used to track partnership engagement.</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> This is a new metric and will have baseline data in the 2017-18 year.</p>	<p>We will no longer use this metric as we found it to be an ineffective metric to determine if the partnership was actually enhancing the student experience.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Plan Parent Engagement Nights to provide multiple opportunities to bring parents to the school to engage with students.	1. Parent Night/Event 1000-1999: Certificated Personnel Salaries Base \$5,000	1. Parent Night/Event 1000-1999: Certificated Personnel Salaries Base \$0

## Goal Analysis

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

Due to COVID-19 school closures were were unable to hold parent education night events that we had planned. We used the funds for technology related needs in order to support distance learning. We also used it to pay for supplies for paper and copies due to materials needing to go home for COVID-19.

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

We have had a lot of success with the Foothill Education Institute (FEI) partnership through Foothill College. This has been an excellent opportunity for our parents to attend classes around technology and engaging with their child. Many of the parents that attend the English Language Advisory Committee attend these classes and have found them to be very beneficial. In the future when students and adults are able to be back on campus, we plan to host education nights for parents around supporting their child in English Language Arts and Math, as well as mental health and social-emotional wellness. Due to the Pandemic we want to be able to support parents in helping their children in order to be prepared for their child's needs. The challenges we faced in implementing the actions and services to achieve this goal are getting parents to attend these events and classes when they are offered. We send out a lot of reminders and provide as much publicity as possible but only a small handful of parents participate and many times it is the same parents. We try to get parents to talk about it and share how it has helped them and their family, as well as get them to share in different venues, but we are still struggling with getting parents involved in the classes. This is going to be our focus even more into the next school year as we know students are going to need more support than ever due to the school closure and learning loss needs.

# Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cleaning disinfectant products, additional custodial support to ensure we are meeting health department guidelines.	400,000	730,186	No
Purchase of canopies to support the creation of outdoor learning spaces.	120,000	120,000	No
Funding to continue in-person preschool program during school closures and through the summer.	200,000	707,191	Yes
Funding to support childcare for low income, foster youth and students experiencing homelessness.	368,751	368,751	Yes
COVID related personal protective equipment for staff.	113,070	213,727	No

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

We had substantial differences in the amount of funding that was budgeted to support all aspects of cleaning, disinfecting and providing personal protective gear. We spent more than was allocated in those areas to ensure safety for all staff and students. Additionally, we spent more than budgeted to provide childcare and preschool during the school closures. We were able to keep preschools open for most of the school shut down time. We also had childcare for identified students and those of essential workers.

### Analysis of In-Person Instructional Offerings

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

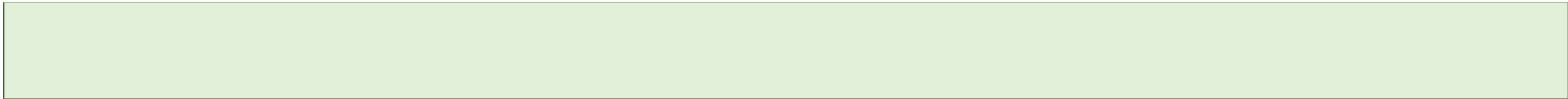
We feel proud that we were able to offer pre-school, summer 2020 and school year in-person childcare for our community. We were also able to hold in-person learning labs at four sites to support the needs of our most struggling learners and children of employees and essential workers. Those programs served 80 students on a daily basis. Students were able to have access and connectivity to

their classrooms by being in an environment that was set up for learning with minimal distractions in a safe environment. Our classified staff members were truly essential workers as they came daily to care for our students. They were able to offer academic support for students as they attended their online classes and completed assignments. We also were able to host four in-person reading bootcamp centers where students would come for three hours a day to be immersed in a literacy program after their regular online classroom day. We served another 80 students throughout the year in this program. Our staff stepped up to ensure that materials were not shared by others, indoor and outdoor spaces were clearly marked, students maintained stable cohorts and our staff even learned new ways to implement social emotional learning in a touchless environment. Our expanded learning staff became district models for how to set up programs in a safe way and we highlighted their success through videos to show parents and other staff how programs could run in person in a safe way. The best part of this was seeing how much the students were enjoying the programs! We were able to get students to come in person to be provided resources such as food, school supplies, chromebooks, hotspots and even school desks for those in need of such instructional or living supplies. Our food service department was able to pass out daily meals at all school locations and parents were able to come in person to collect the meals. Some teachers were able to provide in-person learning labs and we did serve students with IEPs and English learners who struggled in distance learning.

We were challenged by all of the COVID health and safety protocols but we continued with providing the learning labs and preschool at a much smaller capacity than we traditionally have. A challenge for families was the lack of transportation due to buses not running regular routes. With the social distancing protocols for buses we were not able to provide the transportation for families. The bus drivers did become essential workers in our learning labs which was a success. Other challenges for implementing in-person instruction was the fear from our stakeholders (teachers, parents, other staff) that it was unsafe to do so. We had to respond to COVID surges and spend ample time collaborating with our Union groups. We opened in a hybrid model on March 22nd with students placed in two groups returning to school two half days per week. Many parents and students were eager to return even more and with the community spread slowing and our county moving into the Orange Tier, the district opened on May 3rd for all students and families desiring to come back for full day instruction four days a week and a shortened day on Wednesdays. This schedule was similar to pre-covid hours. We were proud that we were able to navigate the many challenges to honor our commitment to provide as much in person instruction as possible.

We are planning summer 2021 in person programs. Finding adequate staff to run in-person programs for summer will be a challenge for us. The desire is there from families, however a teacher and staff shortage is evident in our county. Teachers need a break from instruction after a very difficult year.

Another district-wide success of our in-person programming was that we had no community spread from open programs. We did have to close centers due to exposure or infection on a few occasions but we were able to successfully navigate that. It was challenging for students, staff and families alike but the community came together at these times. The biggest challenge of the entire pandemic experience is the widening of the opportunity gap. We struggled to get our most needy students on campus for in-person instruction when we knew they needed it the most.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Teacher on Special Assignment to support Digital Innovation and teacher coaching during distance learning	56,026	55,367	No
Substitutes for school cohorts during distance learning	80,000	84,120.33	No
Administrative and clerical staff for the distance learning only program.	87,963	124,050	No
Zoom and Other Technology contracts needed for distance learning	40,000	33,856	No
Learning Management System for middle school and distance learning program	50,000	0	No
Coordinator of Innovation, Teaching and Learning Position to support blended and distance learning.	62,696	184,083	No
Discretionary Budget for Distance Learning Instructional Supplies and teacher support	116,500	104,747	No
Internet hotspots for connectivity	60,000	65,689	Yes
Printed and instructional supplemental materials for students struggling with distance learning.	15,000	881	Yes
	20,000	9,983	No
See Saw contract to support parent engagement and student ownership of learning.	44,000	43,963	No
Chromebook and technology devices for students and teachers to engage in distance learning.	300,000	285,820	Yes
Hiring a reading intervention teacher to support the distance learning full year program.	120,000	74,951	Yes
Provide parent education to help family members learn best practices to support students in distance learning programs.	5,000	1,805	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Learning Lab implementation and childcare at five school sites for students to be able to engage in distance learning.	2,000,000	2,048,527	Yes

