



# Local Control and 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
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## Plan Summary [2024-25]

### General Information

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

In Campbell Union School District (CUSD), we believe in educating each student to their highest potential. Blackford Elementary School is a TK-5th grade school located on the border of San Jose, CA and Campbell, CA. At Blackford Elementary School, our mission is to uphold high expectations and empower all students to achieve academic success. We seek to create lifelong learners who perform above grade level and contribute to a global society. By creating unique opportunities for all students at every grade level, Blackford staff believes in supporting students through their learning strengths and providing real context for learning. This year Blackford has two extensive support needs classrooms; serving student from TK to 1st grades and 2nd through 5th grades. Blackford also has a variety of students from various ethnic and socio-economic backgrounds. Through our belief and focus on inclusion and equity, Blackford offers our diverse community of learners a place to thrive.

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

At Blackford, we provide students with diverse experiences they may not otherwise get to participate in. We have updated our STEAM room, which is designed for teachers and experts from outside organizations to allow students to create various projects and partake in different activities related to STEAM. Students in grades K-5 currently have the opportunity to participate in a newly designed Innovation Program

launched this year, taught by CUSD Innovation Specialists (TOSAs/Teachers on Special Assignment). Every three weeks student engage in AIM (Arts, Innovation and Music). This program provides our students with the opportunity to participate in a variety of learning experiences through hands-on experiences and innovation. Students participate in technology projects such as coding using Scratch, SoundTrap, and Minecraft programs, as well as Dash and Bee Bot robots. Visits to our school garden and recess clubs encourage leadership, collaboration and stewardship. All grade levels use the STEAM room (Innovation Lab) and students have learned skills such as sewing, creating roller coasters, bridges and other structures out of various materials, as well as creating various art projects which are displayed for various school events. We pride ourselves in creating unique opportunities for our students as many of them may not be able to experience these activities on their own.

Blackford finds it extremely important for students to participate in field trips, assemblies and partnerships with outside organizations who can bring experiences to life at school and allow for students to have a memorable education. Our students are also able to experience unique opportunities through our partnership with the Los Gatos Assistance League, Project Cornerstone, BAWSI Girls, and San Jose Crime Prevention. These partnerships are vital for our students and provide lasting memories and experiences that our students continue to talk about well after they have left Blackford.

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

## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

While our California School Dashboard indicators reflect the continued areas of need, our local indicators show the increasing academic growth of our students overall and across all our subgroups.

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

English Language Arts: English Learner (EL) students and Students with Disabilities were red for this indicator

Mathematics: Students with Disabilities were red for this indicator

Chronic Absenteeism: Students with Disabilities were red for this indicator

Blackford Elementary was determined as eligible for Additional Targeted Support and Improvement (ATSI) for Students with Disabilities as a result of California School Dashboard State Indicators where all indicators were at the lowest status level but one indicator was at another status level:

- Red Indicators: ELA, Math, and Chronic Absenteeism

For our iReady Math, the percent of students scoring on or above grade level on the diagnostic increased by 6% from the fall (fall 10% and Winter 16%). The percent of students at or above benchmark in Dibels increased by 7% from beginning of year to middle of year (37% to 44%). This data reflect the positive impact of response to intervention, a practice we will continue to grow in 24-25.

Based on our results from our California dashboard we met as a guiding coalition leadership team and identified Math and Reading as a area of continued need. Our Equity TOSA and Reading intervention teachers identified students that needed additional support as well as worked with grade level teams to address student needs based on our data. We have seen an increase of newcomer/emerging students enroll into our school. As response to our data we have made a commitment to collaboration and Response to Intervention at grades 1-5. Our RTI (Response to Intervention) data shows increase in our subgroups proficiency such as English learners and our students with disabilities. Our 1st grade focus on literacy. In January students were 43.75% proficient on phonics and decoding and by May students were at 65.22% proficient. Our grade 2nd through 5th focused on Math for their RTI and all grade levels met or exceeded the 80% proficiency goal.

Our Studer Survey data reflect both a celebration and a area of need around communication for families. Families reported that at area a growth was to have more positive phone call/ communication from the school. Families and students reported being treated with respect at Blackford.

Another success we have had this year is decreasing our Office Discipline Referrals. Our Office referrals have declined from 166 incidents in 2022-2023 to 102 incidents in 2023-2024, a 39% decline. Our work with implementing PBIS reteaches to review Respect, Responsibility and Achievement, our Character Strong lessons as well as the classroom calm kits has impacted our students positively. The ongoing support of our full time school counselor, SKIPS (Skills for Kids, Parents and Schools) Counselor, along with our two MTSS aides and our PBIS Safety and support person has increased our students social and emotional well being as well.

# Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Differentiated Assistance: Yes  
Blackford Elementary was identified as eligible for Differentiated Assistance as a result of California School Dashboard Results for 2022 and 2023:

- 2022 Dashboard Results- Students with Disabilities: Academics and Chronic Absenteeism
- 2023 Dashboard Results- Students with Disabilities: Academics and Chronic Absenteeism

Additional Targeted Support and Improvement: Yes - Students with Disabilities  
Blackford Elementary was determined as eligible for Additional Targeted Support and Improvement (ATSI) for Students with Disabilities as a result of California School Dashboard State Indicators where all indicators were at the lowest status level but one indicator was at another status level:

- Red Indicators: ELA, Math, and Chronic Absenteeism

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Blackford was not identified for CSI.

## ***Support for Identified Schools***

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

## ***Monitoring and Evaluating Effectiveness***

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

# Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	Members of School Site Council were engaged by sending a school messenger out to the parent community in the fall of 2023 and announcements during our Parent Teacher Association meetings. Blackford's School Site Council met 5 times this year.
English Language Acquisition Group (ELAC)	<p>The district holds four DELAC meetings annually where parents are given the opportunity to provide input on action items in the LCAP that support emerging bilingual students. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. Community Liaisons regularly engage with this committee as well as parents who are not part of the committee to actively gather feedback on actions that will support newcomer and second language families. Each of our schools also has an ELAC group that is able to provide feedback at the local school level.</p> <p>Blackford holds five ELAC meetings annually where parents are given an opportunity to give input on the action items in the LCAP that support emerging bilingual students.</p>
Students	The Superintendent meets five times a year with the Student advisory group made up of students from all 12 of our schools. The group is diverse and represents the ethnic groups we serve. Students are asked about issues at their schools that are going well and those that are in need of improvement. Students are actively engaged at the school levels as well with focus groups and school related surveys.

