

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Blackford Elementary School

CDS Code: 43-69393-6046510

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

LEA contact information: Corrine Frese, Principal

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

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

Total LCFF funds,
\$0, 0 %

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

The total revenue projected for Blackford Elementary School is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

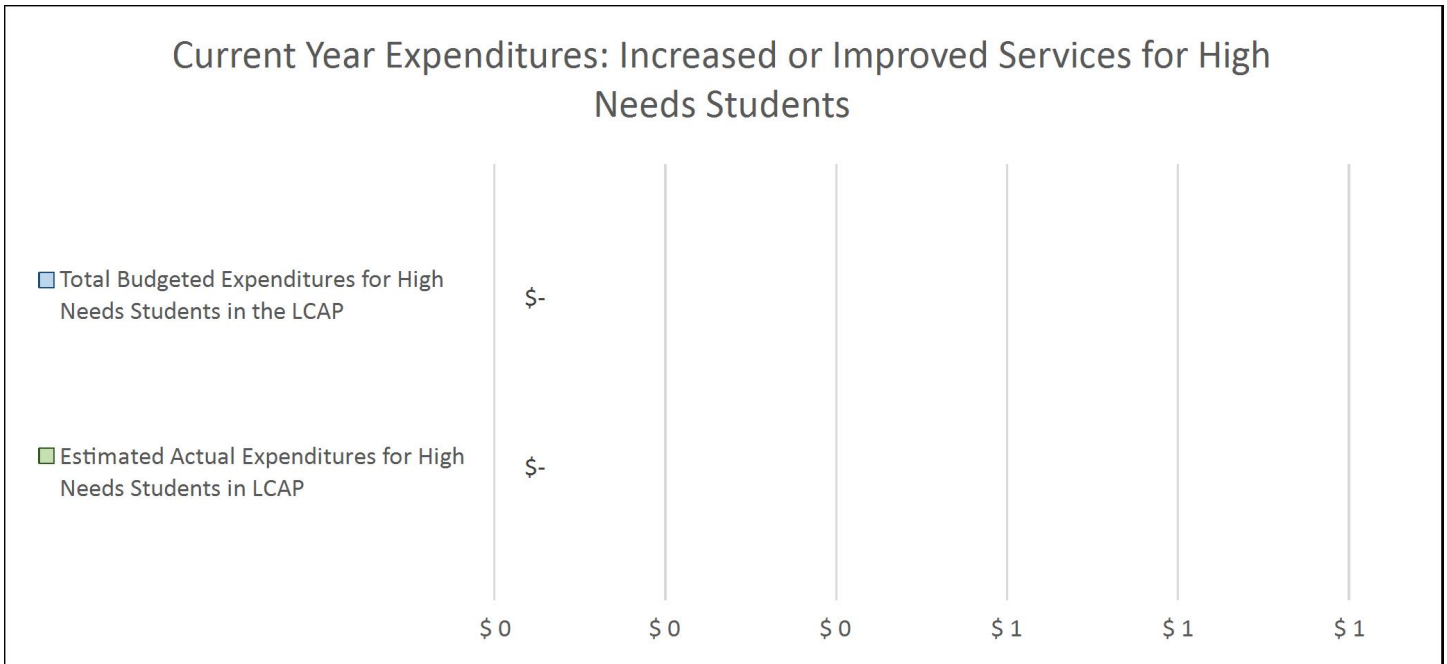
Blackford Elementary School plans to spend \$ for the 2019-20 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

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

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Blackford Elementary School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Blackford Elementary School estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Blackford Elementary School	Corrine Frese Principal	Cfrese@campbellusd.org 408-978-4675

2017-20 Plan Summary

The Story

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

Blackford Elementary School is located in the west portion of Santa Clara County, Campbell Union School District and serves students from Campbell and San Jose. Blackford is home to more than 500 students from diverse backgrounds and various cultures. Our school hosts students from preschool to fifth grade, including our County OI (orthopedically impaired) program. We encourage parents to share in the decision-making process through involvement in our Blackford PTA, School Site Council, English Language Advisory Committee, and Project Cornerstone. At Blackford we work closely together to create a caring school climate that will benefit all of our children. Our population consists of 70% Hispanic Latino, 9% White, 3% Asian, 1% Pacific Islander and 6% African American. At Blackford 70% of our students are Socio-Economically Disadvantaged and 45% are English Language Learners. Our expectations for anyone on campus are: be Respectful, Achieve to their fullest potential, and be Responsible. Our school mission is to uphold high expectations and empower all students to achieve academic success. At Blackford we create lifelong learners who perform above grade level and contribute to a global society.

LCAP Highlights

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

This year's LCAP highlights a refinement of our goals to align to a new Instructional Vision that was born through our strategic planning process. The new instructional vision provides coherence throughout the organization around our core practices aligned to the goals. It clarifies expectations for the staff and defines key terms so that staff have a common understanding of our goals and

purpose. The instructional vision came after a group of community stakeholders including business members, parents, students, teachers, administrators and classified staff came together to develop a profile of a graduate. Through this process we determined the core competencies that we want for all students who graduate our system. The work done at these sessions have guided our LCAP with the formation of a new goal. Since the onset of Common Core and the new SBAC testing we have been consistently and deeply examining data to drive our work. With the adoption of new curriculum in both English Language Arts and Math over the last two years our students and staff have faced many changes. Throughout this time we have been examining the strengths and weaknesses of curriculum as well as looking at data. This work has guided our instructional vision which was launched with staff in the spring of 2018. The vision included the new goals and steps for accomplishing the goals. Those are as follows:

LCAP Goal 1: Provide High Quality teaching and learning the promotes opportunity for applying knowledge.

LCAP Goal 2: Ensure that students are college and future ready by equipping them with the competencies identified in a Profile of a Graduate (Self-directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

LCAP Goal 3: Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students.

LCAP Goal 4: Fully engage parents/guardians, students and the community in support of student educational outcomes.

Along with changes to the goals we are moving towards coherence for all 12 of our schools by creating uniform matrices to evaluate the effectiveness of the actions and services aligned to our goals. The annual update of this plan documents the new matrices that will take effect moving forward. (attendance, suspension, expulsion, SBAC ELA and Math, iReady, Benchmark Assessment System/Dibels, Special Ed integration data, PLC rubric, attendance of teachers attending professional development, attendance of parents at engagement events) The data will be evaluated by sub-groups to make sure we are consistently focusing on closing the achievement gap.

The steps to achieving our goals are:

1. Deepen learning through an effective instructional program which leverages high quality first instruction aligned to LCAP goal 1.
2. Ensure every child is a reader by third grade aligned to LCAP goal 1.
3. Build the capacity of our teachers through collaboration and job embedded professional development in professional learning communities aligned to LCAP goal 1.
4. Define mastery of guaranteed learning through our Profile of a Graduate aligned to LCAP goal 2.
5. Provide strategic whole system engagement through multi-tiered systems of support aligned to LCAP goal 3.
6. Actively engage parents and the community in student learning and well being aligned to LCAP goal 4.

Key actions and services outlined in the LCAP are Equity Coaches, Reading Intervention Teachers, Counselors, additional teachers to lower class size at title I schools, additional intervention teachers at middle school, attendance tracking systems, district teachers on special assignment to provide professional development.

Blackford is continuing its partnership with solution tree consultants. The focus remains strengthening our Professional Learning Communities with the continued collaboration of a healthy

school culture, our response to intervention, ensuring all students are learning at high levels, and collaboratively working together to provide best first instruction.