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

**Substantial Differences:**  
We spent more than budgeted for the actual clerical support for our full year distance learning program. We opened a separate school for elementary and middle school families who wanted to commit to distance learning for the entire year. Over 1000 students were enrolled in that program. We provided a full time secretary for the program as well as hourly health clerk support. The Zoom contract came in slightly under what was allocated due to the discounts that they provided us. We did not spend money on a learning management system for middle school due to the fact that teachers did not have the capacity to help us select the right program and spend them time training to learn the new system. Teachers were focused on providing high quality distance learning. We hired a full time Coordinator of Innovation which had an increased cost. This position was extremely helpful to us as we developed strong distance learning programs and helped teachers with trainings to feel equipped with the skills needed to succeed in distance learning. While it appeared we didn't spend money for printed and instructional supplemental materials principally directed to support unduplicated learners we actually did spend money on this line item. Individual school sites were able to fund this from their local funding so it was not reflected here. Printed materials were necessary to help students with access to learning. The printing costs at the sites were substantial and it was easier to fund this from local budgets since the sites managed the copies and ordering needs to support packet distribution. There was a difference in the budgeted and actual amount for the reading intervention teacher because the person hired is a new teacher with a lower salary. She also didn't take benefits which reduced her cost further. The planned action was able to fully provide the above and beyond service to unduplicated pupils. We provided a lot of parent and family education and virtual support for them to be successful in helping students at home. This was something we implemented with our current staff so that we only incurred minimal cost for employee extended hours and materials. This service was still provided through community liaisons to principally support our homeless, low income or second language families. Teacher professional development was on-going and very regular. The support came mainly from our district TOSAs and therefore didn't cost as much as anticipated. Teachers attended a lot of free webinars put on by curriculum providers. They did not attend costly workshops and were only able to allocate limited time due to all of the planning and learning they were doing to transition to distance learning and then a hybrid program. We were able to successfully implement all of the actions in this section of the learning continuity plan aside from the learning management system which is something that we will look into funding for the 2021-2022 school year.

## Analysis of the Distance Learning Program

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

Over time, we had many successes in providing a distance learning program for our students. We quickly transitioned to online learning and distributed out over 5600 chromebooks and 360 hotspots to students so that they could access learning from home. Local donors provided headphones, study materials to create a quiet learning environment and even desks for students who didn't have them. Our local community was instrumental in supporting us through the pandemic experience. We trained teachers in how to use a variety of online tools to provide instruction. There were countless teacher trainings and office hours set up to help teachers with the big learning curve. We provided curriculum sample lessons, worked to identify the most essential standards at each grade level in english language arts and math so that teachers could really focus their instruction. Knowing that the social emotional needs of students was of greater importance than ever, we hosted a variety of SEL trainings and helped sites adopt social emotional curriculum to support educators in being able to teach the important social skills. We emphasized our profile of a graduate field guide to effectively teach the POG competencies in a virtual environment. We also created a year long distance learning program and fully staffed it to serve over 1000 students whose families made the decision to do schooling from home for the entire year. Teachers in the program had the support of an Administrator and clerical support staff. They received the same training opportunities to prepare them for a year of distance learning. Outside of the educational experience we were able to provide virtual counseling for students and families, virtual parent education through CUSD staff as well as strong partnerships with community based organizations. We maintained individualized education plans (IEPs) and student study team meetings virtually so that we could address the goals and learning needs for students. The schedules established included office hours and small group support for students. This allowed students to become more self directed in coming to the teacher to get the help needed. The reading intervention teachers were able to offer their support to students virtually and worked hard to not pull students from their time with their teacher and classmates. We partnered with Elevate Math and Elevate Tutors to create a math intervention program for students that was done virtually. Our CREW expanded learning program offered a virtual program so that students had a chance to come together online to meet social needs. We hosted a virtual program called Wonder Wednesdays that brought students from across the district together to hear from published authors, attend virtual field trips, and learn new enrichment skills. These sessions were sometimes attended by 1000 students and family members. We saw a greater level of parent engagement utilizing Zoom for certain meetings. One of those was our District English Language Acquisition Committee (DELAC). We consistently had greater attendance and therefore, greater engagement from a population that wasn't always able to engage in meetings due to transportation and/or meeting times. Zoom allowed for greater engagement of families at parent teacher conferences, Board of Education Meetings and other school based meetings. We will

capitalize on the successes we experienced to with improvement efforts in our system as we return to school in the future. We vowed to come back stronger after the pandemic experience!

While we experienced many successes in transitioning our educational system, it did not come without significant challenges. The biggest challenge of all was ensuring that all students were engaged in the learning and regularly attending classes. We developed a tracking system for attendance and engagement. When students didn't show up teachers reached out in multiple ways and utilizing a phone translation service with the capacity to cover the languages represented in our district. When teachers weren't able to engage students the community liaisons and site administrators also reached out to families. Home visits with enhanced safety protocols were performed when necessary. We expanded the hours of our community liaisons to be an additional support for families struggling to engage for a variety of reasons. We had families where students were responsible for helping younger siblings access the educational platform or students with parents who were not able to support their children despite their best efforts. We provided outreach and education to families in an on-going basis but there are still students with low attendance and engagement. Ongoing assessment was also a challenge in the distance learning environment. We noticed a dip in participation of our online iReady assessments in the fall and winter benchmarks. It was a big challenge for teachers to administer literacy assessments like DIBELS virtually as well since these are designed to be done in person for the most part. Assessment challenges will inhibit us to truly know the progress of students until we get them back in person. In some cases teachers really struggled with classroom management on Zoom due to technology glitches in student homes, students' lack of ability to effectively manage the online tools and students not being on camera and engaging with the content. We saw academic decline in our local assessments in reading and math and our data demonstrates that virtual learning has impacted younger students in their reading progress and our middle school students. Our staff had challenges at transition times to adjust to new schedules. As we moved from fully online to various stages of hybrid it was taxing on our staff and families to adjust. Working through these challenges will only serve to make us stronger in being able to meet the needs of the students and families we serve.

When considering the successes and challenges of special groups of students we noted the following:

#### Students with an IEP-

Successes: Access to devices and internet were provided to all students with an IEP. For some students the flexibility and ability to take breaks as needed has been a benefit during distance learning. Likewise, the home environment has helped students feel less anxious and more engaged during distance learning. The visual heavy medium and use of technology, which has more built in adaptive tools such as closed captions has been beneficial for students. The use of teacher made videos or recorded Zoom sessions has helped students who need to go back and review the lesson again has been another success during distance learning. Our staff were successful in working individually with families to ensure that services were being provided.

Challenges: While the flexibility and ability to take breaks benefited some students, for other students, this was a challenge and led to decreasing engagement. For students that benefit from more hands on learning, distance learning was a challenge. For students who need more frequent check in and more direct support to access content and lessons distance learning was challenging. Additionally, we struggled with the number of assessments and providing them virtually was a challenge.

#### English Learners:

Successes: Access to devices and internet were provided to all English learners. The ELD Tosas provided office hours district wide to support emerging bilingual students and families. They also provided many resources for teachers to teach comprehensive integrated and designated ELD virtually and schedules were created to ensure that ELD had the mandatory time required. The TOSAs also greatly supported newcomers in a small group and 1:1 fashion. Teacher collaboration and networking to plan lessons was a success and the use of Zoom breakout rooms was successful in providing small group time for students to practice oral language.

Challenges: The biggest challenge was the fact that students were not able to be with others to practice daily oral language. Being at home also presented other challenges in that the learning environment was not ideal for students with overcrowded and/or distracting homes with internet access issues. Even when we provided hotspots, they weren't always able to connect successfully. There was a lack of ability to offer just in time support for students since they weren't in person. We also were challenged by not being able to provide in person family support that build community and support programs such as homework centers. Newcomers struggled greatly in distance learning and the effects of this will be felt in the years to come.

For the 44 students experiencing homelessness and the 10 youth living in foster care:

Successes: Access to devices and internet were provided to all students experiencing homelessness and students in foster care. There was collaboration with the educational liaisons from the Santa Clara County Office of Education who work with the Department of Family Children Services to support students and their families during distance learning. This ensured that students had the resources needed to engage in distance learning. Community liaisons reached out to these families early and often during distance learning and notified families of resources to help them as needed. They also supported home school communication and got involved when there were challenges with attendance or completing assignments at home. Bus transportation passes were also provided for students to help them get around the community as needed. This helped them get to the schools to pick up supplemental packets and/or food that was provided for families on a weekly basis.