Teachers	Teachers are engaged through school leadership teams which meet monthly, staff meetings, experience surveys and a process called Leader Rounding where teachers are asked a series of questions to understand their experience with different district/school services and processes. Teachers also have the opportunity to communicate questions/concerns/input to the Superintendent through Faculty Senate meetings held 6 times per year. Teacher feedback is also solicited after each professional development session and through the process of negotiations with the district annually.
Special Education	CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process (CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 23.24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students. Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level.
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff members	Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.
Parents/Guardians	The district uses the following methods to engage and inform parents/guardians at the school and district level: coffee with the Principal meetings, School Site Council Meetings, PTA meetings, English Language Acquisition Committee (ELAC), Superintendent Parent Advisory Council which includes parents of students with an IEP and LCAP board updates. We utilize uniform LCAP slide decks

	<p>which are prepared by the Teaching and Learning Department for all parent school site council meetings. The slides present LCAP information in small pieces all throughout the year. Topics included in the presentations are: data sharing of LCAP metrics, budget updates, dashboard data discussions, parent surveys and local indicators. At the end of each parent meeting we use a Plus/Delta process to gather input from parents. School data is also shared at PTA meetings and in School Board meetings. The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey (offered in Spanish and English), we communicate weekly during the survey window using Parent Square. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school based meetings.</p>
PTA	<p>Blackford meets with PTA monthly and provides feedback and updates at our PTA meetings.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

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

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting or Exceeding Standard on the Smarter	2022.2023 SBAC English Language Arts			80% of students in grades 3-8 Meeting or	



	<p>Balanced Assessment: English Language Arts in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>Results</p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Overall: 26%</li> <li>• Socioeconomically Disadvantaged : 24%</li> <li>• Students with Disabilities: 13%</li> <li>• English Learners: 7%</li> <li>• White: *</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 20%</li> <li>• Black: 27%</li> </ul> <p>* Group size too small to report.</p>			<p>Exceeding Standard on the Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.2	<p>Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 SBAC Math Results</p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Overall: 20%</li> <li>• Socioeconomically Disadvantaged : 19%</li> <li>• Students with Disabilities: 13%</li> <li>• English Learners: 9%</li> <li>• White: *</li> <li>• Asian: *</li> </ul>			<p>80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15</p>	

		<ul style="list-style-type: none"> <li>Hispanic/Latino : 19%</li> <li>Black: 18%</li> </ul> <p>* Group size too small to report.</p>			percentage points by 26-27.	
1.3	<p>Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 CAST Results</p> <ul style="list-style-type: none"> <li>Grade 5 and/or 8</li> <li>Overall: 8%</li> <li>Socioeconomically Disadvantaged : 8%</li> <li>Students with Disabilities: 6%</li> <li>English Learners: 0%</li> <li>White: *</li> <li>Asian: *</li> <li>Hispanic/Latino : 10%</li> <li>Black:*</li> </ul> <p>* Group size too small to report.</p>			<p>80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27.</p> <p>Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.4	<p>Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the</p>	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of English Learners with a current and prior year</li> </ul>			<p>Increase the percent of English Learners making at least one level or progress or maintaining a level of 4 on the ELPAC</p>	

	<p>English Learner Progress Indicator (ELPI) on the California School Dashboard.</p> <p>Source: California School Dashboard</p>	<p>ELPAC score: 105</p> <ul style="list-style-type: none"> <li>Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 44.8%</li> </ul>			<p>to 55% percent by 26-27.</p>	
1.5	<p>Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP).</p> <p>Number of Long Term English Learners (LTELs) in 8th grade as of Census Day.</p> <p>Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs).</p>	<p>2022.2023 Redesignation Results</p> <ul style="list-style-type: none"> <li>County</li> <li>Number of ELs as of CalPads Census Date: 54266 <ul style="list-style-type: none"> <li>Number of ELs redesignated: 7087</li> <li>Percent of ELs redesignated: 31.5%</li> </ul> </li> <li>School</li> <li>Number of ELs as of CalPads Census Date: 131 <ul style="list-style-type: none"> <li>Number of ELs redesignated (excludes K): 12</li> <li>Percent of ELs redesignated (excludes K): 9%</li> </ul> </li> </ul>			<p>Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27.</p> <p>LTEL Target Outcome: Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold.</p>	

		<p>2023.2024 Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: :</p> <ul style="list-style-type: none"> <li>• Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold</li> </ul>				
1.6	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Reading Results</p> <ul style="list-style-type: none"> <li>• Grades 2-5</li> <li>• Overall: 20%</li> <li>• Socioeconomically Disadvantaged : 16%</li> <li>• Students with Disabilities: 10%</li> <li>• English Learners: 1%</li> <li>• White: 24%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 16%</li> <li>• Black: 16%</li> </ul> <p>* Group size too small to report.</p>			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.7	<p>Percent of students achieving Early On, Mid or Above Grade Level on</p>	<p>2023.2024: Winter i-Ready Math Results</p>			<p>80% of students in grades 2-8 achieving Early</p>	

	<p>i-Ready Math in grades 1-8.</p> <p>Source: i-Ready</p>	<ul style="list-style-type: none"> <li>• Grades 1-5</li> <li>• Overall: 16%</li> <li>• Socioeconomically Disadvantaged : 14%</li> <li>• Students with Disabilities: 16%</li> <li>• English Learners: 4%</li> <li>• White: 24%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 13%</li> <li>• Black: 30%</li> </ul> <p>* Group size too small to report.</p>			<p>On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27.</p> <p>Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by by 15 percentage points by 26-27.</p>	
1.8	<p>Percent of students scoring At or Above Benchmark on DIBELS in grades K-2.</p> <p>Source: DIBELS/Amplify</p>	<p>2023.2024: Middle of Year DIBELS Results</p> <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Overall: 44%</li> <li>• Socioeconomically Disadvantaged : 36%</li> <li>• Students with Disabilities: 33%</li> <li>• English Learners: 23%</li> <li>• White: 43%</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 36%</li> <li>• Black: *</li> </ul>			<p>80% of students in grades K-2 scoring At or Above Benchmark on DIBELS by 26-27.</p> <p>Increase the percent of students in each student groups scoring At or Above Benchmark by 15 percentage points by 26-27.</p>	

		* Group size too small to report.				
1.9	Number of teachers misassigned and number of vacant teacher positions.  Source: Human Resources Department	2022.2023 and 2023.2024 Results  <ul style="list-style-type: none"> <li>2022.2023 Number of teachers misassigned: 0</li> <li>2023.2024 Number of vacant teacher positions: 0</li> </ul>			Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	
1.10	Percent of students with access to standards aligned instructional materials.	2023.2024 Result  <ul style="list-style-type: none"> <li>100%</li> </ul>			Maintain 100% of students having access to standards aligned instructional materials.	
1.11	Facilities Inspection Tool (FIT) Score  A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good.  Source: Final FIT Evaluation	2023.2024 Rating  <ul style="list-style-type: none"> <li>98.91%</li> </ul>			Maintain a FIT Score of at least 95%.	
1.12	Not Applicable, District Level Metric.  Percent of English Learners with an ELPAC	Not Applicable, District Level Metric.			Not Applicable, District Level Metric.	