Blackford is continuing its partnership with Playworks to promote a healthy school culture and allow opportunities for student leadership throughout the school.

Review of Performance

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

Greatest Progress

Based on our local assessment tool, i-Ready, in math, our first through fifth grade students who were "at risk" or performing two or more grade levels below decreased from 46% to 21%. Additionally students performing on or above grade level increased from 10% to 38%. Per our i-Ready "predicted proficiency report" grades 3rd through 5th will show an increase in students meeting or exceeding standards on SBAC in English Language Arts and 3rd and 5th grade will show an increase in students meeting or exceeding standards on SBAC in math. The number of English Language Learners that performed 2 levels or more below grade level decreased by 51.9%

100% of our classroom teachers went through targeted professional development which was focused on work around planning and analyzing essential standards to ensure student progress.

Based on 2018 dashboard data in English Language Arts all students increased 14.7 points. Specifically English Language Learners increased 12.9 points, Socioeconomically Disadvantaged increased 13.1 points, and Students with Disabilities increased 29.8 points.

Based on 2018 dashboard data in Math all students increased 17.6 points. Specifically English Language Learners increased 21.7 points, Socioeconomically Disadvantaged increased 18.2 points, and Students with Disabilities increased 21.6 points.

DASHBOARD DATA- ELA / MATH DATA

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The 2018 Dashboard indicator for Blackford shows our Students with Disabilities fell in the orange range in English language arts and math. The Dashboard also indicates our White students are in the orange range for being chronically absent. In addition, in regards to suspension, all students fell in the orange range and specifically socioeconomically disadvantaged students, students with disabilities, and African American students. We are continuing to invest in professional development for teachers regarding implementation of the district's identified elements of high quality first instruction and teaching of the essential standards. We also continue to invest in targeted support and intervention programs in both math and language arts to meet the instructional needs of at-risk students. Blackford is doing targeted work with Solution Tree consultants, Dr. Luis Cruz who is helping the staff continue with our guiding coalition work as they ensure that the entire staff hold high expectations for all students in all subgroups. Goals, vision, mission and values are clearly established and teacher training and coaching focuses on high quality first instruction. Parent engagement is also an important part of this work to help increase student outcomes. We are also working with Solution Tree Consultant Nicole Vagle to breakdown essential standards and specific learning in relation to those essential standards so that teachers are addressing all students who are not proficient on each common formative assessment in a timely manner and with specific and targeted teaching. The guiding coalition has also created task forces to allow for specific focus on areas of need for our school, a specific area that has been identified is a task force dedicated to the progress of our students who are requiring a student study team to look at their progress as they are below grade level as well as a task force centered on attendance concerns. These two task forces directly support the identified areas in Orange on the dashboard. In regards to suspensions we are reviewing all three tiers of PBIS. We are addressing our suspensions with a higher level of support with our check in-check out services, individual therapy, family therapy, restorative practices, and family meetings with our students who have been suspended.

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

Performance Gaps

In 2018, there is a performance gap indicated in regards to our chronic absenteeism specifically related to our white students who have increased 2.5%. We have created an attendance task force to specifically address these attendance needs.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan Goals 1, 2, 5

Annual Measurable Outcomes

Expected

Metric/Indicator

ELA SBAC Data

18-19

ELA: All, 35% SES: 31% SWD: 15%
English Learner: 15%

Dashboard: Yellow, Maintained

Actual

2018 ELA SBAC Data:

SWD: 6.25% SES: 25% English Learner: 5.49%
All: 30.3%

Dashboard:

All Students Yellow - maintained

Expected

Actual

Baseline

2016-17: Overall Dashboard Color=Orange, low, declined significantly
ELA SBAC: All: 27% proficient or advanced
Low SES: 23% proficient or advanced
Students with Disabilities: 5% proficient or advanced
English Learners: 4% proficient or above

Metric/Indicator

Math SBAC DATA

18-19

ELA: All, 35% SES: 31% SWD: 15%
English Learner: 15%

Dashboard: Yellow, maintained

Baseline

2016-17: Overall Dashboard Color=Orange, low, declined
Math SBAC: All: 21% proficient or advanced
Low SES: 18% proficient or advanced
Students with Disabilities: 0% proficient or advanced
English Learners: 3% proficient or above

Metric/Indicator

iReady ELA Data: Percentage of students meeting the 100% growth target.

18-19

59%

Baseline

New metric. Baseline data will be 17-18

Metric/Indicator

iReady Math Data: Percentage of students meeting the 100% growth target

18-19

54%

Baseline

New metric. Baseline data will be 17-18

Metric/Indicator

Percentage of students on track to be readers by 3rd grade as measured by BAS/DIBELS.

2018 Math SBAC Data:

SWD: 3.13% SES:23% English Learner: 8%
All: 26.72%

Dashboard:

All Students Yellow - maintained

51% of students made target growth.

40% of student made target growth.

We will no longer be using the BAS assessment metric as we are transitioning to Dibels as our primary reading assessment tool.

Expected

18-19
53%

Baseline

This is a new metric so baseline data will be 2017-18.

Metric/Indicator

Sufficiency of instructional materials as measured by percentage of students with access to standards aligned materials.

18-19
100%

Baseline

New metric baseline is 17-18

Metric/Indicator

Percentage of fully Credentialed teachers.

18-19
100%

Baseline

New metric baseline is 17-18

Metric/Indicator

Facilities in good repair as measured by FIT overall school rating.

18-19
Maintain or Increase

Baseline

New metric: baseline is 17-18

Metric/Indicator

Implementation of state standards as measured by the local indicator CDE evaluation tool.

18-19
Maintained Met

Baseline

Met

Metric/Indicator

Percentage of district teachers attending choice professional development aligned to standards as measured by sign in sheets.

18-19
40%

Actual

Blackford teachers did not begin using the Dibels assessment this year so we do not have data for this metric. We will be fully trained and begin using Dibels site wide 2019 - 2020

100% of students have access to standards aligned materials.

0% mis-assignments of teachers

0% mis-assignments of teachers of ELs

0% vacant teacher positions

Facilities remained in good repair.

This goal was met.

30% of teachers took advantage of at least one choice professional development offering.

Expected

Actual

<p>Baseline New metric baseline is 17-18</p>
<p>Metric/Indicator Percentage of district teachers attending district professional development aligned to district instructional vision goals as measured by sign in sheets.</p> <p>18-19 98.5%</p> <p>Baseline New Metric baseline is 17-18</p>
<p>Metric/Indicator PLC implementation as measured by rubric developed by Rich Dufour from the Learning by Doing book.</p> <p>18-19 Each grade level will advance at least one column on the rubric in one area.</p> <p>Baseline New metric baseline is 17-18</p>

<p>97.5% of district teachers attended district professional development aligned to district instructional vision goals</p>
<p>We will no longer be using the PLC implementation rubric as a metric. This will not be replaced as we will monitor PLC implementation using student data measures instead.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Equity Tosa</p> <p>2. Assistant Principal</p> <p>3. Solution Tree Consultant</p> <p>4. Librarian</p> <p>5. Guest Teachers</p> <p>6. Kindergarten Round Up</p> <p>7. Sowing Creativity</p> <p>8. Professional Development Trainings</p> <p>9. Copy Machines/Services</p>	<p>1. Paid for Equity Tosa</p> <p>2. Paid for Assistant Principal</p> <p>3. Paid for Nicole Vagle</p> <p>4. Paid for librarian</p> <p>5. Paid for Guest teachers for PD</p> <p>6. Paid teachers for Kindergarten Round Up</p> <p>7. Did not pay for Sowing Creativity - unavailable</p> <p>8. Paid for professional development for teachers</p> <p>9. Paid for copy machines/services</p>	<p>1. Equity TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$21,226</p> <p>2. Assistant Principal - supporting all student achievement 2000-2999: Classified Personnel Salaries Supplemental \$29,787</p> <p>3. Professional Development 5800: Professional/Consulting Services And Operating</p>	<p>1. Equity TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$16,000</p> <p>2. Assistant Principal - supporting all student achievement 1000-1999: Certificated Personnel Salaries Supplemental \$32,456</p> <p>3. Professional Development 5800: Professional/Consulting Services And Operating</p>