Challenges: The challenge for this group was similar to our emerging bilingual students in that it was more challenging not to see the students daily in school to truly understand their needs and how to best support them. Students experiencing homelessness also struggled to stay engaged when their housing situation was unstable, meaning their ability to log on to distance learning daily was difficult.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Reading Intervention program to provide in-person print rich environments for students in grades 1-3 experiencing learning loss related to reading instruction.	60,000	60,000	Yes
Purchase of CKLA adaptive reading curriculum to support instruction of concepts not fully covered during distance learning for grades 1-2 and struggling 3rd graders.	30,000	29,750	Yes
Intervention programs to support student learning loss. This may include teacher selected curriculum supplements, staffing to support small group instruction and/or student tutoring.	60,000	16,579	Yes
Learning resources to support continuity of learning during the summer and creation of a teacher committee to refine and align the essential standards throughout the district to support learning loss and continuity of instruction.	25,000	8,702	Yes
Hire an English Language Development TOSA and hourly support staff to meet the needs of English Language learning in distance learning and the hybrid model.	200,000	124,950	Yes

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

We do have a substantial difference in funds identified for intervention programs to support learning loss in this budget, however we were able to use other budgets to provide intervention to unduplicated pupils. We used Title I and LCAP Supplemental funds to ensure that we had intervention programs planned. Specifically we utilized Title I and After School funds to provide an after school reading boot camp that was principally directed for unduplicated pupils. Also principally directed to support unduplicated pupils was the Elevate Math program that provided intervention beyond what the budget shows in this report. The same is true for ELD TOSAs. We hired 2 full time and one part time ELD TOSA this year to support emerging bilingual students. Those were funded from Title III in addition to this budget so it appears that we didn't spend the money on this line item but we actually spent over \$200,000 to provide this action/service principally directed at supporting emerging bilingual students. We did not spend the entire \$25,000 on learning resources to support student learning in the summer of 2020. We provided weekly intensive instructional choice boards for parents

and children for all grade levels. The cost of this was lower than expected as we were able to utilize district TOSAs expertise to create the resources for families. We also weren't able to provide in-person programming for students due to the virus trends at the time.

## Analysis of Pupil Learning Loss

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

One of our district pride points is that we have a strong reading curriculum based on the science of reading. It teaches reading in a systematic way following a code that needs to be taught in a clear sequence through the grade levels. One of the challenges in distance learning was the time necessary to teach this code in the primary grades. We were fortunate that the company created an online tool that helped with this instruction. We purchased the CKLA Reading online program that helped us address pupil learning loss in reading. Records from that program will allow us to see how far students progressed. Use of that program was a success when done with fidelity by the student. The challenge is ensuring that all students committed the necessary time while learning at home. Our efforts to address learning loss in reading include advanced professional development for teachers in the science of reading, purchase of additional phonemic assessments to help students acquire strong phonemic awareness skills. Learning loss was also noted in math and we formed a middle school math collaborative of teachers that started learning around innovative practices in math and investigation of the most essential standards that need to be taught for the grade level. We also provided math intervention classes offered in partnership with Elevate Math for students in grades 3-8. Professional development aligned to the research of Jo Boaler was offered to teachers in the area of math.

Individual schools had a process for identifying students needing learning acceleration according to their multi-tiered systems of support. The process used in the district is to assess students using a universal benchmark screener given at the beginning of the year and then two more times during the year. We utilized iReady for reading in grades 3-8 and DIBELS in grades K-2. We used iReady math for grades 1-8 and a district local assessment for TK and Kindergarten. Individual teachers looked at their class data to determine who would benefit from additional in class support. On a regular schedule all staff members look at the results of benchmark and local assessments in professional learning community groups. Teachers then collaborate around the data and plan instructional groups designed to meet the leveled needs of students. For students performing below or significantly below grade level staff determine what classroom modifications and support is needed to help advance the student's academic progress. Interventions will be provided and regularly monitored to determine effectiveness. If the student is still not showing growth a team will look at data together utilizing the district's Student Study Team process to determine what other supports may need to be offered. This process involves the teacher, the family, the school administrator and/or other specialists. Tier three (highest level of need) supports may be offered by a specialist who is not the child's classroom teacher if deemed necessary based on assessment results. Student growth was assessed by looking at the past history of performance of the student. To effectively address learning loss needs associated with distance learning we looked at local data such as end of unit tests, exit tickets that teachers use to assess specific lessons, online mini-assessments that are given in small group or one on one settings. We consulted attendance and engagement tracker data to determine needs of students. Students who qualified as chronically absent during distance learning were prioritized when offering appropriate academic and/or behavioral interventions. Counseling support was also a support that was offered to students referred by

the classroom teacher or administrator. Counseling and social emotional learning needs were assessed using results from our Panorama survey which provides individual student data to help us identify students who may be in need of behavioral or social emotional interventions. Another tool that was used in middle school was Go Guardian and Gaggle. These are digital tools that monitor student online activity. Middle school teachers used data from these tools to track student engagement while using technology in the classroom. Gaggle provides alerts to appropriate personnel when the safety of a student is in question. These tools are another layer to help us identify students who may need academic or social emotional supports.

As mentioned previously, the pandemic highlighted the opportunity gap and our local data demonstrates a bigger need for learning acceleration for certain student groups. (Students with IEPs and Emerging Bilinguals, foster youth)

Some successes in the area of addressing pupil learning loss comes by way of the schedules created at school sites. When students are required to attend small group instruction to address learning gaps we saw greater academic success. Additionally, when one on one time was implemented, student needs were better met. Another strategy used was teachers bringing in a few of their students who needed the most support for in-person participation of online learning. The teacher would still teach the class virtually but with a few student in person who the teacher could then check on to ensure they were engaging with the content and learning. At the middle school there was great success in the use of Homeroom time which allowed students to be closely connected to one teacher who then monitored closely learning loss and noticed social emotional behaviors of concern. This strategy will continue in middle schools after the pandemic due to its success.

## Analysis of Mental Health and Social and Emotional Well-Being

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

The mental health and social emotional well being of our students was of the utmost importance during the year of school closures. We were successful in utilizing our district counselors to continue providing services to students who had been receiving support prior to the pandemic. The counselors quickly transitioned to being able to provide the services in a virtual environment. Other school staff were able to identify students in need support in an on-going fashion and referrals were made to appropriate services in a timely manner. We were able to rely heavily on our partnerships with outside agencies who provided one and one and small group support for students virtually. The Seneca program model allowed for staff to get support for students who were acting out due to mental health concerns.

Throughout the entire school closure there was a solid focus on wellness for staff and students. The Student Service Department staff provided teachers with weekly SEL resources right from the beginning and then transitioned to promoting wellness for staff and students. Staff received monthly wellness newsletters with links to a variety of resources for helping deal with stress, anxiety and focus. There were staff challenges created where teachers won prizes for demonstrating how they were taking care of their own mental well being. CUSD participated in a Wellness Week March 29-April where there were a variety of classes for staff, students and families alike. School sites instituted things like in-person recess when they noticed the need for students would benefit from social interaction. We created a Wonder Wednesday online enrichment series for students as a place for them to take a mental break from their daily learning schedule and be able to engage in learning a new skill or hearing from community members sharing the joys of their profession. We often had 1000 students and families who participated in Wonder Wednesdays. The use of deploying our community liaisons to support families with basic necessities was a successful strategy. Parents were also offered classes that helped them deal with the challenges they may have been facing at home. (Supporting your child through distance learning, helping them deal with anxiety, stress and depression, and understanding the referral process for support) The district offered regular COVID testing for staff and once vaccinations were available for educators the Human Resource department worked with the Santa Clara County Office of Education to get us the vaccine in a setting just for us. When the county canceled the second vaccine at one location our HR department was able to partner with the county to bring the vaccine clinic to one of our schools. We also hosted a mobile testing clinic bus at one of our campuses on Saturdays starting in February. We communicated all of these resources in multiple languages for our community. There was an emphasis on ensuring our staff remained healthy in order to provide the best instruction possible for our students.