	<p>score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study through Specialized Academic Instruction (SAI).</p> <p>Source: PowerSchool and SIRAS</p>					
1.13	<p>Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards.</p> <p>Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>• English Language Arts: 4 (Full Implementation)</li> <li>• English Language Development: 4 (Full Implementation)</li> <li>• Math: 3 (Initial Implementation)</li> <li>• Next Generation Science Standards: 3 (Initial Implementation)</li> </ul>			Reach and maintain a rating of 5 (Full Implementation and Sustainability).	

- History/Social Studies: 1 (Exploration and Research Phase)

## Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS Administrator-AP	Increased or Improved Service: The MTSS Administrator-Assistant Principal at Blackford will support the additional behavioral and academic needs of our Blackford students. They will facilitate Student Study Team meetings and monitor progress for students through the Student Study Team (SST) process.	\$218,949.00	Yes



		This action supports the student group indicators which are "red" by providing academic, behavioral and MTSS supports to improve ELA outcomes for English Learners and ELA and Math outcomes for Students with Disabilities.		
<b>1.2</b>	Instructional Assistant as Library/Media Aide	The additional instructional assistant will be placed at schools to specifically support literacy and digital literacy.	\$26,126.00	No
<b>1.3</b>	Professional Development	Training will be provided to teachers to ensure that they are skilled in teaching academics and/or social emotional learning.	\$9,000.00	No
<b>1.4</b>	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	Improvement Coach (formerly 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. This action supports the student group indicators which are "red" for English Learners and Students with Disabilities in ELA by providing an Improvement Coach to use improvement science strategies and best practices to close the achievement gap.	\$171,932.00	Yes
<b>1.5</b>	Instructional Aide for Classroom and Intervention Support	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups for the primary grades. This action supports the student group indicator which is "red" by providing intervention support to improve ELA outcomes for English Learners.	\$31,031.00	Yes
<b>1.6</b>	Reading Intervention Teachers	Two Reading Intervention teachers to support students due to COVID-19 learning loss and extra needs in reading. They will work with all students across the school on various reading needs. Both reading intervention	\$317,095.00	No

		<p>teachers will collaborate and support teachers and staff to support students in reading.</p> <p>This action supports the student group indicators which are "red" by providing an additional reading intervention teacher to improve ELA outcomes for English Learners and Students with Disabilities.</p>		
<b>1.7</b>	Instructional Aide for Classroom and Intervention Support for ELD	<p>Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups for ELD clustering.</p> <p>This action supports the student group indicator which is "red" for English Learners for ELA by providing an instructional aide to support targeted ELD intervention.</p>	\$46,679.00	Yes
<b>1.8</b>	Instructional Aide for Classroom and Intervention Support	<p>Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide academic support and intervention in small groups.</p> <p>This action supports the student group indicator which is "red" by providing intervention support to improve ELA outcomes for English Learners.</p>	\$46,679.00	No
<b>1.9</b>	Math TOSA	<p>Math TOSA will provide direct support for unduplicated pupils across the school in the area of math instruction. They work with classroom teachers to support the Response to Intervention time by co-teaching and serving students in small groups to meet identified skill gaps.</p> <p>This action supports the student group indicator which is "red" for Students with Disabilities in Math by providing a Math TOSA to improve math performance outcomes.</p>	\$81,593.00	No
<b>1.10</b>	Innovation Specialist	<p>Provide students with enrichment opportunities around the topics of science, technology, engineering, art, music. The Innovation Program</p>	\$31,200.00	No

		also supports teacher/staff planning and PLC collaboration focused on improving teaching and learning.		
<b>1.11</b>	Release Time	Release time for General Education Teachers to attend Goal Setting and SST (Student Success Team) Meetings	\$2,700.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate  Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate  • 91.82%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates  • Overall: 31.4%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	<ul style="list-style-type: none"> <li>• Socioeconomic ally Disadvantaged : 32.1%</li> <li>• Students with Disabilities: 43.1%</li> <li>• English Learners: 31.4%</li> <li>• White: 26.3%</li> <li>• Asian: 33.3%</li> <li>• Hispanic/Latino : 33.3%</li> <li>• Black: 24.1%</li> </ul>			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates <ul style="list-style-type: none"> <li>• Overall: 1.4%</li> <li>• Socioeconomic ally Disadvantaged : 0.4%</li> <li>• Students with Disabilities: 3.1%</li> <li>• English Learners: 0.5 %</li> <li>• White: 2.5%</li> <li>• Asian: 0.0%</li> <li>• Hispanic/Latino : 0.7%</li> <li>• Black: 6.9%</li> </ul>			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	
2.4	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.			Not Applicable, Middle School Metric.	

	Middle School Drop Out Count  Source: CalPads				
2.5	Expulsion Rate  Source: DataQuest	2022.2023 Rate  <ul style="list-style-type: none"> <li>0.00%</li> </ul>			Decrease the Expulsion Rate to 0.0%.
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8)  Source: Panorama	2023.2024 Results  <ul style="list-style-type: none"> <li>Grades 3-8</li> <li>Overall: 62%</li> <li>Students with Disabilities: 61%</li> <li>English Learners: 63%</li> </ul>			Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8): <ul style="list-style-type: none"> <li>I feel safe at school.</li> <li>My school is clean.</li> </ul> Source: Annual Student Survey Results.	2023.2024 Ratings  <ul style="list-style-type: none"> <li>Grades 3-5</li> <li>Overall Rating</li> <li>I feel safe at school: 3.93</li> <li>My school is clean: 3.15</li> <li>Top Box Percent:</li> <li>I feel safe at school: 38.78%</li> <li>My school is clean: 17.01%</li> </ul>			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.

# Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counselor	The additional counseling services provided additional time on social emotional and academic learning needs. This action supports improvement of the Chronic Absenteeism indicator which is "red" for Students with Disabilities by providing counseling support to re-engage students who are or are at risk of chronic absenteeism.	\$26,180.91	No
2.2	SKIPS	The additional counseling services provided additional time on social emotional needs. This action supports improvement of the Chronic Absenteeism indicator which is "red" for Students with Disabilities by providing counseling support to re-engage students who are or are at risk of chronic absenteeism.	\$26,250.00	No

<b>2.3</b>	Assemblies	Provide SEL assemblies for students POG competencies, PBIS, and the build school-wide language skills and skills around SEL.	\$2,600.00	No
<b>2.4</b>	PBIS Safety & Support	PBIS Safety and Support position is funded to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school.	\$27,373.00	No
<b>2.5</b>	MTSS IAs	Support students academically with identified skill gaps, as well as support students across grade levels with social-emotional well being, self-regulation skills, and coping strategies.	\$119,741.00	No
<b>2.6</b>	Student Social Emotional Learning enrichment	Continue Character Strong as a Tier 1 support and incorporate Ripple Effects in our Tier 2 response.	\$12,600.00	No



# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey.  Source: Annual Parent/Caregiver Survey Results	"2023.2024 Satisfaction Ratings <ul style="list-style-type: none"> <li>Overall Satisfaction Rating: 4.14</li> <li>Top Box Percent: 40.96%</li> </ul>			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	<p>Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school."</p> <p>Source: Annual Parent/Caregiver Survey Results</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>• Overall Rating: 3.66</li> <li>• Top Box Percent: 27.50%</li> </ul>			<p>Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.</p>	
3.3	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families.</p> <p>Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	

3.4	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.</p> <p>Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	
3.5	<p>"School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making.</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	

	<p>Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making."</p> <p>Source: Annual Self Reflection</p>					
3.6	<p>Not Applicable, District Level Metric.</p> <p>Number of Parent Workshop Series Offered Annually</p> <p>Source: Student Services Department</p>	<p>Not Applicable, District Level Metric.</p>			<p>Not Applicable, District Level Metric.</p>	
3.7	<p>Not Applicable, District Level Metric.</p> <p>Number of School-Linked Services Events Offered Annually</p> <p>Source: Student Services Department</p>	<p>Not Applicable, District Level Metric.</p>			<p>Not Applicable, District Level Metric.</p>	
3.8	<p>Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means</p>	<p>2023.2024 Results</p> <ul style="list-style-type: none"> <li>• 100%</li> </ul>			<p>100% of parents of students with IEPs reporting that the school district facilitated parent</p>	

<p>of improving services and results as part of the IEP process.</p> <p>Source: SIRAS</p>				<p>involvement as a means of improving services and results as part of the IEP process by 26-27.</p>	
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**Goal Analysis [2023-24]**

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

**Actions**

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education and Engagement	<p>School staff or other guest speakers will provide parent education around supporting students with math homework, technology safety and ways parents can support their children in school.</p> <p>This action supports improvement of the Chronic Absenteeism indicator which is "red" for Students with Disabilities by providing engagement to families whose students are or are at risk of chronic absenteeism.</p>	\$4,000.00	No

<b>3.2</b>	Community Liaison	<p>Provide resources to parents and coordinate learning opportunities and services for families in need.</p> <p>This action supports improvement of the Chronic Absenteeism indicator which is "red" for Students with Disabilities by providing additional supports and engagement opportunities to families whose students are or are at risk of chronic absenteeism.</p>	\$98,899.00	

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,060,536	\$110,777

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.000%	\$0.00	

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> MTSS Administrator-AP</p> <p><b>Need:</b> Supporting attendance outreach, ELL, and SWDs.</p>	SSTs, Attendance intervention meetings. Based on attendance and scores over time we haven't regained re-covid numbers.	Academic Assessment Results (1.1, 1.2, 1.3, 1.6, 1.7, 1.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>		
<p><b>1.4</b></p>	<p><b>Action:</b> Teacher on Special assignment (TOSA) at the school site level-Improvement Coach</p> <p><b>Need:</b> Decline in our California dashboard ELA and Math as well as for our English Learners</p> <p><b>Scope:</b> Schoolwide</p>	<p>Provide direct PD, Instructional coaching and PDSA cycles</p>	<p>Assessment Results (1.1, 1.2, 1.3, 1.7, 1.8)</p>
<p><b>1.5</b></p>	<p><b>Action:</b> Instructional Aide for Classroom and Intervention Support</p> <p><b>Need:</b> Lower primary students particularly kinder will be supported through targeted early literacy.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Small group instruction for students identified needing support.</p>	<p>DIBELS Assessment Results (1.8)</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Community Liaison</p> <p><b>Need:</b> Attendance services and support for multilingual families and community outreach.</p> <p><b>Scope:</b></p>	<p>Providing interpretation during attendance conferences and engaging families. Eliminating barrier to family access.</p>	<p>parent engagement survey, chronic absenteeism and attendance</p>



**Limited Actions**

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p><b>Action:</b> Instructional Aide for Classroom and Intervention Support for ELD</p> <p><b>Need:</b> EL progress from dashboard is orange and showing a decline.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	Push in support for ELD and small group instruction	ELPI and Redesignation Rate (1.4, 1.5)

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

Blackford Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 26.34%. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The planned actions, informed by stakeholder engagement, are outlined in the table above.

**Additional Concentration Grant Funding**

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

A projected additional LCFF concentration grant of \$110,777 was used for an additional part-time reading intervention teacher to support upper-grade students who are English Learners, low-income, and foster youth.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:31	1:22
Staff-to-student ratio of certificated staff providing direct services to students	1:17	1:15

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		1,060,536		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,165,170.91	\$26,250.00		\$109,207.00	\$1,300,627.91	\$1,246,177.91	\$54,450.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	MTSS Administrator-AP	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	2024-2025	\$218,949.00	\$0.00	\$175,159.00		\$43,790.00	\$218,949.00
1	1.2	Instructional Assistant as Library/Media Aide	All		No				2024-2025	\$26,126.00	\$0.00	\$26,126.00			\$26,126.00
1	1.3	Professional Development	All		No				2024-2025	\$0.00	\$9,000.00	\$9,000.00			\$9,000.00
1	1.4	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	2024-2025	\$171,932.00	\$0.00	\$137,546.00		\$34,386.00	\$171,932.00
1	1.5	Instructional Aide for Classroom and Intervention Support	English Foster Low	Learners Youth Income	Yes	Scho olwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	2024-2025	\$31,031.00	\$0.00			\$31,031.00	\$31,031.00
1	1.6	Reading Intervention Teachers	All		No				2024-2025	\$317,095.00	\$0.00	\$317,095.00			\$317,095.00
1	1.7	Instructional Aide for Classroom and Intervention Support for ELD	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Blackford TK-5	2024-2025						\$46,679.00
1	1.8	Instructional Aide for Classroom and Intervention Support	All		No				2024-2025	\$46,679.00	\$0.00	\$46,679.00			\$46,679.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Math TOSA	All	No				2024-2025	\$46,679.00	\$0.00	\$46,679.00				\$81,593.00
1	1.10	Innovation Specialist	All	No				2024-2025							\$31,200.00
1	1.11	Release Time	All	No				2024-2025	\$81,593.00	\$0.00	\$81,593.00				\$2,700.00
1	1.12								\$31,200.00	\$0.00	\$31,200.00				
1	1.14								\$2,700.00	\$0.00	\$2,700.00				
2	2.1	Counselor	All	No				2024-2025							\$26,180.91
2	2.2	SKIPS	All	No				2024-2025	\$26,180.91	\$0.00	\$26,180.91				\$26,250.00
2	2.3	Assemblies	All	No				2024-2025	\$0.00	\$26,250.00		\$26,250.00			\$2,600.00
2	2.4	PBIS Safety & Support	All	No				2024-2025	\$0.00	\$2,600.00	\$2,600.00				\$27,373.00
2	2.5	MTSS IAs	All	No				2024-2025							\$119,741.00
2	2.6	Student Social Emotional Learning enrichment	SEL needs All	No				2024-2025	\$27,373.00	\$0.00	\$27,373.00				\$12,600.00
2	2.8								\$119,741.00	\$0.00	\$119,741.00				
2	2.9								\$0.00	\$12,600.00	\$12,600.00				
3	3.1	Parent Education and Engagement	All	No				2024-2025	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00
3	3.2	Community Liaison	English Foster Low Learners Youth Income			English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	2024-2025	\$98,899.00	\$0.00	\$98,899.00				\$98,899.00