Expenditures Supplemental
\$10,000

4. Librarian 2000-2999: Classified
Personnel Salaries Supplemental
\$16,375

5. Guest teachers for
Professional Development 1000-
1999: Certificated Personnel
Salaries Supplemental \$12,000

6. Kinder Assessment 1000-1999:
Certificated Personnel Salaries
Supplemental \$2,000

7. Sowing Creativity 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental \$13,000

8. Professional Development
5800: Professional/Consulting
Services And Operating
Expenditures Base \$8,000

9. Copy Machines and Services
5000-5999: Services And Other
Operating Expenditures Base
\$10,000

Benefits for Equity Tosa/Asst.
Principal/Librarian 1000-1999:
Certificated Personnel Salaries
Supplemental \$13,557

Expenditures Supplemental
\$7,000

4. Librarian 2000-2999: Classified
Personnel Salaries Supplemental
\$16,866

5. Guest teachers for
Professional Development 1000-
1999: Certificated Personnel
Salaries Supplemental \$6,000

6. Kinder Assessments 1000-
1999: Certificated Personnel
Salaries Supplemental \$1,100

7. Sowing Creativity 5800:
Professional/Consulting Services
And Operating Expenditures
Supplemental \$0

8. Professional Development
5800: Professional/Consulting
Services And Operating
Expenditures Base \$6,800

9. Copy Machines and Services
5000-5999: Services And Other
Operating Expenditures Base
\$18,000

Benefits for Equity TOSA/Assis.
Principal/Librarian 1000-1999:
Certificated Personnel Salaries
Supplemental \$13,963

Analysis

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

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

The actions and services described above supported the goal of providing high quality teaching and learning. Our Guiding Coalition members met regularly to discuss data and our response to data and intervention.

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

Although goals were not met based on projected data, data does show that all grade levels have made growth per I-Ready and common formative assessment data.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although projected to spend \$12,000 on STEAM partnership (Sowing Creativity) due to unavailability from the program this did not happen and therefore no money was spent on this. Additionally we held professional development during the professional day and therefore did not have the anticipated cost of subs. The Equity TOSA did not return to full time after leave so the money was adjusted.

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

We will no longer be using the PLC implementation rubric as a metric. This will not be replaced as we will monitor PLC implementation using student data measures instead.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan #1

Annual Measurable Outcomes

Expected

Metric/Indicator

SBAC Sub-Group Data
ELA and Math

18-19

ELA: SWD: 12% EL: 14% SES: 30%
Math: SWD: 13% EL: 13%SES: 26%

Baseline

ELA: SWD: 5% EL: 4% SES: 23%
Math: SWD: 0% EL: 3% SES: 18%

Actual

2018 ELA SBAC Data:

SWD: 6.25% SES: 25% English Learner: 5.49%
All: 30.3%

Dashboard:

All Students Yellow - maintained

2018 Math SBAC Data:

SWD: 3.13% SES:23% English Learner: 8%
All: 26.72%

Dashboard:

All Students Yellow - maintained

Expected

Metric/Indicator

Decrease the percentage of Els performing 2 or more grade levels below on iReady in Reading and Math.

18-19

Reading: 48%

Math: 30%

Baseline

New metric so baseline will be 17-18

Metric/Indicator

Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.

18-19

Reading: 53%

Math: 38%

Baseline

New metric so baseline will be 17-18

Metric/Indicator

Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.

18-19

Increase by 5%

Baseline

New metric so baseline will be 17-18

Metric/Indicator

Percentage of English learners who make progress toward English proficiency as measured by the ELPAC

18-19

To be determined

Actual

*Ruth to enter this data

ELA: 63%
Math: 39%

64.9%

We will no longer be using this metric because it is too difficult to generate and we are not finding it useful in moving our work forward

TBD based on ELPAC results

Expected

Actual

<p>Baseline Baseline data not available yet due to new State testing.</p>
<p>Metric/Indicator Percentage of English Learners who are reclassified</p> <p>18-19 more than 2017 - 2018</p> <p>Baseline 10% of students were reclassified</p>
<p>Metric/Indicator Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices.</p> <p>18-19 TBD</p> <p>Baseline This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.</p>

<p>6% of students were reclassified</p>
<p>We will not be using this metric this year because we needed more time to develop a rubric aligned to our learning target goals associated with each profile of a graduate competency. We need more time to create a rubric that will be easy to quantify and enter into our data management system.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Educational Associates: Additional classroom support to provide lower class size to meet the needs to struggling learners.</p> <p>2. Dr. Luis Cruz: Consultant to provide leadership on creating a guiding coalition to plan as a site to meet the needs of struggling learners</p> <p>3. Guest Teachers to support collaboration and looking at student data for struggling learners</p>	<p>1. Instructional Assistants (Educational Associates) provided targeted support to struggling learners.</p> <p>2. Dr. Luis Cruz provided professional development to our Guiding Coalition as well as the staff to support with struggling learners.</p> <p>3. Guest teachers taught classrooms to allow collaboration</p>	<p>1. Educational Associates 2000-2999: Classified Personnel Salaries Title I \$61,450</p> <p>1. Educational Associates Benefits 2000-2999: Classified Personnel Salaries Title I \$15,041</p> <p>2. Professional Development 5800: Professional/Consulting Services And Operating</p>	<p>1. Educational Associates 2000-2999: Classified Personnel Salaries Title I \$59,740</p> <p>1a. Educational Associates Benefits 2000-2999: Classified Personnel Salaries Title I \$16,016</p> <p>2. Professional Development 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$ 0</p>

<p>4. Before/After School Intervention: Additional educational time for identified students to achieve the standards</p> <p>5. ELL Translation Support: Provide materials in multiple languages to improve and increase parent engagement.</p>	<p>between grade level teams to support targeted students</p> <p>4. Before/After school interventions occurred to directly support targeted students struggling with math.</p> <p>5. Materials were provided to families in English and Spanish</p>	<p>Expenditures Supplemental \$9,800</p>	
		<p>3. Guest Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$9,000</p>	<p>3. Guest Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$2,500</p>
		<p>4. Intervention (Before and After School) 1000-1999: Certificated Personnel Salaries Supplemental \$4,000</p>	<p>4. Intervention (Before and After School) 1000-1999: Certificated Personnel Salaries Supplemental \$615</p>
		<p>5. ELL Translation 2000-2999: Classified Personnel Salaries Supplemental \$1,100</p>	<p>5. ELL Translation 2000-2999: Classified Personnel Salaries Supplemental \$ 1,000</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

The actions and services described above supported the goal of ensuring that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) and to help close all identified achievement gaps.

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

Data (iReady and other local measures) confirms that our actions and services are supporting student growth.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our consulting work with Dr. Luis Cruz was a carryover from the following year due to scheduling conflicts therefore the contact for his services was already paid the previous year. As we moved to a rotation model of PD we did not need as many guest teachers. This price was adjusted. There were fewer teachers than anticipated doing intervention before/after school. This price was adjusted.