Challenges that we face in CUSD are being able to understand the true impact COVID and school closure is having on our students. Many were dealing with loss of a loved one and sickness of a family member alone. When students failed to engage with learning, we did numerous things to try to re-engage and align support. We were able to help families when we were aware of the situation, but that was not always the case. We know that we will be feeling the mental health and social emotional impact of the pandemic for years to come. We also didn't have the level of counseling support needed to support all students during the school closures. The transitions we faced during the past year were a huge challenge to the social emotional well being of staff and students. It was very hard to go to full distance learning, then to the hybrid and then to fully back in person instruction. The learning associated with each of



these transitions caused great stress and anxiety. We tried to limit transitions as much as possible but this was most definitely a year of change.

## **Analysis of Pupil and Family Engagement and Outreach**

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

We were definitely faced with the challenge of finding students once they had disengaged. We created a very clear system, but that didn't always lead to us finding the student who was still on our roster as an enrolled student. What we did find on occasion was that the student had been sent to live with another family member outside of our area. In these cases it was often hard to connect with the family to ensure that the student could access the daily instructional program. Thankfully this was a small percentage of students. Use of the daily attendance and engagement tracker was difficult for teachers to implement in a consistent way across the district. This had to be created by the district and monitored regularly. It created an additional learning need for staff that was different than the regular attendance program. We instituted our traditional mechanism for alerting parents of frequently absent students but the frequency of the letters and the high level of monitoring we do to ensure positive attendance didn't seem to align with the need the parents had at this time. We struggled in knowing how hard to push knowing the challenging circumstances our families were dealing with.

Our successes came through the use of our community liaisons who were steadfast in their work to connect to students and families at home. They provided phone call, email, written and in-person outreach week after week. We provided paper packets when necessary for families who struggled with connectivity issues. We communicated with parents in a variety of ways to try to reach every family. We utilized a phone translation service that included all languages we would need to communicate with our families. Teachers used this system for outreach and academic conferences. We used video, live translation of board meetings and other important meetings where Spanish speakers were present. Our Superintendent sent out monthly Backyard Briefing videos and we sent out bilingual weekly newsletters via email and posted on school and district websites. We hosted online community meetings to engage with our families and we hosted regular re-opening committee meetings where representatives from all stakeholder groups were present. They helped carry messaging back to the school sites. Another success is that we were able to continue hosting regular meetings like Superintendent's Parent and Student Advisory Committee, DELAC meetings, School Site Council and PTA meetings. In some cases (like DELAC) our attendance was better than ever because it was done virtually. We plan to continue some meetings in this format since our data indicated greater involvement from parents who haven't been as engaged in the past. It is vital that we hear from all parents who represent our student population and virtual meetings will help us reach that goal.

## Analysis of School Nutrition

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

Providing students nutritionally adequate meals during the 2020-2021 school year has had its share of challenges and successes. Our main goal has been to rise to the challenge of feeding as many children as possible during distance learning in the Covid-19 pandemic, to ensure students received the nutrition they would normally receive during a normal school year.

### Challenge: Late Extension of Seamless Summer Waivers

At the start of school year, the USDA did not extend Seamless Summer Meal Program. Under the Seamless Summer Program, all children 18 years of age and younger qualify for free meals whether or not they attend our district. We had to charge students for meals per their free, reduced, or paid status. We secured laptops to operate our Point of Service Software at our drive through meal distribution sites. With the waivers not extended, we were not able to offer meals to additional siblings in the household or any children not enrolled in CUSD. We suffered big losses in participation, serving an average of 900-1000 meals per day opposed to the nearly 5000 meals we would serve during a normal year.

### Success: Waivers Extended

A little over a week from the start of school, the USDA extended Seamless Summer Feeding. In addition, the USDA issued additional waivers including a waiver that allows us to serve Child & Adult Care Suppers at all sites, in addition to breakfast and lunch. During a normal school year, only schools over an enrollment of 50% free and reduced eligibility qualify for CACFP Supper. The extension to all schools allowed us to offer an additional meal daily to families in need.

### Challenge: Low Program Participation Leads to Department Finance Concerns

Even with the extension of the Seamless Summer Program and CACFP Supper, our program participation was much lower than in a normal school year. By more than 3000 meals per day! We really had two concerns: Are we not doing all we could to feed more children in need? Can we run a financially stable Child Nutrition program during Covid19? We needed to feed more children to receive enough funding from meal reimbursements so our program would not run a deficit. We were receiving complaints from parents regarding our meal distribution only offering one-day worth of meals per child. Parents expressed the difficulty of daily meal pick-ups while also helping their child with remote learning. It was just not feasible to make it every day and the decrease to our daily participation reflected such.

### Success: Grab and Go Meals for a Week!

We changed the model of our food distribution to meet the needs of the community. We increased our daily food distribution from one to five days' worth of breakfast, lunch, and supper. The change enabled parents to pick up meals once per week, encouraging more participation in the program. Participation increased to nearly 3000 meals per day. While it is still less meals per day than in a normal school year, the increase in participation has helped our program to continue to run positive financially.

### Challenge: Keeping Essential Child Nutrition Employees Safe

Child Nutrition workers have courageously come to work every day during the pandemic to feed children in need. It has been a struggle at times making sure staff is following safety protocols established by the county, the district, and new operating procedures established by the department. The fear of positive Covid19 transmissions at work has been a constant.

**Success: Safety Protocols Have Kept Staff Safe**

We have kept our workplace a safe environment from Covid-19. A few of our staff members have tested positive for Covid-19, but there have been zero cases of transmission in the workplace.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional staffing needs to provide breakfast and lunch to the community during shelter in place from March-June. The distribution of meals is principally directed to support unduplicated pupils and is an effective strategy because students from low socio-economic backgrounds are more likely to experience food instability.	148,243	148,243	No
School Nutrition	Additional staffing costs to provide free and reduced cost lunches and breakfast to qualifying students in the 2020-2021 school year. Staff must accommodate the social distancing and cohort requirements requiring additional staff. The distribution of meals is principally directed to support unduplicated pupils and is an effective strategy because students from low socio-economic backgrounds are more likely to experience food instability.	300,000	300,000	No
Mental Health and Social and Emotional Well-Being	Hire a social worker to help with the mental health well being of students and families. This action is principally directed to support unduplicated pupils. Internal data from the initial school closure demonstrated that english learner students and those from low income families struggle with access to basic needs of food and home stability. The social worker will support families by connecting them to needed community resources.	100,000	9,285	Yes
Mental Health and Social and Emotional Well-Being	Contract with CASSY counseling agency to provide counseling for students who demonstrate need as a result of the impact of the pandemic.	150,000	150,540	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Implement the Panorama survey to assess social emotional areas of strength and weakness for staff and students.	12,000	12,950	No
Pupil Engagement and Outreach	Provide funding for additional community liaison support to do outreach and connect families to needed community resources resulting as a need of the pandemic.	150,000	79,702	Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	Provide additional speech therapist support and psychology assessment support to meet the increased demand as a result of the pandemic.	60,000	236,505	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional Administrative support for additional Special Education Needs associated with IEP needs of students.	35,775	35,581	No
Distance Learning Program (Supports for Pupils with Unique Needs)	Partially Fund Special Education Therapists to meet the individualized needs of students during distance learning.	150,000	205,468	No

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

There was a difference in the social worker expense because we hired someone for the role but it wasn't a fit to help us meet our goals. We were not able to rehire someone for the social worker position. Since this position is principally designed to support unduplicated pupils we hired a Supervisor of Parent Engagement instead of the social worker to support parent education and outreach. This position oversees the community liaisons and works closely to ensure that families of unduplicated pupils are supported with social emotional wellness needs. The Supervisor is paid for from other funding.