# 2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
	1,060,536		0.000%		\$359,384.00	0.000%	0.000 %	<b>Total:</b>	\$359,384.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$46,679.00
								<b>Schoolwide Total:</b>	\$312,705.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
<b>This table is automatically generated and calculated from this LCAP.</b>								
1	1.1	MTSS Administrator-AP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$175,159.00	
1	1.4	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$137,546.00	
1	1.5	Instructional Aide for Classroom and Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5		
1	1.7	Instructional Aide for Classroom and Intervention Support for ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Blackford TK-5		
3	3.2	Community Liaison			English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	\$98,899.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$1,042,710.91	\$973,501.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Additional Administrative Support	Yes	\$49,723.00	\$52,790.00
1	1.2	Hire Instructional Assistant as Library/Media Aide	No	\$27,475.00	\$24,504.00
1	1.3	Field Trips	No	\$6,000.00	\$1,126.00
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes	\$31,050.00	\$33,324.00
1	1.5	Instructional Aide for Classroom and Intervention Support	Yes	\$34,117.00	\$30,778.00
1	1.6	Reading Intervention Teachers	Yes	\$292,089.00	\$297,504.00
1	1.7	Supplies and Contracted Services	No	\$20,000.00	\$26,000.00
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	Yes	\$46,679.00	\$9,593.00
1	1.9	Instructional Aide for Classroom and Intervention Support	Yes	\$46,679.00	\$26,195.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	Innovation (STEAM) Room supplies	No	\$4,000.00	\$4,000.00
1	1.11	Math TOSA		\$70,072.00	\$78,935.00
1	1.12	Innovation Specialist	No	\$78,272.00	\$89,478.00
1	1.13	Living Classroom - No longer funding			\$0
1	1.14	Release Time		\$2,500.00	\$2,500.00
2	2.1	Professional Development	Yes	\$3,000.00	\$4,038.00
2	2.2	Counselor	Yes	\$26,180.91	\$26,271.00
2	2.3	PlayWorks, Recess Program No Longer Funding			\$0
2	2.4	Assemblies	No	\$2,600.00	\$3,775.00
2	2.5	Noon Duty Supervision	No	\$52,261.00	\$29,036.00
2	2.6	PBIS Safety & Support/Innovation	Yes	\$27,373.00	\$6,000
2	2.7	BGS Kids Program			\$0
2	2.8	MTSS IAs	Yes	\$119,741.00	\$121,296.00
3	3.1	Parent Education Nights	Yes	\$4,000.00	\$500.00
3	3.2	Community Liaison	No	\$98,899.00	\$105,858

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$615,464.91	\$544,187.00	\$71,277.91	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.

1	1.1	Additional Administrative Support	Yes	\$49,723.00	\$52,790.00		
1	1.4	Teacher on Special assignment (TOSA) at the school site level	Yes				
1	1.5	Instructional Aide for Classroom and Intervention Support	Yes				
1	1.6	Reading Intervention Teachers	Yes	\$292,089.00	\$297,504.00		
1	1.8	Instructional Aide for Classroom and Intervention Support for ELD	Yes	\$46,679.00	\$9,593.00		
1	1.9	Instructional Aide for Classroom and Intervention Support	Yes	\$46,679.00	\$26,195.00		
2	2.1	Professional Development	Yes	\$3,000.00	\$4,038.00		
2	2.2	Counselor	Yes	\$26,180.91	\$26,271.00		
2	2.6	PBIS Safety & Support/Innovation	Yes	\$27,373.00	\$6,000.00		
2	2.8	MTSS IAs	Yes	\$119,741.00	\$121,296.00		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Parent Education Nights	Yes	\$4,000.00	\$500.00		



## 2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
<b>[Insert LEA Name here]</b>	<b>[Insert Contact Name and Title here]</b>	<b>[Insert Email and Phone here]</b>
Campbell Union School District	Veronica Valencia Principal	vvalencia@campbellusd.org 408-978-4675