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

We will no longer be using the least restrictive environment percentage as a Special Education metric.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan #1, 3, 4

Annual Measurable Outcomes

Expected

Metric/Indicator

Suspension/Expulsion Data

18-19

Suspensions will show a decrease from 2017/2018

Baseline

Three students have been suspended in 2016-17 for a total of seven days. No students were expelled.

Metric/Indicator

Track in Powerschool the number of initial student study team meetings to plan support for students.

18-19

SSTs will continue on an as needed basis yearly.

Baseline

We have held 50 S4 SST meetings.

Actual

6 students were suspended for a total of 8 days. No students were expelled.

We have held 20 SST (S-4) meetings

Expected

Actual

<p>Metric/Indicator School Attendance Rates</p>
<p>Metric/Indicator Reduce the number of students who are chronically absent</p> <p>Baseline new metric: baseline will be 17-18</p>
<p>Metric/Indicator Number of students who received an initial student study team meeting to create a support plan</p> <p>18-19 SSTs will continue on an as needed basis yearly.</p> <p>Baseline new metric: baseline will be 17-18</p>
<p>Metric/Indicator Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.</p> <p>18-19 SSTs / SpEd recommendation services will continue on an as needed basis yearly.</p> <p>Baseline new metric: baseline will be 17-18</p>
<p>Metric/Indicator Track by student schedule placement the number of students who are exited from Special Education and placed in General Education settings.</p> <p>Baseline new metric: baseline will be 17-18</p>

Getting info...
Getting info
We will no longer use this metric because it was difficult to track district-wide and the metric did not give us useful information to guide our behavioral and academic support.
There were no students exited from Special Education and placed in the General Education setting full time.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

1. Montalvo Arts: Provide instruction in art delivered from trained artists
 2. Yard Duties: Provide appropriate support to ensure safety on the campus.
 3. Playworks: Provide recess support to promote positive school climate
 4. Assemblies: Bring in content related assemblies to provide engaging experiential learning for students.

1. Due to unavailability of partnership this did not occur
 2. Yard duties supported safety on the playground
 3. Playworks provided recess support
 4. Assemblies were held monthly for enrichment opportunities

1. Montalvo - STEAM partnership 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000

2. Yard Duty 5000-5999: Services And Other Operating Expenditures Base \$7,500

3. Playworks 5000-5999: Services And Other Operating Expenditures Base \$37,000

4. Assemblies 5000-5999: Services And Other Operating Expenditures Base \$8,200

1. Montalvo - STEAM partnership 5800: Professional/Consulting Services And Operating Expenditures Base \$ 8,400

2. Yard Duty 2000-2999: Classified Personnel Salaries Base \$ 0

3. Playworks 5000-5999: Services And Other Operating Expenditures Base \$ 36,000

4. Assemblies 5000-5999: Services And Other Operating Expenditures Base \$ 6,000

Action 2

Planned Actions/Services
 1. Fund Assistant Principal to provide support at improving school climate and culture and provide additional support for unduplicated student populations.

Actual Actions/Services
 1. Funded part of Assistant Principal to provide support for improving school climate and culture.

Budgeted Expenditures
 1. Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental \$29,787

Assistant Principal Benefits 1000-1999: Certificated Personnel Salaries Supplemental \$5,037

Estimated Actual Expenditures
 1. Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental \$31,304

Assistant Principal Benefits 3000-3999: Employee Benefits Supplemental \$ 8,769

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Analysis

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

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

We implemented the actions/services as articulated above except for the Montalvo Arts STEAM program as there was a scheduling conflict and the partnership was unavailable.

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

The actions/services described above met our articulated goal of promoting and sustaining social/emotional support for all students. Suspension data is a focus moving forward.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted funds for Montalvo STEAM program were not spent due to availability of program.

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

We will no longer use the student study team metric to monitor support plans for students. This metric did not provide us with useful data to drive student support needs.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Instructional Vision

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent perception Surveys completed

18-19

Number will increase from 2017-2018

Baseline

180 using perception survey but changed to Thought Exchange for 17-18

Metric/Indicator

Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters)

18-19

Percentage will increase from 2017-2018

Baseline

This is a new metric and baseline data will start in 2018-2019.

Actual

In the 2018-2019 school year, 36 people participated in the Thought Exchange. This included parents, students and staff.

In the 2018-2019 school year, over 150 parents participated on SeeSaw. This is an average per week, where some weeks parents participated more or less. Teachers also send home a monthly newsletter with information regarding the classroom and school events. Currently, 578 parents are signed up for the digital newsletter and Peach Jar information that is sent digitally.

Expected

Metric/Indicator

Using sign in sheets to track the number of families who attend: back to school night, parent teacher conferences and the school sponsored parent engagement event.

18-19

Percentage will increase from 2017 - 2018

Baseline

This is a new metric and we will determine baseline data in 2018-2019.

Metric/Indicator

Using Powerschool to track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.

18-19

N/A

Baseline

This is a new metric and will have baseline data in the 2018-2019 year.

Metric/Indicator

Track the number of community based partnerships that enhance the educational experience of students. MOUs and sign in at community meetings will be used to track partnership engagement.

18-19

N/A

Baseline

This is a new metric and will have baseline data in the 2017-18 year.

Actual

In the 2018-2019 school year, sign-in sheets were collected from school events and parent meetings. Teachers turned-in sign-in sheets from Back to School Night, Parent Teacher Conferences, PTA meetings, ELAC meetings and School Site Council meetings.

In the 2018-2019 school year, teachers used PowerSchool to create log entries when parent conferences occurred and parent contact was made. Administrators, the school counselor, the school psychologist and other support staff also create log entries when information is communicated with parents. Administrators receive emails when a log entry occurs from a teacher.

We will no longer use this metric as we found it to be an ineffective metric to determine if the partnership was actually enhancing the student experience.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Plan Parent Engagement Nights to provide multiple opportunities to bring parents to the school to engage with students.	1. Due to limited availability, this did not occur.	1. Parent Night/Event 1000-1999: Certificated Personnel Salaries Supplemental \$3,000	1. Parent Night/Even 1000-1999: Certificated Personnel Salaries Supplemental \$0.00

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Analysis

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

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

Opportunities for parents participation has increased than in years past. During the 2018-2019 school year, parents have attend more PTA, ELAC and school events based on evidence from sign-in sheets. More parents have volunteered to be classroom readers for Los Dichos and ABC reader program through Project Cornerstone.

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

Data collected (i.e. sign-in sheets, SeeSaw participation, parent attendance) is showing an increase in parent involvement and attendance. This is growth from previous years. More parents are volunteering to be on the PTA board and ELAC committee.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Planned budget expenditures were not used due to limited availability with presenters for parent engagement nights. The PTA has paid for family events that occur monthly.

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

We will no longer use this metric of community partnerships since we found it to be an ineffective metric to determine if the partnership were actually enhancing the student experience. We will be focused on finding different presenters for parent engagement and information nights in order to ensure that these occur and parents are able to attend.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

Analysis

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The Campbell Union School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such we hold a variety of meetings to gather input and feedback. Community Engagement: We hosted several community engagement meetings regarding the LCAP such as School Site Council, English Language Advisory Committee (ELAC) meetings, and Parent Teacher Association (PTA) Meetings. Parent Meetings: The PTA meets were held every-other month and allows the opportunity to provide feedback regarding the LCAP. English Learners Advisory Committee (ELAC): ELAC meets four times per year and is provided the opportunity to give input and feedback on the LCAP. Certificated and Classified Staff: The Guiding Coalition, consisting of teacher leaders, English Language Development Teacher on Special Assignment and Site Administrators meet twice a month and are provided opportunities to give input and feedback on the LCAP. School Site Council (SSC): SSC meets four times per year and are provided opportunities to give input and feedback on the LCAP. The LCAP was approved by SSC on 5/23/2019. The Community at Large: A survey was given to parents and students soliciting feedback through Thought Exchange.