The discrepancy with our community liaison was due to the fact that we were not able to increase the FTE for all employees if they weren't able to accommodate the additional hours. There was also a reduction because not all of them take medical benefits which reduces the cost to the district. We maintained the same number of community liaisons who were instrumental in principally designed to engage low income, homeless and second language families during the 2020-2021 school year.

Our costs to support students with IEP's was much higher than budgeted. This was a necessary expense to ensure that we were upholding and implementing the goals in student IEPs. There was greater expenses needed for oversight, one on one support, assessments and delivery of instruction.

## Overall Analysis

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

As we consider how we will come back stronger after the pandemic we reflect on what we have learned. We will host a community meeting that addresses this topic specifically. We will come up with a collaborative definition of learning and what is sacred within our system based on what has been learned in the past year. The meeting will include staff from all levels, members of the board, parents, students and community supporters. We feel that it is instrumental to understand what we have learned in the last year that will help inform us as we move forward. While the details of that meeting will are not yet fully known as of 4-5-2021 we will make changes to our system as we continue to engage in these important conversations. What we do know currently is that we are investigating the possibility to continue providing a distance learning middle school program because we know that traditional schooling as we have done it does not work for all students. A committee has been formed to determine what this distance model will look like. We will be funding teachers for this program and developing enrollment protocols. We also know that we will continue to implement a combination of in-person and virtual parent engagement meetings. We have found that using Zoom has allowed for us to have meetings with greater stakeholder engagement. We have learned all of the safety protocols which must be in place to promote the safest learning community possible. Our LCAP will include funding for on-going safety needs such as PPE, hand sanitation products, cleaning products, increased cleaning protocols and plastic barriers for social distancing. Our LCAP goals have been changed to align to MTSS as a result of our learning in the area of social emotional learning needs. We have create a goal and metrics specifically to address the SEL learning needs of students. A key area of learning for our organization this year was in the area of working toward creating an anti-racist system. The pandemic highlighted the inequities within our system and we have responded by building the racial literacy of our district leadership team through a book study and on-going learning in anti-racism. We have changed policies as a result of this work and our future LCAP will be informed by continued funding for work in the area that will roll out to a larger population of our system.

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

Understanding the need for learning acceleration is something that we have been focusing on all year through our regular local assessments. We utilize iReady as a measure to determine student growth and proficiency in reading and math. This assessment also allows us to see how our students are performing in relation to how they were doing last year at the same time. We evaluate individual student, class and cohort growth. We look at the data by student group to assess the opportunity gap between groups. We also

measure our Every Child a Reader by third grade goal with the use of the DIBELS assessment. We are able to look at this data by student group also. The iReady data allows us to see the percentage of students who are performing in Tier 1, 2 and 3 in relation to MTSS. We have instituted a new metric in our 202-24 LCAP to reduce the number of tier 3 students and increase tier one to a goal of 80% of our students performing in tier 1. Local data has demonstrated the need for us to ensure our teaching staff is prepared to deal with students who may have gaps in instruction. We are planning staff development that will focus on how to personalize learning to fill the student gaps. We will be working with a consultant to provide teacher training in this area. It is essential that we continue to focus on grade level instruction when we come back to school in the fall and beyond and close gaps by truly understanding the prerequisite skills a student must understand for grade level standards based instruction. It is our goal to provide relevant and meaningful learning experiences for our students in order to address the need for learning acceleration. With a combination of teacher training, increased parent outreach and engagement, formative and summative assessments and strategic interventions we are confident we can get back on track academically. With regard to social emotional learning loss we will be strategic in our implementation of SEL curriculum and we will ensure that SEL learning needs are represented in our student study team process when a student struggles academically, socially or behaviorally. Our 2021-2024 LCAP has been informed by this in that we are changing our goals to align directly to MTSS. We have a goal specifically for academic progress and one that is geared toward social emotional high quality learning for all. That goal was not strategically called out in our previous LCAP and as a result of all that we have learned during the pandemic and distance learning we have made this adjustment in collaboration with stakeholders. Our data demonstrates a stronger learning loss in math and as a result we will be funding a math improvement plan in the coming year. It will provide math intervention at all school sites and will fund math specialists to build the capacity of classroom teachers in the area of math.

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

Substantive difference were explained in each LCP area within this plan. It is worth noting that we were able to fund all actions and services within this plan that principally supported unduplicated pupils from a variety of budget areas.

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

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

In reflecting on the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan with stakeholder groups, instructional leadership and district leadership teams we are keenly aware of our data strengths and weaknesses. We have thoroughly evaluated our local indicator data, dashboard data, results from our Thought Exchange community surveys, Panorama data, local assessment data and quantitative data from parent meetings throughout the year. We are aware of our learning opportunities for specific student populations. While we were quite skilled in looking at all of this data in the past, the year of school closures also taught us to reflect on the overall impact that our system has on students and families. We are a system focused on improvement and the future LCAP will be guided by that idea. The three overarching goals reflect our desire to improve our multi-tiered systems of support with goals and metrics in academic, behavior, social emotional and parental involvement. Our work will be guided by a contract with a consultant, The Studer Education group who work with organizations to align goals and build stronger leadership to achieve goals. The work with Studer will help us strengthen communication and feedback loops with all stakeholders, it will help us more effectively garner stakeholder engagement and share that back with our community. The LCAP was also informed by data that there is a need to improve our math outcomes for students. A math improvement plan complete with intervention support and teacher training will be part of the new LCAP. Services and actions for unduplicated pupils that will be added in the 2021-2022 plan will be increased funding for counseling, intervention, summer and after school programs, transportation to help student access daily instruction, internet connectivity and access to devices, anti-racism speakers and training and curriculum designed to serve specific populations. We also realize the need to social interaction and enrichment for students as we return to school after the pandemic. Our future LCAP will demonstrate funding for partnerships with community based organizations for enrichment opportunities.



## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	101,700.00	45,000.00
	133,961.00	133,693.00
	96,176.00	79,727.00
	78,028.00	63,162.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		
	109,241.00	127,576.00
	121,708.00	72,957.00
	5,188.00	9,451.00
	73,700.00	43,055.00
	22,000.00	5,381.00
	22,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		
		5,000.00	0.00
		86,093.00	111,011.00
		18,148.00	16,565.00
		1,000.00	1,105.00
		42,680.00	8,690.00
		78,028.00	63,162.00
		5,188.00	9,451.00
		73,700.00	43,055.00
		22,000.00	840.00
		0.00	4,541.00

\* Totals based on expenditure amounts in goal and annual update sections.



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	109,791.00	98,059.00
<b>Goal 2</b>	87,328.00	69,855.00
<b>Goal 3</b>	129,718.00	90,506.00
<b>Goal 4</b>	5,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,201,821.00	\$2,139,855.00
Distance Learning Program	\$3,057,185.00	\$3,117,842.33
Pupil Learning Loss	\$375,000.00	\$239,981.00
Additional Actions and Plan Requirements	\$1,106,018.00	\$1,178,274.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$5,740,024.00</b>	<b>\$6,675,952.33</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$633,070.00	\$1,063,913.00
Distance Learning Program	\$557,185.00	\$640,169.33
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$706,018.00	\$938,747.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,896,273.00</b>	<b>\$2,642,829.33</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$568,751.00	\$1,075,942.00
Distance Learning Program	\$2,500,000.00	\$2,477,673.00
Pupil Learning Loss	\$375,000.00	\$239,981.00
Additional Actions and Plan Requirements	\$400,000.00	\$239,527.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$3,843,751.00</b>	<b>\$4,033,123.00</b>



# 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	Jennifer Jasper Principal	jjasper@campbellusd.org 408-978-4675

## Plan Summary [2021-22]

### General Information

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

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.