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	<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 instructional materials.</li> <li>Fit Score: Blackford 98.25</li> </ul>	<p>2021.2022</p> <p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 97.04</li> </ul>	<p>2022.2023</p> <p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 97.14</li> </ul>	<p>2023.2024</p> <ul style="list-style-type: none"> <li>For 2022.2023, 0 teachers were mis-assigned. For 2023.2024, 0 positions are vacant.</li> <li>0 teachers were mis-assigned, 0 positions are vacant.</li> <li>100% of students have access to standards aligned instructional materials.</li> </ul>	<p>Maintain 0% 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
				<ul style="list-style-type: none"> <li>FIT Score: 98.91%</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.	2021.2022 Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	2022.2023 Powerschool data indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	2023.2024 Powerschool data indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	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.	Overall Professional Learning for teaching academic standards:  Blackford:	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with	Blackford: Maintain rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELA: 5 (Initial implementation) Math: 5 (initial implementation) ELD: 5 (Initial implementation)	the following results:  2021.2022: Blackford Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> <li>• ELA: 3 (Initial Implementation)</li> <li>• Math: 2 (Beginning Development)</li> <li>• ELD: 3 (Initial Implementation)</li> </ul>	the following results:  2022.2023: Blackford Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> <li>• ELA: 3 (Initial Implementation)</li> <li>• Math: 4 (Full Implementation)</li> <li>• ELD: 3 (Initial Implementation)</li> </ul>	the following results:  2023.2024: Blackford Overall Professional Learning for Teaching Academic Standards: <ul style="list-style-type: none"> <li>• ELA: 4 (Full Implementation)</li> <li>• Math: 3 (Initial Implementation)</li> <li>• ELD: 4 (Full Implementation)</li> </ul>	
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.	2018.2019 SBAC Reading Claim Results 3rd Grade: <ul style="list-style-type: none"> <li>• Overall: 60%</li> <li>• EL: 44%</li> <li>• SWD: *</li> <li>• SED: 59%</li> </ul>	Metric removed.  CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC	Metric removed.	Metric removed.	Metric removed.  2023.2024 SBAC Reading Claim Desired Outcome 3rd Grade: <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>Metric adjusted.</p> <p>Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments.</p> <p>Winter 2022 DIBELS Performance</p> <ul style="list-style-type: none"> <li>Overall: 37%</li> <li>EL: 20%</li> <li>SWD: Data not available for this student group at this time.</li> <li>SED: 29%</li> </ul> <p>Grade Level: Winter</p> <ul style="list-style-type: none"> <li>K: 34%</li> <li>1: 24%</li> <li>2: 53%</li> </ul> <p>Subtest: Winter</p> <ul style="list-style-type: none"> <li>K PSF: 26%</li> <li>1st NWF: 25%</li> <li>2nd ORF: 47%</li> </ul>	<p>Metric adjusted.</p> <p>Winter 2023 DIBELS Performance</p> <ul style="list-style-type: none"> <li>Overall: 36%</li> <li>EL: 18%</li> <li>SED: 29%</li> <li>SWD: 42%</li> <li>White: 42%</li> </ul> <p>Grade Level: Winter</p> <ul style="list-style-type: none"> <li>K: 38%</li> <li>1: 39%</li> <li>2: 32%</li> </ul> <p>Subtest: Winter</p> <ul style="list-style-type: none"> <li>K PSF: 45%</li> <li>1st NWF: 44%</li> <li>2nd ORF: 33%</li> </ul>	<p>Metric adjusted.</p> <p>Winter 2024 DIBELS Performance</p> <ul style="list-style-type: none"> <li>Overall: 44%</li> <li>EL: 23%</li> <li>SED: 36%</li> <li>SWD: 33%</li> <li>White: 43%</li> </ul> <p>Grade Level: Winter</p> <ul style="list-style-type: none"> <li>K: 57%</li> <li>1: 38%</li> <li>2: 36%</li> </ul> <p>Subtest: Winter</p> <ul style="list-style-type: none"> <li>K PSF: 44%</li> <li>1st NWF: 38%</li> <li>2nd ORF: 32%</li> </ul>	<p>Metric adjusted.</p> <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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy: Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024</p>	<p>iReady: Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 33%</li> <li>• EL: 17%</li> <li>• SWD: 17%</li> <li>• SED: 31%</li> </ul> <p>iReady: Math Spring: Grades 1-5:</p> <ul style="list-style-type: none"> <li>• Overall: 27%</li> <li>• EL: 17%</li> <li>• SWD: 25%</li> <li>• SED: 23%</li> </ul>	<p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 37%</li> <li>• EL: 18%</li> <li>• SWD: 20%</li> <li>• SED: 34%</li> </ul> <p>iReady: Math Spring: Grades 1-5:</p> <ul style="list-style-type: none"> <li>• Overall: 27%</li> <li>• EL: 11%</li> <li>• SWD: 29%</li> <li>• SED: 23%</li> </ul>	<p>Metric adjusted.</p> <p>Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>iReady Reading Winter: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 27%</li> <li>• EL: 9%</li> <li>• SED: 24%</li> <li>• SWD: 12%</li> <li>• White: 41%</li> </ul> <p>iReady: Math Winter: Grades 1-5:</p> <ul style="list-style-type: none"> <li>• Overall: 16%</li> <li>• EL: 5%</li> <li>• SED: 10%</li> <li>• SWD: 8%</li> <li>• White: 29%</li> </ul>	<p>Metric adjusted.</p> <p>Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>iReady Reading Winter: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 20%</li> <li>• EL: 1%</li> <li>• SED: 16%</li> <li>• SWD: 10%</li> <li>• White: 24%</li> </ul> <p>iReady: Math Winter: Grades 1-5:</p> <ul style="list-style-type: none"> <li>• Overall: 16 %</li> <li>• EL: 4%</li> <li>• SED: 14%</li> <li>• SWD: 16%</li> <li>• White: 24%</li> </ul>	<p>Metric adjusted.</p> <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> <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>• Overall: 53%</li> <li>• EL: 43%</li> <li>• SWD: 51%</li> <li>• SED: 49%</li> </ul>
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC</p>	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>• Overall: 34%</li> </ul>	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In</p>	<p>2021.2022 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 34%</li> </ul>	<p>2022.2023 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 26%</li> </ul>	<p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 43%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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>	<ul style="list-style-type: none"> <li>Black/African American: 22%</li> <li>Hispanic/Latino: 30%</li> <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>2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<ul style="list-style-type: none"> <li>Black/African American: *%</li> <li>Hispanic/Latino: 26%</li> <li>SED: 29%</li> <li>EL: 12%</li> <li>SWD: 13%</li> <li>White: 73%</li> </ul> <p>2021.2022 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 25%</li> <li>Black/African American: *%</li> <li>Hispanic/Latino: 19%</li> <li>SED: 23%</li> <li>EL: 6%</li> <li>SWD: 17%</li> <li>White: 64%</li> </ul> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.</p>	<ul style="list-style-type: none"> <li>Black/African American: 27%</li> <li>Hispanic/Latino: 20%</li> <li>SED: 24%</li> <li>EL: 7%</li> <li>SWD: 13%</li> <li>White: *%</li> </ul> <p>2022.2023 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 20%</li> <li>Black/African American: 18%</li> <li>Hispanic/Latino: 19%</li> <li>SED: 19%</li> <li>EL: 9%</li> <li>SWD: 13%</li> <li>White: *</li> </ul> <p>In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.</p>	<ul style="list-style-type: none"> <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>
<p>Increase the percent of 4th grade students who meet or exceed standard in math as a</p>	<p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Grade 4: 37%</li> </ul>	<p>Metric removed. CUSD has simplified our SBAC Math, ELA,</p>	<p>Metric removed.</p>	<p>Metric removed.</p>	<p>Metric removed. 2023.2024 SBAC:</p>