For the 2018-2019 School Year we had the following stakeholder engagement meetings:

School Site Council Meetings: 11/8/2018, 1/17/2019, 4/4/2019, 5/23/2019

English Language Advisory Committee Meetings: 9/13/2018, 11/15/2018, 01/17/2019, 04/18/2019

Thought Exchange for staff and parents/guardians: December 2018/January 2019

Thought Exchange for students: December 2018/January 2019

Impact on LCAP and Annual Update

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

It was evident through the LCAP consultations that there is a significant concern regarding the progress of our at risk students and English Language Learners. Because of this we have determined it is necessary to continue with funding our Instructional Aides (Educational Associates) to help support small group and targeted instruction. We will work collaboratively with the District Office to have our Instructional Aides (Educational Associates) better trained on the effective instructional strategies that they will be using on a daily basis to support our students in order to close the achievement gap. It was also evident that additional opportunities for parents to get involved was a high priority.

This year our staff worked with a consultant from Solution Tree where we continued a deeper understanding of our school culture and the moral imperative of sticking to a mission, vision, values/commitments, and goals of believing and teaching so that ALL students are successful and learning at high levels. We also worked with another consultant from Solution Tree to support teachers with going deeper around essential standards, learning targets and common formative assessments in order to close the achievement gap.

Stakeholders expressed the need for after-school opportunities both for enrichment and intervention. In order to meet the needs of all of our students including our students with low socioeconomic status we will continue to allocate funding to support these programs.

For the 2018-2019 School Year:

The Guiding Coalition continues to implement and uphold our Mission, Values, Vision and goals to ensure that all students are learning at high levels. The guiding coalition created two new task forces in order to ensure student attendance and the Student Study Team process. A task force around the Student Study Team (SST) process was created and analyzed data around the SST process, provided resources and assessments that aligned to essential standards for all grade levels. An attendance task force was also created and continually analyzed data in order to ensure attendance improves and students attend school daily.

Monthly Family Engagement opportunities were held such as Back to School Night, Back to School Picnic, the Fall Family Festival, Movie Night, Laser Show, Blackford Ball, STEAM Night, Dr. Seuss Night/Family Book Fair Night, Jog-A-Thon, Multi-Cultural Event and Blackford Marketplace.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan Goals 1, 2, 5

Identified Need:

Need:
 Students need access to highly qualified teachers, high quality technology, materials, and facilities, and daily instruction in the Common Core standards and NGSS standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA SBAC Data	2016-17: Overall Dashboard Color: Orange, low, declined significantly	2017-2018: Overall Dashboard Color: Orange, Declined Significantly	2018-2019: Overall Dashboard Color: Yellow, Increased	ELA: All, 42% SES: 38% SWD: 22% English Learner: 24%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>ELA SBAC: All: 27% proficient or advanced Low SES: 23% proficient or advanced Students with Disabilities: 5% proficient or advanced English Learners: 4% proficient or advanced</p>	<p>ELA SBAC: All: 27% proficient or advanced Low SES: 23% proficient or advanced Students with Disabilities: 5% proficient or advanced English Learners: 4% proficient or advanced</p>	<p>ELA SBAC: All: 31% proficient or advanced Low SES: 24% proficient or advanced Students with Disabilities: 6% proficient or advanced English Learners: 5% proficient or advanced</p>	<p>Dashboard: Yellow, Increased</p>
Math SBAC DATA	<p>2016-17: Overall Dashboard Color: Orange, low declined</p> <p>Math SBAC: All: 21% proficient or advanced Low SES: 18% proficient or advanced Students with Disabilities: 0% proficient or advanced English Learners: 3% proficient or above</p>	<p>2017-2018: Overall Dashboard Color: Orange, Decreased</p> <p>Math SBAC: All: 21% proficient or advanced Low SES: 18% proficient or advanced Students with Disabilities: 0% proficient or advanced English Learners: 3% proficient or advanced</p>	<p>2018-2019: Overall Dashboard Color: Yellow, Increased Significantly</p> <p>Math SBAC: All: 27% proficient or advanced Low SES: 23% proficient or advanced Students with Disabilities: 3% proficient or advanced English Learners: 8% proficient or advanced</p>	<p>Math: All, 37% SES: 33% SWD: 17% English Learner: 19%</p> <p>Dashboard: Yellow, Increased</p>
iReady ELA Data: Percentage of students meeting the 100% growth target.	New metric. Baseline data will be 17-18	54% made at least one year's growth.	51% made at least one year's growth	64%
iReady Math Data: Percentage of students meeting the 100% growth target	New metric. Baseline data will be 17-18	49% made at least one year's growth	40% made at least one year's growth	59%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of students on track to be readers by 3rd grade as measured by BAS/DIBELS.	This is a new metric so baseline data will be 2017-18.	49% of students on track	We will no longer be using the BAS assessment metric as we are transitioning to DIBELS as our primary reading assessment tool.	TBD
Sufficiency of instructional materials as measured by percentage of students with access to standards aligned materials.	New metric baseline is 17-18	100%	100%	100%
Percentage of fully Credentialed teachers.	New metric baseline is 17-18	100%	100%	100%
Facilities in good repair as measured by FIT overall school rating.	New metric: baseline is 17-18	94.1	98.5, Good	Maintain "good" status
Implementation of state standards as measured by the local indicator CDE evaluation tool.	Met	Maintained Met	Maintained Met	Maintained Met
Percentage of district teachers attending choice professional development aligned to standards as measured by sign in sheets.	New metric baseline is 17-18	30% took advantage of at least one PD offering.	40% will take advantage of at least one PD offering.	50% will take advantage of at least one PD offering.
Percentage of district teachers attending district professional development aligned to district instructional vision goals as	New Metric baseline is 17-18	98%	98.5%	99.5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
measured by sign in sheets.				
PLC implementation as measured by rubric developed by Rich Dufour from the Learning by Doing book.	New metric baseline is 17-18	Kindergarten: Deepening First: Deepening Second: Deepening Third: Deepening Fourth: Deepening Fifth: Developing	We will no longer use this metric as it is difficult to get an overall school measure and we did not find the data to help us guide overall implementation.	We will no longer use this metric as it is difficult to get an overall school measure and we did not find the data to help us guide overall implementation.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: Blackford

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1. Equity Tosa
2. Assistant Principal
3. Solution Tree Consultant
4. Librarian
5. Guest Teachers
6. Kindergarten Round Up
7. Sowing Creativity
8. Professional Development Trainings
9. Copy Machines/Services

2018-19 Actions/Services

1. Equity Tosa
2. Assistant Principal
3. Solution Tree Consultant
4. Librarian
5. Guest Teachers
6. Kindergarten Round Up
7. Sowing Creativity
8. Professional Development Trainings
9. Copy Machines/Services