Currently, 71% of students are Hispanic, 8% are White, 5% are Asian, 9% are black and the remaining population consists of multiple backgrounds. As of May 2021, 64% are Socio-Economically Disadvantaged (SED), 62% of students receive free/reduced lunch, 37% are English Learners (ELs) and 6% 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-8th grade. If the number of students exceed 20 in TK, an instructional aide is provided.

At Blackford, we provide students with diverse experiences they may not otherwise get to participate in. We currently have a Science Technology Engineering Arts and Mathematics (STEAM) classroom 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 all grade levels use the STEAM room every year and have learned to sew, create roller coasters, bridges and other structures, as well as create various art projects that are sold and/or made 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 and benefit from partnerships with outside organizations that can bring experiences to life at school and allow for students to have a memorable education. All grade levels go on multiple field trips throughout the school year that align to various Common Core State Standards and content areas taught in the classroom. Through a partnership with Montalvo Arts, our students are able to learn and participate in a culminating performance of Taiko Drumming, Beat Boxing, Bodily Music Awareness and Brazilian Drumming during their time at Blackford. Our students are also able to experience unique opportunities through our partnership with the Los Gatos Assistance League and Project Cornerstone. These partnerships are vital for our students and provided 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 and other strategies to teach the needs of the students we serve. 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. At Blackford, we believe ALL means ALL and that every student matters and will learn.

The Covid-19 Pandemic created new challenges for teachers and students. Teachers worked extremely hard to meet students' needs through distance learning and provided opportunities for them to learn in small groups whenever possible. Teachers had to communicate with families more than ever before in order to ensure that students were able to log-in and participate in class and access content material. The transition phases to in-person instruction, first in a hybrid model and then to a full in-person model, made them think creatively in new ways. The teachers and staff at Blackford rose to the occasion of supporting our students to the highest potential and ensuring they continue to get the best education and experience possible. Our teachers have continuously learned new ways to engage students in learning and will continue to support them so that they succeed academically.

## Reflections: Successes

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

Currently, Blackford Dashboard data shows that in English Language Arts (ELA) English Learners increased 11.3 points, Hispanic Students increased 11.1 points, and Socioeconomically Disadvantaged students increased 12.7 points. In Math, Students with Disabilities (SwD) increased 16.8 points. Also, 42% of English Learners are making progress toward English Language proficiency.

The Blackford Dashboard indicators also showed progress for certain subgroups when looking at chronic absenteeism and suspensions. Our chronically absent white students declined by 1.2% and were in the green performance color. When looking at suspensions, African American students who were suspended declined by .5% and were in the green performance color, and students of two or more races were not suspended and were in the blue color band.

At Blackford, we have created an attendance task force along with a Student Study Team (SST) task force comprised of teachers, support staff and administrators. In these task forces, 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 task forces have provided a solution based approach with multiple

perspectives for supporting students. While distance learning during the Covid-19 Pandemic has been a challenge, it has allowed for us to communicate with families more regularly and have access to students in new and unique ways. We have seen inside their homes and gotten to know them more which has given us more context and understanding about their home environment. We have made more home visits and personally delivered materials in order to ensure they have what they need in order to learn. This extra effort has shown families our willingness to support them as well as allowed for them to be more open with us and sharing their personal experiences and what is impacting their child's learning. We have been grateful for this improved relationship with families and want to continue this communication and willingness to do whatever we can to ensure students learn.

## 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.

When looking at the Blackford Dashboard data, there are areas for growth. While we have made some progress for certain subgroups in the areas of Chronic Absenteeism, suspension rates and math, this is an area of need overall. We plan to address these areas in order to support all students. When looking at Chronic Absenteeism, Students with Disabilities increased 8%, African Americans increased 4%, Hispanic students increased 2% and Socioeconomically students increased 2%. As a task force, we will look to see which specific students are struggling the most and determine an action plan to support those students. 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.

The Dashboard data also shows that our suspension rates, specifically for Students with Disabilities increased the most at 4%. It also shows that White students increased by 3%, English Learners, Hispanic students and Socioeconomically Disadvantaged students increased by 1% as well. Through the use of Positive Behavior Interventions and Supports (PBIS) we will monitor these specific students during our bi-monthly Tier 2/3 meetings to determine targeted interventions that meet the behavioral and social-emotional needs of students in these specific subgroups. Often times, we are able to provide targeted counseling, social and coping skills groups, Check-in/Check-out behavior system, and therapeutic services if needed through our school-linked services agencies. We are very fortunate to have a full-time counselor who is able to connect students and families with various supports and resources based on the needs of the students and what is determined in the bi-monthly meetings we hold.

Lastly, the Dashboard data shows that Math is a focus overall, as it is in the orange performance color and most subgroups declined overall. English Learners declined 6 points, Hispanic students maintained at -2 points and Socioeconomically students maintained at -.9 points. Through the use of progress monitoring assessments such as iReady and Common Formative Assessment (CFAs), we are able to monitor the ongoing progress of students and the standards that are taught during each trimester. Teachers have mapped out the essential math standards and when they will be taught throughout the year. This has allowed for them to plan instruction and determine the best times for reteaching as well as in-class interventions. We have also had the privilege of having a math intervention teacher this year to support students in first-fifth grade in order to work on foundational math skills. Through the use of CFAs, grade levels are able to determine student mastery of grade level standards and best practices for teaching the standards. Collaboration time as a Professional Learning Community (PLC) have been essential in determining the needs of their students and next steps for instruction across the grade level. These practices

will continue into the next school year and time will be provided to teachers for collaboration as this is an essential practice in order for CFAs to be created and analyzed. In June 2021, teachers will be attending the Solution Tree Response to Intervention Professional Development that will support the work of addressing the needs of their students in math.

## 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. Stakeholder 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 stakeholder 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.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder 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 - 9/19/2019, 11/13/2019, 1/15/2020, 3/6/2020, 10/7/2020, 12/16/2020, 2/10/2021, 3/31/2021  
School Site Council - 11/14/2019, 2/4/2020, 8/27/2020, 12/1/2020, 4/14/2021, 5/27/2021  
Parent Teacher Association (PTA) - 8/6/2019, 9/5/2019, 10/3/2019, 11/7/2019, 1/9/2020, 2/6/2020, 3/5/2020, 8/19/2020, 10/14/2020, 11/12/2020, 12/10/2020, 1/14/2021, 2/11/2021, 3/11/2021, 4/15/2021, 5/19/2021, 5/26/2021  
Thought Exchange (online engagement tool designed to allow for greater access for stakeholder feedback) - April 2021

A summary of the feedback provided by specific stakeholder groups.

Feedback from our stakeholder groups consistently showed the 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 were all things that came up. Enrichment opportunities were also something parents wanted to continue as well as field trips and assemblies.

Based on this input and information, we created new goals for our LCAP for the next three year cycle. There is one intentional goal for academics and one 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 stakeholder groups indicated the need for more intervention supports for students struggling academically. This need will lead us to allocate targeted funds for professional development to build the capacity of our teachers to provide tier 2 academic and social emotional supports for students. Additionally, we are going to hire math intervention teachers since currently we only have identified reading intervention provided by specialists. The pandemic and resulting school closures really created a greater need for counseling, social emotional learning and interventions. Feedback from stakeholders obtained through the annual online Thought Exchange process also stated the desire to provide for safety protocols to meet all public health guidelines related to COVID-19.

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

As mentioned above we have created new goals for our LCAP based on the needs of our stakeholders. Goals 1-2 are new to this plan and were put in place as aligned to stakeholder feedback.