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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 151</li> <li>Percent of ELs making at least one level of progress: 42.4%</li> </ul>	<p>Metric on hold.</p> <p>CUSD uses the California State Dashboard measure for English Learner Progress for this metric.</p> <p>Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition.</p> <p>A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.</p>	<p>2021-2022 English Learner Progress</p> <p>2022-2023 update</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: changed from 31 to 108 due to typo error</li> <li>Percent of ELs making at least one level of progress: 53%</li> </ul> <p>On the 2022 California School Dashboard, the percentage of EL students making at least one level progress on the ELPAC in the State of California was 50.3%</p>	<p>2022-2023 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 105</li> <li>Percent of ELs making at least one level of progress: 44.8%</li> </ul> <p>On the 2023 California School Dashboard, the percentage of EL students making at least one level progress on the ELPAC in the State of California was 48.7%</p>	<p>Updated 2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> <li>The percentage of EL students making at least one level progress on the ELPAC will meet or exceed the State of California percentage.</li> </ul> <p>Metric on hold.</p> <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 based on an analysis of 2020.2021 Summative ELPAC results.</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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>	2020.2021 Redesignation <ul style="list-style-type: none"> <li>Total Number of ELs: 145</li> <li>Number Redesignated: 2</li> <li>Percent Redesignated: 1%</li> </ul> Note: Total number of ELs as of 2021.11.20.	2021.2022 Redesignation <ul style="list-style-type: none"> <li>Total Number of ELs: 164</li> <li>Number Redesignated: 7</li> <li>Percent Redesignated: 4%</li> </ul>	2022.2023 Redesignation <ul style="list-style-type: none"> <li>Total Number of ELs: 131</li> <li>Number Redesignated: 12</li> <li>Percent Redesignated: 9%</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</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>	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state	Metric removed.	Metric removed.	Metric removed. 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>measured by the 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</li> </ul>		<p>testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2021.2022 SBAC.					

## Goal Analysis

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.

For Action 1.8, Instructional Aide for Classroom Intervention and Support, we did not hire an instructional aide until January 2024. All other actions in the 2023-2024 school year have been implemented as planned.

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

In 2023-2024 the following differences occurred:

Action 1.3 we underspent due to bussing availability. As much as we would like to send students on field trips we are impacted by bussing availability. This year only 3rd and 5th grade had field trips that involved bussing. Our Transitional Kindergarten took a walking field trip which was no cost.

Action 1.7 we overspent within this action because we had a higher need for student, teacher and office supplies during the school year.

Action 1.8 the expenditure to hire Instructional Aide for Classroom and Intervention Support for English Language Development (ELD) was lower than the planned allocation due to staff not being hired until January 2024.

Action 1.9 the expenditure to hire Instructional Aide for Classroom and Intervention Support was implemented, as one aide was hired. The original expenditure was intended to hire two aides but the second aide was moved to support Transitional Kindergarten instruction.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Staff to support student academic progress (Action 1.1, 1.2, 1.4, 1.5, 1.6, 1.8, 1.9)

Staff directly supported intervention and early literacy doing small group direct instruction. Our 1st grade team did cycles of Response to Intervention and flexibly grouped with our reading intervention teacher. The percent of students scoring At and Above Benchmark on DIBELS went from 37% at the beginning of the year to 44% at the middle of the year.

Materials, resources and Field Trips to support student academic progress (Action 1.7, 1.10)

Resources were purchased and provided to teachers for classroom instruction.

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.

For 2024-2025, the following actions will be added:

Professional Development

We are adding professional development in goal 1 because of the impact that it will have on our student learning. This year we engaged in professional development in the area of Universal Design for Learning and we will continue to deepen our understanding. We are also committed to growing our literacy instructional practices. Our intended impact will be to strengthen our high quality instruction.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain.</p> <p>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.</p>	<p>2019.2020 Suspension Rate</p> <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>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2020.2021 Suspension Rate:</p> <ul style="list-style-type: none"> <li>Overall: 0%</li> <li>EL: 0%</li> <li>SWD: **</li> <li>SED: **</li> <li>Black/African American: 0%</li> <li>Hispanic/Latino: 0%</li> </ul>	<p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2021.2022 Suspension Rate: Dashboard results indicated</p> <ul style="list-style-type: none"> <li>Overall: Medium</li> <li>EL: Low</li> <li>SED: Medium</li> <li>Black/African American: High</li> <li>Hispanic/Latino: Medium</li> <li>SWD: High</li> </ul>	<p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2022-2023 Suspension Rate: Dashboard results indicated</p> <ul style="list-style-type: none"> <li>Overall: Medium</li> <li>EL: Very Low</li> <li>SED: Very Low</li> <li>Black/African American: No color (group size too small)</li> </ul>	<p>Updated 2023.2024 Suspension Desired Outcome</p> <ul style="list-style-type: none"> <li>Status of Very Low or Low Overall and for all Student Groups.</li> </ul> <p>Metric Adjusted.</p> <p>As needed, the suspension metric will be updated based on California School Dashboard results.</p> <p>2023.2024 Suspension Rate Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 0%</li> <li>EL: 0%</li> <li>SWD: %</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>**DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>	<ul style="list-style-type: none"> <li>White: Medium</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic/Latino: Low</li> <li>SWD: High</li> <li>White: Medium</li> </ul>	<ul style="list-style-type: none"> <li>SED: 0%</li> <li>Black/African American: 0%</li> <li>Hispanic/Latino: 0%</li> </ul>
<p>Reduce the overall number of Office Discipline Referrals (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</li> </ul>	<p>2019.2020 Number of Office Discipline 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>Metric Removed.</p> <p>CUSD monitors ODRs locally.</p> <p>2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:</p> <ul style="list-style-type: none"> <li>Overall: 2</li> <li>EL: 2</li> <li>SWD: 2</li> <li>SED: 2</li> <li>Hispanic/Latino: 2</li> </ul>	<p>Metric Removed.</p>	<p>Metric Removed.</p>	<p>Metric Removed.</p> <p>2023.2024 Number of Office Discipline Referrals (ODRs) for 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>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TBD; TBD annually. • SED and Hispanic reduce by TBD; TBD annually.					
Decrease the overall Chronic Absenteeism rate by 0.5% annually.  Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	2019.2020 Chronic Absenteeism Rate • Overall: 8.5% • EL: 6.8% • SWD: 10.5% • SED: 8.07%	2020.2021 Chronic Absenteeism Rate: • Overall: 18.3% • EL: 13.8% • SWD: 19.3% • SED: 22%	2021.2022 Chronic Absenteeism Rate: • Overall: 34.10% • EL: 36.90% • SED: 39.90% • SWD: 38.60% • White: 30.00%	2022.2023 Chronic Absenteeism Rate: • Overall: 31.4% • EL: 31.4% • SED: 32.1% • SWD: 43.1% • White: 26.3%	2023.2024 Chronic Absenteeism Rate Desired Outcome • Overall: 7% • EL: 6.9% • SWD: 1.8% • SED: 0.2%
Increase participation on annual Fall Panorama survey to students in grades 3-5 and teachers and staff to 95%. • Students in grades 3-5 to 95%; 5.7% annually. • Teachers and Staff to 95%; 5.4% annually.	2020.2021 Panorama Survey Participation Rate  Fall 2020 • Students Grades 3-5: 60% • Teachers and Staff: 81%  Spring 2021 • Students Grades 3-5: 74%	Metric Adjusted for 2022.2023  CUSD now includes Fall and Spring Panorama results.  2021.2022 Panorama Survey Participation: • Students Grades 3-8: Fall 76%; Spring % • Teachers and Staff: Fall	Metric Adjusted  2022.2023 Panorama Survey Participation: • Students Grades 3-8: Fall 70%; Spring 84% • Teachers and Staff: Fall 74%; Spring 86%	Metric Adjusted  Beginning in 2022-2023, CUSD Only administers a Fall Panorama Survey  2023.2024 Panorama Survey Participation: • Students Grades 3-8: Fall 86% • Teachers and Staff: Fall 76%	Metric Adjusted.  Updated Desired Outcome for 2023.2024: • 95% participation for staff and students in Fall and Spring.  2023.2024 Fall Panorama Survey