2019-20 Actions/Services

1. Equity Tosa
2. Assistant Principal
3. Librarian
4. Guest Teachers
5. Professional Development Trainings
6. Copy Machines/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,000	\$21,862	\$
Source	Supplemental	Supplemental	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Equity Tosa - supporting all student achievement	1000-1999: Certificated Personnel Salaries 1. Equity TOSA	1000-1999: Certificated Personnel Salaries 1. Equity TOSA
Amount	\$28,920	\$31,304	\$30,680
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Assistant Principal - supporting all student achievement	2000-2999: Classified Personnel Salaries 2. Assistant Principal - supporting all student achievement	2000-2999: Classified Personnel Salaries 2. Assistant Principal-Supporting all student achievement
Amount	\$1,500	\$10,000	\$12,000
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 3. Professional Development	5800: Professional/Consulting Services And Operating Expenditures 3. Professional Development	

Amount	\$25,709	\$16,865	
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 4. Librarian	2000-2999: Classified Personnel Salaries 4. Librarian	2000-2999: Classified Personnel Salaries 4. Librarian
Amount	\$8,000	\$12,000	\$14,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 5. Guest teachers for Professional Development	1000-1999: Certificated Personnel Salaries 5. Guest teachers for Professional Development	1000-1999: Certificated Personnel Salaries 5. Guest teachers for Professional Development
Amount	\$1,100	\$1,100	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries 6. Kinder Assessment	1000-1999: Certificated Personnel Salaries 6. Kinder Assessment	
Amount	\$0	\$0.00	
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 7. Sowing Creativity	5800: Professional/Consulting Services And Operating Expenditures 7. Sowing Creativity	
Amount	\$1,500	\$8,000	\$10,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 8. Professional Development	5800: Professional/Consulting Services And Operating Expenditures 8. Professional Development	5800: Professional/Consulting Services And Operating Expenditures 6. Professional Development

Amount	\$10,000	\$10,000	\$15,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 9. Copy Machines and services	5000-5999: Services And Other Operating Expenditures 9. Copy Machines and Services	5000-5999: Services And Other Operating Expenditures 7. Copy Machines and Services
Amount	\$15,193	\$17,408	\$13,963
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Benefits for Equity Tosa/Asst. Principal/Librarian	1000-1999: Certificated Personnel Salaries Benefits for Equity Tosa/Asst. Principal/Librarian	1000-1999: Certificated Personnel Salaries Benefits for Equity Tosa/Asst. Principal/Librarian

Action 2

OR

Actions/Services

Budgeted Expenditures

Budget Reference			
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan #1

Identified Need:

Current district data demonstrates a need to strengthen Common Core standards-based teaching and learning, particularly for our socio-economically disadvantaged, English Language learners and Special Education students.

SBAC results from 2016 - 17 indicate the following percentage of students met or exceeded standards in math and ELA: Math - 21% and ELA - 26.5%

SBAC performance indicates a need for specialized instruction toward attainment of standards for students who fall in several sub-groups.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Sub-Group Data ELA and Math	ELA: SWD: 5% EL: 4% SES: 23% Math: SWD: 0% EL: 3% SES: 18%	ELA: SWD: 5% EL: 4% SES: 23% Math: SWD: 0% EL: 3% SES: 18%	ELA: SWD: 6% EL: 5% SES: 24% Math: SWD: 3% EL: 8%SES: 12%	ELA: SWD: 22% EL: 24% SES: 38% Math: SWD: 17% EL: 19% SES: 33%
Decrease the percentage of Els performing 2 or more grade levels below on iReady in Reading and Math.	New metric so baseline will be 17-18	Reading: 52% Math: 34%	Reading: 34% Math: 26%	Reading: 30% Math: 22%
Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.	New metric so baseline will be 17-18	Reading: 57% Math: 42%	Reading: 63% Math: 39%	Reading: 59% Math: 35%
Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.	New metric so baseline will be 17-18	53 students	We will no longer use this metric because it is difficult to generate and we are not finding it useful in moving our work forward.	We will no longer use this metric because it is difficult to generate and we are not finding it useful in moving our work forward.
Percentage of English learners who make progress toward English proficiency as measured by the ELPAC	Baseline data not available yet due to new State testing.	To be determined	To be determined	to be determined
Percentage of English Learners who are reclassified	10% of students were reclassified	10% of students reclassified	A higher percentage than 2017-2018 for each school and the district.	A higher percentage than 2018-2019 for each school and the district.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices.	This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.	N/A: New metric	We will not be using this metric this year because we needed more time to develop a rubric aligned to our learning target goals associated with each profile of a graduate competency. We need more time to create a rubric that will be easy to quantify and enter into our data management system.	Our goal is to create the rubric in the 2019-2020 school year and integrate all of the work that was done in the 2018-19 school year.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Location(s):

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

Specific Schools: Blackford Elementary

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1. Educational Associates: Additional classroom support to provide lower class size to meet the needs to struggling learners.
2. Dr. Luis Cruz: Consultant to provide leadership on creating a guiding coalition to plan as a site to meet the needs of struggling learners
3. Guest Teachers to support collaboration and looking at student data for struggling learners
4. Before/After School Intervention: Additional educational time for identified students to achieve the standards
5. ELL Translation Support: Provide materials in multiple languages to improve and increase parent engagement.

2018-19 Actions/Services

1. Educational Associates: Additional classroom support to provide lower class size to meet the needs to struggling learners.
2. Dr. Luis Cruz: Consultant to provide leadership on creating a guiding coalition to plan as a site to meet the needs of struggling learners.
3. Guest Teachers to support collaboration and looking at student data for struggling learners.
4. Before/After School Intervention: Additional educational time for identified students to achieve the standards.
5. ELL Translation Support: Provide materials in multiple languages to improve and increase parent engagement.

2019-20 Actions/Services

1. Educational Associates: Additional classroom support to provide lower class size to meet the needs to struggling learners.
2. Guest Teachers to support collaboration and looking at student data for struggling learners
3. Before/After School Intervention: Additional educational time for identified students to achieve the standards
4. ELL Translation Support: Provide materials in multiple languages to improve and increase parent engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,161	\$59,740	\$61,532
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries 1. Educational Associates	2000-2999: Classified Personnel Salaries 1. Educational Associates	2000-2999: Classified Personnel Salaries 1. Educational Associates

Amount	\$18,397	\$16,016	\$16,496
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries 1. Educational Associates Benefits	2000-2999: Classified Personnel Salaries 1. Educational Associates Benefits	2000-2999: Classified Personnel Salaries 1. Educational Associates Benefits
Amount	\$1,000	\$	\$
Source	Supplemental	Supplemental	
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 2. Professional Development	5800: Professional/Consulting Services And Operating Expenditures 2. Professional Development	
Amount	\$7,000	\$6,000	\$6,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 3. Guest Teachers	1000-1999: Certificated Personnel Salaries 3. Guest Teachers	1000-1999: Certificated Personnel Salaries 2. Guest Teachers
Amount	\$2,500	\$2,000	\$2,100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 4. Intervention (Before and After school)	1000-1999: Certificated Personnel Salaries 4. Intervention (Before and After School)	1000-1999: Certificated Personnel Salaries 3. Intervention (Before and After School)
Amount	\$900	\$900	\$1,000
Source	Supplemental	Supplemental	Base
Budget Reference	2000-2999: Classified Personnel Salaries 5.ELL Translation	2000-2999: Classified Personnel Salaries 5. ELL Translation	2000-2999: Classified Personnel Salaries 4. ELL Translation

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan #1, 3, 4

Identified Need:

Need:
 Based on suspension/expulsion rates, attendance rates, Project Cornerstone surveys (Search survey-conditional as available), PBIS Assessments, CA Healthy Kids survey, and student/staff/parent surveys indicate there is a need to continue to provide a positive intervention system