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 stakeholder engagement you will see the following items reflected in our LCAP: Additional funding for social emotional learning resources, recess support program, Instructional Aide positions, Library Media Aide, additional Reading Intervention Teacher part-time position, parent education nights (i.e. helping with math at home, technology safety, etc.), enrichment opportunities, field trips, assemblies, school counselor, Equity Coach and assistant principal.

# 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 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.

## 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	<p>As reported on each school's 2020.2021 SARC:</p> <ul style="list-style-type: none"> <li>No teachers are missassigned, no positions are vacant</li> <li>100% of students have access to standards aligned</li> </ul>				<p>Maintain 100% of Misassigned teachers.</p> <p>Maintain 100% of student access to standards aligned instructional materials.</p> <ul style="list-style-type: none"> <li>Fit Score: Blackford 98.25</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>instructional materials.</p> <ul style="list-style-type: none"> <li>Fit Score: Blackford 98.25</li> </ul>				
Complete narrative summary for LCFF Priority 7: Access to a Broad Course of Study	Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.				Maintain 100% of student access to broad course of study as evidenced by Powerschool.
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:</p> <p>ELA: 5 (Initial implementation)</p> <p>Math: 5 (initial implementation)</p> <p>ELD: 5 (Initial implementation)</p>				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</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> <li>Overall: 60%</li> <li>EL: 44%</li> <li>SWD: *</li> <li>SED: 59%</li> </ul>				<p>2023.2024 SBAC Reading Claim Desired Outcome</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> <li>Overall: 72%</li> <li>EL: 56%</li> <li>SWD: 60%</li> <li>SED: 71%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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"> <li>Kindergarten PSF (Phonemic Awareness)</li> <li>1st NWF (Decoding)</li> <li>2nd ORF (Reading Fluency)</li> </ul>	<p>Winter 2021 DIBELS Performance</p> <ul style="list-style-type: none"> <li>Overall: 30%</li> <li>EL: 20%</li> <li>SWD: 27%</li> <li>SED: 32%</li> </ul> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>K: 8%</li> <li>1: 30%</li> <li>2: 58%</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 0%</li> <li>1st NWF: 32%</li> <li>2nd ORF: 56%</li> </ul>				<p>Winter 2024 DIBELS Performance Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 51%</li> <li>EL: 41%</li> <li>SWD: 48%</li> <li>SED: 53%</li> </ul> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>K: 29%</li> <li>1: 51%</li> <li>2: 79%</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 21%</li> <li>1st NWF: 53%</li> <li>2nd ORF: 77%</li> </ul>
<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>iReady: Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 33%</li> <li>EL: 17%</li> <li>SWD: 17%</li> <li>SED: 31%</li> </ul> <p>iReady: Math</p> <ul style="list-style-type: none"> <li>Spring: Grades 1-5: Overall: 27%</li> <li>EL: 17%</li> <li>SWD: 25%</li> </ul>				<p>iReady: Reading Performance Desired Outcome Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 54%</li> <li>EL: 38%</li> <li>SWD: 38%</li> <li>SED: 52%</li> </ul> <ul style="list-style-type: none"> <li>Spring: Grades 2-5: Overall: 53%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024	<ul style="list-style-type: none"> <li>• SED: 23%</li> </ul>				<ul style="list-style-type: none"> <li>• EL: 43%</li> <li>• SWD: 51%</li> <li>• SED: 49%</li> </ul>
English Language Arts and Mathematics:  Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually. Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>• Overall: 34%</li> <li>• Black/African American: 22%</li> </ul> <p>Hispanic/Latino: 30%</p> <ul style="list-style-type: none"> <li>• SED: 29%</li> <li>• EL: 8%</li> </ul> <p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>• Overall: 25%</li> <li>• Black/African American: 26%</li> </ul> <p>Hispanic/Latino: 20%</p> <ul style="list-style-type: none"> <li>• SED: 23%</li> <li>• EL: 10%</li> </ul>				<p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 43%</li> <li>• Black/African American: 37%</li> <li>• Hispanic/Latino: 45%</li> <li>• SED: 44%</li> <li>• EL: 23%</li> </ul> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 34%</li> <li>• Black/African American: 41%</li> <li>• Hispanic/Latino: 35%</li> <li>• SED: 38%</li> <li>• EL: 25%</li> </ul>
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"> <li>• Grade 4: 37% (-1% from 2017.2018)</li> </ul> <p>Note: Cohort</p>				<p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>• Grade 4: 46%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	established in 2021.2022, with goals in 2022.2023 using semi-matched cohort performance in mathematics.				
<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 Met with a mean scaled score of 206.2. (Mean Scale Score range of 214-230 for Level 3: Standard Met).</p>	<p>2018-2019 CAST Results Grade 5</p> <ul style="list-style-type: none"> <li>• Overall: 8%</li> <li>• EL: 0%</li> <li>• SWD: 0%</li> <li>• SED: 6%</li> </ul> <p>Note: 5th grade students in 2018.2019 will be in 8th grade in 2021.2022.</p>				<p>2023.2024 CAST Desired Outcome</p> <ul style="list-style-type: none"> <li>• Grade 5: 23%</li> </ul>
<p>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>	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> <li>• Number of ELs who had current and prior year ELPAC scores: 151</li> </ul>				<p>2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> <li>• Increase the percent of EL students making at least one level progress on the ELPAC</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Percent of ELs making at least one level of progress: 42.4%</li> </ul>				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"> <li>Total Number of ELs: 164</li> </ul> Redesignated: <ul style="list-style-type: none"> <li>Number: 7</li> <li>Percent: 4%</li> </ul>				2023.2024 Redesignation Desired Outcome <ul style="list-style-type: none"> <li>Total Percent of ELs Redesignated: 17%</li> </ul>
Performance Indicator Review (PIR): Special Education  Participation: <ul style="list-style-type: none"> <li>Increase CAASPP ELA and Mathematics Participation for Special Education students to 95% for PIR identified schools as measured by the</li> </ul>	2018.2019 SBAC ELA: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Blackford: 18.18%</li> </ul> 2018.2019 SBAC Mathematics: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Blackford: 8.82%</li> </ul>				2021.2022 SBAC ELA: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Blackford: 34.08%</li> </ul> 2021.2022 SBAC Mathematics: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Blackford: 18.25%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2021.2022 SBAC.</p> <p>Performance:</p> <ul style="list-style-type: none"> <li>• Increase CAASPP ELA Performance for Special Education students by at least 15.9% at PIR identified schools as measured by the 2021.2022 SBAC.</li> <li>• Increase CAASPP Mathematics Performance for Special Education students by at least 9.43% at PIR identified schools as measured by the 2021.2022 SBAC.</li> </ul>					



# Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Administrative Support	Principally Directed: 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.	\$45,428.00	Yes
2	Hire Instructional Assistant as Library/Media Aide	Principally Directed: The additional instructional assistant will be placed at schools to specifically support literacy and digital literacy.	\$14,326.00	Yes
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).	\$1,000.00	No
4	Teacher on Special assignment (TOSA) at the school site level	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 by co-teaching and serving students in small groups to meet identified skill gaps.	\$24,898.00	Yes
5	Instructional Aides for Classroom and Intervention Support	Instructional Aides 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.	\$66,061.00	Yes
6	Reading Intervention Teacher	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.	\$45,716.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.).	\$30,000.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