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete narrative summary for LCFF Priority 6: School Climate.	<p>Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.</p> <p>In Fall 2021, results will be entered on the California School Dashboard, resulting in a status of "Met" for all schools on the California School Dashboard.</p>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate. The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>The percent of students reporting a favorable response as represented by the Overall Top Box (the percent of students reporting a 5) score to School Climate Questions will increase by 10% annually.</p> <p>2021.2022 Climate Survey Question Responses:</p>	<p>Metric Adjusted.</p> <p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>I feel safe at my school: 3.68; 29.03%</li> <li>School rules are fair: 3.81; 31.45%</li> <li>My school is clean: 2.9; 7.09%</li> <li>Students are nice to each other at my school: 3.13; 17.74%%</li> <li>I like going to my school each day: 3.72; 34.96%</li> </ul>	<p>Metric Adjusted.</p> <p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>I feel safe at my school: 3.93; 38.78%</li> <li>School rules are fair: 3.98; 35.21%</li> <li>My school is clean: 3.15; 17.01%</li> <li>Students are nice to each other at my school: 3.11; 19.72%</li> <li>I like going to my school each day: 3.59; 33.33%</li> </ul>	<p>Updated Desired Outcome: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline.</p> <p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>• I feel safe at my school: 3.83; 33.10%</li> <li>• School rules are fair: 3.56; 20.98%</li> <li>• My school is clean: 3.08; 10.35%</li> <li>• Students are nice to each other at my school: 3.14; 17.61%</li> <li>• I like going to my school each day: 3.74; 36.62%</li> </ul>			2023 California School Dashboard.
Increase Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: <ul style="list-style-type: none"> <li>• Blackford: 93.55%</li> </ul>	N/A	Metric Added. 2022.2023 Annual Attendance Rate: <ul style="list-style-type: none"> <li>• Blackford: 90.72%</li> </ul>	Metric Added. 2023.2024 Annual Attendance Rate: <ul style="list-style-type: none"> <li>• Blackford: 91.82%</li> </ul>	Metric Added. 2023.2024 Attendance Rate Desired Outcome <ul style="list-style-type: none"> <li>• Blackford: At least 98%</li> </ul>
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate Blackford <ul style="list-style-type: none"> <li>• Overall: 0.0%</li> <li>• EL: 0.0%</li> <li>• SWD: 0.0%</li> </ul>	N/A	Metric Added. 2022.2023 Expulsion Rate Blackford <ul style="list-style-type: none"> <li>• Overall: 0.0%</li> <li>• EL: 0.0%</li> <li>• SED: 0.0%</li> </ul>	Metric Added. 2022.2023 Expulsion Rate Blackford <ul style="list-style-type: none"> <li>• Overall: 0.0%</li> <li>• EL: 0.0%</li> <li>• SED: 0.0%</li> </ul>	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Blackford <ul style="list-style-type: none"> <li>• Overall: 0.0%</li> <li>• EL: 0.0%</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>• SED: 0.0%</li> </ul>		<ul style="list-style-type: none"> <li>• SWD: 0.0%</li> <li>• White: 0.0%</li> </ul>	<ul style="list-style-type: none"> <li>• SWD: 0.0%</li> <li>• White: 0.0%</li> </ul>	<ul style="list-style-type: none"> <li>• SWD: 0.0%</li> <li>• SED: 0.0%</li> </ul>

## Goal Analysis

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.

For Action 2.1, we increased our professional development budget to include training and year long coaching.  
 For Action 2.6 we did not hire an PBIS Safety and Support staff member until April 2024.  
 For Action 2.8, we hired two MTSS aides, broadening the focus from 1st grade to site grade level need.

All other actions have been implemented as planned.

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

For Action 2.5 for noon duty supervision, we over budgeted because we were hopeful we would have a lot more noon duty hires in the form of parent participation. Although we were not able to fully spend what was budgeted, this year was the highest noon duty participation we have had at our school in recent years.  
 For Action 2.6 we did not hire an PBIS Safety and Support staff member at the beginning of the school year. This position was hired in April of 2024 and therefore, the cost will be significantly less than budgeted.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Staff to support student social emotional learning progress (Action 2.1, 2.2, 2.4, 2.5,2.6, 2.7, 2.8)  
 Office discipline referrals (ODRs) decreased from 84 between August to October 2022 to 53 between August and October 2023, a reduction of 31 ODRs. A comparison of November through February for the 2022.2023 and 2023.2024 school year shows that we went from 82 ODRs to 49, a decrease of 33.  
 Our MTSS aides and our counselor have our Bobcat Den open as an alternative place for recess, and our school counselor continues to be an integral part of our team in supporting students and teachers through facilitation of our MTSS Team meetings and providing discipline data

to staff through our monthly newsletter. In the 2022- 2023 school year, Blackford conducted 4 risk assessments and in 2023-2024 school year Blackford conducted 14 risk assessments.

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.

For 2024-2025, the following changes will be made:

Action 2.1: This action is being removed from the LCAP, and we will add additional funding to our professional development action in goal 1 to support professional development that focuses on the whole child.

Action 2.5: This action is being removed from the LCAP, though it will continue to be funded.

SKIPS counseling support will be added for 2024.2025 as we have seen an additional need for student SEL support based on the increase in risk assessments from 2022.2023 to 2023.2024.

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

# Goals and Actions

## Goal

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

## 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: Blackford: 5 (full implementation and sustainability)</p> <p>LEA's progress in providing families with information and resources to support</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2021.2022: Blackford LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in providing families with</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2022.2023: Blackford LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in providing families with</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2023.2024: Blackford LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in providing families with</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>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>information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> <li>Outcome: 5 (Full Implementation &amp; Sustainability)</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>Outcome:4 (Full Implementation)</li> </ul>	<p>information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> <li>Outcome: 5 (Full Implementation &amp; Sustainability)</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>Outcome:4 (Full Implementation)</li> </ul>	<p>information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> <li>Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>Outcome: 4 (Full Implementation)</li> </ul>	
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline set in Fall 2021.	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.</p>	Metric Removed.	Metric Removed.	<p>Metric Removed.</p> <p>2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline</p>