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension/Expulsion Data	Three students have been suspended in 2016-17 for a total of seven days. No students were expelled.	Five students have been suspended for a total of 9 days	Suspensions will show a decrease from 2017/2018	Suspensions will show a decrease from 2018/2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Track in Powerschool the number of initial student study team meetings to plan support for students.	We have held 50 S4 SST meetings.	Increase the number of S1 meetings to 50 and S2 meetings to 25.	SSTs will continue on an as needed basis yearly.	SSTs will continue on an as needed basis yearly.
School Attendance Rates		Will be determined in June 2018		
Reduce the number of students who are chronically absent	new metric: baseline will be 17-18	To be determined at the end of the school year in June 2018		
Number of students who received an initial student study team meeting to create a support plan	new metric: baseline will be 17-18	34 students received an initial student study team meeting to create a support plan.	SSTs will continue on an as needed basis yearly.	SSTs will continue on an as needed basis yearly.
Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.	new metric: baseline will be 17-18	22 students were recommended through the SST process and 17 qualified for Special Education Services	SSTs / SpEd recommendation services will continue on an as needed basis yearly.	SSTs / SpEd recommendation services will continue on an as needed basis yearly.
Track by student schedule placement the number of students who are exited from Special Education and placed in General Education settings.	new metric: baseline will be 17-18			

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All
Specific Student Groups: special needs

Location(s):

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

Specific Schools: Blackford

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

2017-18 Actions/Services

1. Montalvo Arts: Provide instruction in art delivered from trained artists
2. Yard Duties: Provide appropriate support to ensure safety on the campus.
3. Playworks: Provide recess support to promote positive school climate
4. Assemblies: Bring in content related assemblies to provide engaging experiential learning for students.

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

Unchanged Action

2018-19 Actions/Services

1. Montalvo Arts: Provide instruction in art delivered from trained artists
2. Yard Duties: Provide appropriate support to ensure safety on the campus.
3. Playworks: Provide recess support to promote positive school climate
4. Assemblies: Bring in content related assemblies to provide engaging experiential learning for students.

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

Unchanged Action

2019-20 Actions/Services

1. Montalvo Arts: Provide instruction in art delivered from trained artists
2. Yard Duties: Provide appropriate support to ensure safety on the campus.
3. Playworks: Provide recess support to promote positive school climate
4. Assemblies: Bring in content related assemblies to provide engaging experiential learning for students.
5. Fund Counselor - Social/Emotional Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000	\$10,000	\$12,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 1. Montalvo - STEAM partnership	5800: Professional/Consulting Services And Operating Expenditures 1. Montalvo - STEAM partnership	5800: Professional/Consulting Services And Operating Expenditures 1. Montalvo - STEAM partnership
Amount	\$5,500	\$7,500	\$9,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 2. Yard Duty	5000-5999: Services And Other Operating Expenditures 2. Yard Duty	5000-5999: Services And Other Operating Expenditures 2. Yard Duty
Amount	\$35,000	\$37,000	\$39,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 3. Playworks	5000-5999: Services And Other Operating Expenditures 3. Playworks	5000-5999: Services And Other Operating Expenditures 3. Playworks
Amount	\$6,200	\$8,200	\$10,200
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures 4. Assemblies	5000-5999: Services And Other Operating Expenditures 4. Assemblies	5000-5999: Services And Other Operating Expenditures 4. Assemblies
Amount			\$30,665
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries 5. School Counselor

Action 2

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income**Scope of Services:**

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

Location(s):

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

Specific Schools: Blackford

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

1. Fund Assistant Principal to provide support at improving school climate and culture and provide additional support for unduplicated student populations.

2018-19 Actions/Services

1. Fund Assistant Principal to provide support at improving school climate and culture and provide additional support for unduplicated student populations.

2019-20 Actions/Services

1. Fund Assistant Principal to provide support at improving school climate and culture and provide additional support for unduplicated student populations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,920	\$29,787	\$30,680
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Assistant Principal	1000-1999: Certificated Personnel Salaries 1. Assistant Principal	1000-1999: Certificated Personnel Salaries 1. Assistant Principal

Amount	\$4,890	\$5,037	\$5,188
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Assistant Principal Benefits	1000-1999: Certificated Personnel Salaries Assistant Principal Benefits	1000-1999: Certificated Personnel Salaries Assistant Principal Benefits

Action 3

OR

Actions/Services

Budgeted Expenditures

Budget Reference			
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Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 5

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

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

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

OR

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

Students to be Served:
 (Select from English Learners, Foster Youth, and/or Low Income)

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

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Instructional Vision

Identified Need:

Need:
 Students need to have their parents engaged in their learning.

Metrics:
 Attendance forms and rates, Feedback forms, Annual Parent Perception Survey, Sign-in Sheets

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent perception Surveys completed	180 using perception survey but changed to Thought Exchange for 17-18	Thought Exchange: 71 people participated in the thought exchange to give parent feedback.	number will increase from 2017-2018	number will increase from 2018-2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters)	This is a new metric and baseline data will start in 2018-2019.	83% of students' families receive newsletters electronically	percentage will increase from 2017-2018	percentage will increase from 2018-2019
Using sign in sheets track the number of families who attend: back to school night, parent teacher conferences and the school sponsored parent engagement event.	This is a new metric and we will determine baseline data in 2018-2019.	53% of families attended Back to School Night as evidenced by sign in sheets.	percentage will increase from 2017 - 2018	percentage will increase from 2018 -2019
Using Powerschool track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.	This is a new metric and will have baseline data in the 2018-2019 year.	N/A	N/A	N/A
Track the number of community based partnerships that enhance the educational experience of students. MOUs and sign in at community meetings will be used to track partnership engagement.	This is a new metric and will have baseline data in the 2017-18 year.	N/A	N/A	N/A

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

Specific Schools: Blackford

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

2017-18 Actions/Services

1. Plan Parent Engagement Nights to provide multiple opportunities to bring parents to the school to engage with students.

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

Unchanged Action

2018-19 Actions/Services

1. Plan Parent Engagement Nights to provide multiple opportunities to bring parents to the school to engage with students.

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

Unchanged Action

2019-20 Actions/Services

1. Plan Parent Engagement Nights to provide multiple opportunities to bring parents to the school to engage with students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$3,000	\$5,000
Source	Supplemental	Supplemental	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Parent Night/Event	1000-1999: Certificated Personnel Salaries 1. Parent Night/Event	1000-1999: Certificated Personnel Salaries 1. Parent Night/Event

Action 2

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

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

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$111,531

Percentage to Increase or Improve Services

25.64%

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

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$978,106

Percentage to Increase or Improve Services

17.51%

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

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

The following are district actions principally directed to improve the academic achievement of unduplicated pupils:

- *Fund an Equity Teachers on Special Assignment (TOSAs) to provide intervention support for students and training/coaching for teachers
- * Reading Intervention teacher to provide strategic reading support for struggling readers
- * District English Language Development Teacher on Special Assignment to support effective ELD instruction
- *District Literacy Teacher on special assignment to support teachers in better meeting the needs of struggling learners in the area of English Language Arts
- *Providing training for all school leadership teams on Professional Learning Communities to enable teachers to look at individual student data and provide intervention for struggling learners.
- *Contract with Dr. Luis Cruz to provide training for school site leadership team and ELD TOSA on strategies for meeting the needs of Hispanic students
- *Provide a four-week academic summer program for identified struggling learners
- *Provide a Saturday tutorial program to support student achievement in math

Research demonstrates that when parents are active partners with their children and the school then academic and social/emotional outcomes are improved. Because of this the following actions and services are principally directed to improve the social-emotional wellness of unduplicated pupils:

- *Support parents/guardians through the use of bilingual Community Liaisons, offering parent classes to help understand the school setting and how to support student learning at home
- *Hiring Counselors, Marriage and Family Therapists and Psychologists to support the social emotional needs of students and families
- *Plan and implement a parent university day to provide training to parents on how to support their child/ren at home
- *Implement and provide training to support a strong Positive Behavior and Intervention System (PBIS)
- *Hire bilingual educational associates to support english language learners
- *Provide training for staff to attend professional development sessions that support the needs of unduplicated students (Response to Intervention: Solution Tree Workshop, Soluciones, UDL, etc)

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$769,359

Percentage to Increase or Improve Services

9.87%

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

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

Based on staff/stakeholder input and district data identifying areas of need we are implementing 31 LCAP Actions and Services to increase or improve services for our English language learners, low income, and foster youth. In the 2017-2018 school year, Campbell Union School District will spend its LCFF supplemental/Concentration funds on actions and services principally directed toward unduplicated student groups. The funds will be expended in both district-wide initiatives and site allocations beyond LCFF base to support the academic and social emotional needs of our unduplicated pupils.

The following are district actions principally directed to improve the academic achievement of unduplicated pupils:

*Funding 12 Equity Teachers on Special Assignment (TOSAs) to provide intervention support for students and training/coaching for teachers

*Training in Universal Design for Learning for all Equity TOSAs to provide instructional strategies for how to meet the needs of struggling learners.

- *Funding 12 Reading Intervention teachers to provide strategic reading support for struggling readers
- *Hire a District English Language Development Teacher on Special Assignment to support effective ELD instruction
- *Hire a District Literacy Teacher on special assignment to support teachers in better meeting the needs of struggling learners in the area of English Language Arts
- *Hire an additional literacy teacher to teach a reading access and support class at CMS to support struggling learners
- *Providing training for all school leadership teams on Professional Learning Communities to enable teachers to look at individual student data and provide intervention for struggling learners.
- *Contract with Dr. Luis Cruz to provide training for school site leadership team and ELD TOSA on strategies for meeting the needs of Hispanic students
- *Provide a four-week academic summer program for identified struggling learners
- *Provide a Saturday tutorial program to support student achievement in math
- *Hire bilingual educational associates to support english language learners (funds accounted for in individual school site plans, not specifically CMS plan)
- *Provide additional funding to support unduplicated pupils access to programs like MESA, BAND and AVID
- *Provide training for staff to attend professional development sessions that support the needs of unduplicated students (Response to Intervention: Solution Tree Workshop, Soluciones, UDL, etc)

Research demonstrates that when parents are active partners with their children and the school then academic and social/emotional outcomes are improved. Because of this the following actions and services are principally directed to improve the social-emotional wellness of unduplicated pupils:

- *Support parents/guardians through the use of bilingual Community Liaisons, offering parent classes to help understand the school setting and how to support student learning at home
- *Hiring Counselors, Marriage and Family Therapists and Psychologists to support the social emotional needs of students and families
- *Plan and implement a parent university day to provide training to parents on how to support their child/ren at home
- *Implement and provide training to support a strong Positive Behavior and Intervention System (PBIS)

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	336,860.00	288,529.00	298,390.00	313,719.00	325,204.00	937,313.00
	0.00	0.00	0.00	0.00	12,000.00	12,000.00
Base	80,700.00	75,200.00	66,200.00	80,700.00	101,700.00	248,600.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	179,669.00	137,573.00	138,632.00	157,263.00	133,476.00	429,371.00
Title I	76,491.00	75,756.00	93,558.00	75,756.00	78,028.00	247,342.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	336,860.00	288,529.00	298,390.00	313,719.00	325,204.00	937,313.00
	0.00	0.00	0.00	0.00	12,000.00	12,000.00
1000-1999: Certificated Personnel Salaries	99,607.00	103,938.00	109,523.00	98,194.00	107,796.00	315,513.00
2000-2999: Classified Personnel Salaries	123,753.00	93,622.00	120,167.00	124,825.00	109,708.00	354,700.00
3000-3999: Employee Benefits	0.00	8,769.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	62,700.00	60,000.00	56,700.00	62,700.00	73,700.00	193,100.00
5800: Professional/Consulting Services And Operating Expenditures	50,800.00	22,200.00	12,000.00	28,000.00	22,000.00	62,000.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	336,860.00	288,529.00	298,390.00	313,719.00	325,204.00	937,313.00
		0.00	0.00	0.00	0.00	12,000.00	12,000.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	0.00	0.00	5,000.00	5,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	99,607.00	103,938.00	109,523.00	98,194.00	102,796.00	310,513.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	1,000.00	1,000.00
2000-2999: Classified Personnel Salaries	Supplemental	47,262.00	17,866.00	26,609.00	49,069.00	30,680.00	106,358.00
2000-2999: Classified Personnel Salaries	Title I	76,491.00	75,756.00	93,558.00	75,756.00	78,028.00	247,342.00
3000-3999: Employee Benefits	Supplemental	0.00	8,769.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	62,700.00	60,000.00	56,700.00	62,700.00	73,700.00	193,100.00
5800: Professional/Consulting Services And Operating Expenditures	Base	18,000.00	15,200.00	9,500.00	18,000.00	22,000.00	49,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	32,800.00	7,000.00	2,500.00	10,000.00	0.00	12,500.00

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

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	135,945.00	118,185.00	103,922.00	128,539.00	95,643.00	328,104.00
Goal 2	100,391.00	79,871.00	104,958.00	84,656.00	87,328.00	276,942.00
Goal 3	97,524.00	90,473.00	88,510.00	97,524.00	137,233.00	323,267.00
Goal 4	3,000.00	0.00	1,000.00	3,000.00	5,000.00	9,000.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

2019-2020 CUSD Principally Directed Actions/Services

LCAP Goal	District-Wide Actions/ Services	Describe how action/service is principally directed to and effective use of funds to meet your goals for UDPS.	Describe how action/service is the most effective use of funds to meet your goals for UDPS.
1	Additional Administrative Support	Principally directed: Assistant Principal will be hired at Blackford to support the additional behavioral and academic needs. They will write behavior support plans and monitor progress for students.	Internal data indicates a need to maintain this position for support with office referrals system wide PBIS to ensure the admin team supports high quality first instruction.
1	Hire additional instructional assistant to support with library/media needs	Principally directed: The additional teachers will be placed at schools to specifically support literacy and digital literacy.	This service will directly support student literacy.
1	Professional Development	Principally directed: Training will be provided to teachers to ensure that they are skilled in teaching the standards and assessment systems used in the district. This training will focus on better meeting the needs of our most struggling learners.	Research proves that professional development and follow up coaching is a high leverage activity that changes teacher practice in order to improve instruction.
3	Hire Counselors	Principally directed: the additional counseling services provided additional time on social emotional and academic learning needs.	This service will be effective in helping students learn strategies to help them remain in the classroom rather than needing to be removed because of behavior concerns.
2	Teachers on Special assignment	Principally Directed: Equity TOSA will provide direct support for unduplicated pupils across the district in the area of both reading and math instruction. They work	Our work around RTI is grounded firmly in research and professional development.

	(TOSA) at the school site level	with classroom teachers to support the Response to Intervention block by co-teaching and serving students in small groups to meet identified skill gaps.	
2	Before/After school Intervention	Principally Directed: Target students that will benefit from additional support in math and language arts.	This support will provide additional time and support may be required for some students to reach grade level performance. This intervention will be taught by site teachers