## 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"> <li>• Overall: 0.6%</li> <li>• EL: 0.6%</li> <li>• SWD: 0%</li> <li>• SED: 0.3%</li> <li>• Black/African American: 3%</li> <li>• Hispanic/Latino: 0.3%</li> </ul>				2023.2024 Suspension Rate Desired Outcome <ul style="list-style-type: none"> <li>• Overall: 0%</li> <li>• EL: 0%</li> <li>• SWD: %</li> <li>• SED: 0%</li> <li>• Black/African American: 0%</li> <li>• Hispanic/Latino: 0%</li> </ul>
Reduce the overall number of Office Discipline Referrals	2019.2020 Number of Office Discipline				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>(ODRs) for Physical Aggression by 70% overall and for each student group.</p> <ul style="list-style-type: none"> <li>Overall reduce by 30%</li> <li>ELs and SWDs reduce by TBD; TBD annually.</li> <li>SED and Hispanic reduce by TBD; TBD annually.</li> </ul>	<p>Referrals (ODRs) for Physical Aggression</p> <ul style="list-style-type: none"> <li>Overall: 39</li> <li>EL: 6</li> <li>SWD: 7</li> <li>SED: 24</li> <li>Hispanic/Latino: 19</li> </ul>				<p>Physical Aggression Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 27</li> <li>EL: 0</li> <li>SWD: 0</li> <li>SED: 10</li> <li>Hispanic/Latino: 5</li> </ul>
<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"> <li>Overall: 8.5%</li> <li>EL: 6.8%</li> <li>SWD: 10.5%</li> <li>SED: 8.07%</li> </ul>				<p>2023.2024 Chronic Absenteeism Rate Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 7%</li> <li>EL: 6.9%</li> <li>SWD: 1.8%</li> <li>SED: 0.2%</li> </ul>
<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>2023.2024 Fall Panorama Survey Participation Rate Desired Outcome</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"> <li>Students in grades 3-5 to 95%; 5.7% annually.</li> <li>Teachers and Staff to 95%; 5.4% annually.</li> </ul>	<ul style="list-style-type: none"> <li>Students Grades 3-5: 60%</li> <li>Teachers and Staff: 81%</li> </ul> <p>Spring 2021</p> <ul style="list-style-type: none"> <li>Students Grades 3-5: 74%</li> <li>Teachers and Staff: 87%</li> </ul>				<ul style="list-style-type: none"> <li>Students Grades 3-5: 95%</li> <li>Teachers and Staff: 95%</li> </ul>
<p>Increase favorable response to Emotional Regulation (3-5) to at least 80% by Spring 2024.</p> <ul style="list-style-type: none"> <li>+12% annually</li> </ul>	<p>2020.2021 Panorama Survey Student Responses</p> <p>Fall 2020</p> <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-5): 50%</li> </ul> <p>Spring 2021</p> <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-5): 46%</li> </ul>				<p>2023.2024 Fall Panorama Survey Student Responses Desired Outcome</p> <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 80%</li> </ul>
<p>Complete narrative summary for LCFF Priority 6: School Climate.</p>	<p>Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of</p>				<p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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>				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Principally Directed: 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	Counselor	Principally Directed: The additional counseling services provided additional time on social emotional and academic learning needs.	\$25,257.00	Yes
3	PlayWorks, Recess Program	Playworks is a program based on problem solving, social emotional support and ensuring students learning appropriate skills when playing. Within this program leadership skills and opportunities are provided. This budget items pays for a full time coach to be present on campus during all recesses as well as throughout the day so that every class participates in class game time twice a month.	\$41,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Assemblies	Provide monthly assemblies for students around the arts and various cultures from around the world, as well as anti-bullying messaging.	\$4,000.00	No
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.	\$39,235.00	No

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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. 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. 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.	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results:</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p>				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>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>Parent/Guardian participation in Fall Conferences will increase by 10% annually.</p>	<p>Note: Baseline set in Fall 2021.</p>				<p>2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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.</p> <p>Source: Sign in sheets and feedback forms.</p>	Note: Baseline set in Fall 2021.				2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Fall 2021 Baseline
Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange	<p>Spring 2021 Thought Exchange Participation:</p> <ul style="list-style-type: none"> <li>: TBD%</li> </ul>				<p>Spring 2024 Thought Exchange Participation Desired Outcome:</p> <ul style="list-style-type: none"> <li>: TBD%</li> </ul>

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Education Nights	Principally Directed: 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.	\$2,000.00	Yes

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
24.02%	802,015

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

### Required Descriptions

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

**2021-2022 Blackford Elementary School Principally Directed Actions/Services**

<b>LCAP Goal</b>	<b>District-Wide Actions/ Services</b>	<b>Describe how action/service is principally directed to and effective use of funds to meet your goals for UDPS.</b>	<b>Describe how action/service is the most effective use of funds to meet your goals for UDPS.</b>
1	Action #1: Additional Administrative Support	Principally Directed: 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.
1	Action #2: Hire instructional assistant as library/media aide	Principally Directed: The additional instructional assistant will be placed at schools to specifically support literacy and digital literacy.	This service will directly support student literacy.
2	Action #1: Professional Development	Principally Directed: 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.	Research proves that professional development and follow up coaching is a high leverage activity that changes teacher practice in order to improve 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.
3	Action #1: Parent Education Nights	Principally Directed: 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.	Parent education classes have been extremely successful in the past. Parents have asked for classes on how to help their children with math

			homework and research shows that when parents are more engaged with their child's education, children are able to make more academic growth.
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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 24.02% which is equal to \$802,015 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
5. Provide parent education classes for identified parent communities in partnership with Foothill Parent Engagement Institute Goal 3, Action 6

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

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



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

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

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

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

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

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

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

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

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

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

# Stakeholder Engagement

## Purpose

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

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

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

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

## Purpose

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

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

## Requirements and Instructions

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

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

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

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

### ***Focus Goal(s)***

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

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

### ***Broad Goal***

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

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

### ***Maintenance of Progress Goal***

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

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

### ***Measuring and Reporting Results:***

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

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

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

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

Complete the table as follows:

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

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year



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

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

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

### Purpose

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

### Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

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

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

#### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$176,727.00		\$74,235.00	\$90,959.00	\$341,921.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$262,921.00	\$79,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Additional Administrative Support	\$45,428.00				\$45,428.00
1	2	English Learners Foster Youth Low Income	Hire Instructional Assistant as Library/Media Aide	\$14,326.00				\$14,326.00
1	3	All	Field Trips			\$1,000.00		\$1,000.00
1	4	English Learners Foster Youth Low Income	Teacher on Special assignment (TOSA) at the school site level				\$24,898.00	\$24,898.00
1	5	English Learners Foster Youth Low Income	Instructional Aides for Classroom and Intervention Support				\$66,061.00	\$66,061.00
1	6	English Learners Foster Youth Low Income	Reading Intervention Teacher	\$45,716.00				\$45,716.00
1	7	All	Supplies and Contracted Services			\$30,000.00		\$30,000.00
2	1	English Learners Foster Youth Low Income	Professional Development	\$3,000.00				\$3,000.00
2	2	English Learners Foster Youth Low Income	Counselor	\$25,257.00				\$25,257.00
2	3	All	PlayWorks, Recess Program	\$41,000.00				\$41,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All	Assemblies			\$4,000.00		\$4,000.00
2	5	All	Noon Duty Supervision			\$39,235.00		\$39,235.00
3	1	English Learners Foster Youth Low Income	Parent Education Nights	\$2,000.00				\$2,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$135,727.00	\$226,686.00
<b>LEA-wide Total:</b>	\$0.00	\$0.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$135,727.00	\$226,686.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Additional Administrative Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$45,428.00	\$45,428.00
1	2	Hire Instructional Assistant as Library/Media Aide	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$14,326.00	\$14,326.00
1	4	Teacher on Special assignment (TOSA) at the school site level	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		\$24,898.00
1	5	Instructional Aides for Classroom and Intervention Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		\$66,061.00
1	6	Reading Intervention Teacher	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$45,716.00	\$45,716.00
2	1	Professional Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$3,000.00	\$3,000.00
2	2	Counselor	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$25,257.00	\$25,257.00
3	1	Parent Education Nights	Schoolwide	English Learners	Specific Schools: Blackford	\$2,000.00	\$2,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income	TK-5		

### Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		