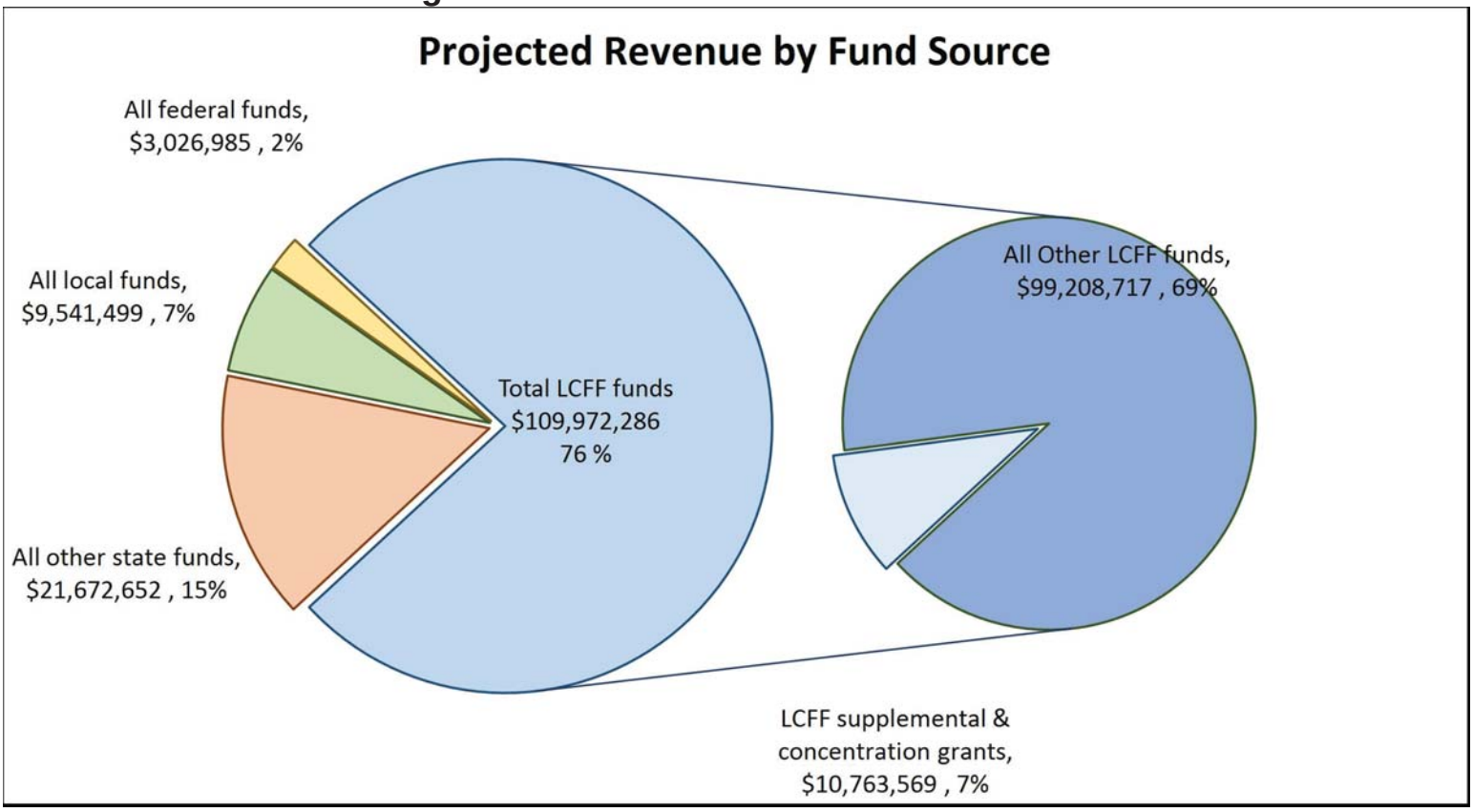
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Campbell Union School District
CDS Code: 43-69393-6046676
School Year: 2026-27
LEA contact information:
Shelly Viramontez
Superintendent
Sviramontez@campbellusd.org
408-364-4200

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 2026-27 School Year

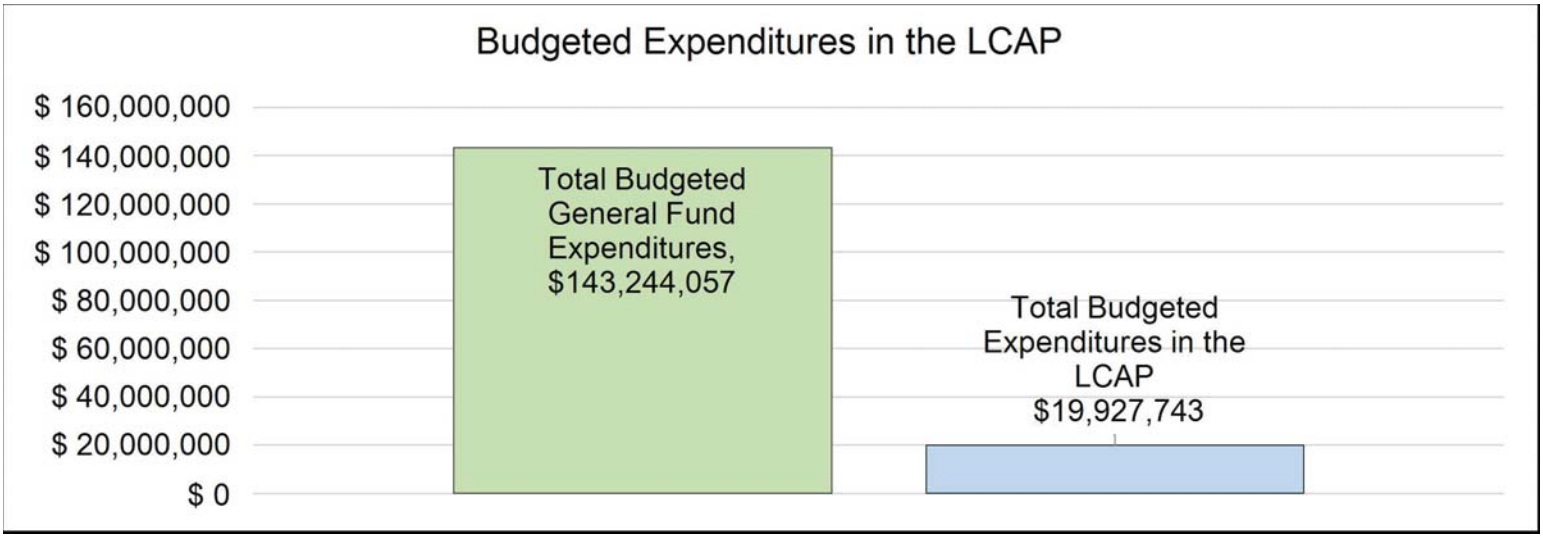


This chart shows the total general purpose revenue Campbell Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Campbell Union School District is $144,213,422, of which $109,972,286 is Local Control Funding Formula (LCFF), $21,672,652 is other state funds, $9,541,499 is local funds, and $3,026,985 is federal funds. Of the $109,972,286 in LCFF Funds, $10,763,569 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Campbell Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Campbell Union School District plans to spend $143,244,057 for the 2026-27 school year. Of that amount, $19,927,743 is tied to actions/services in the LCAP and $123,316,314 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

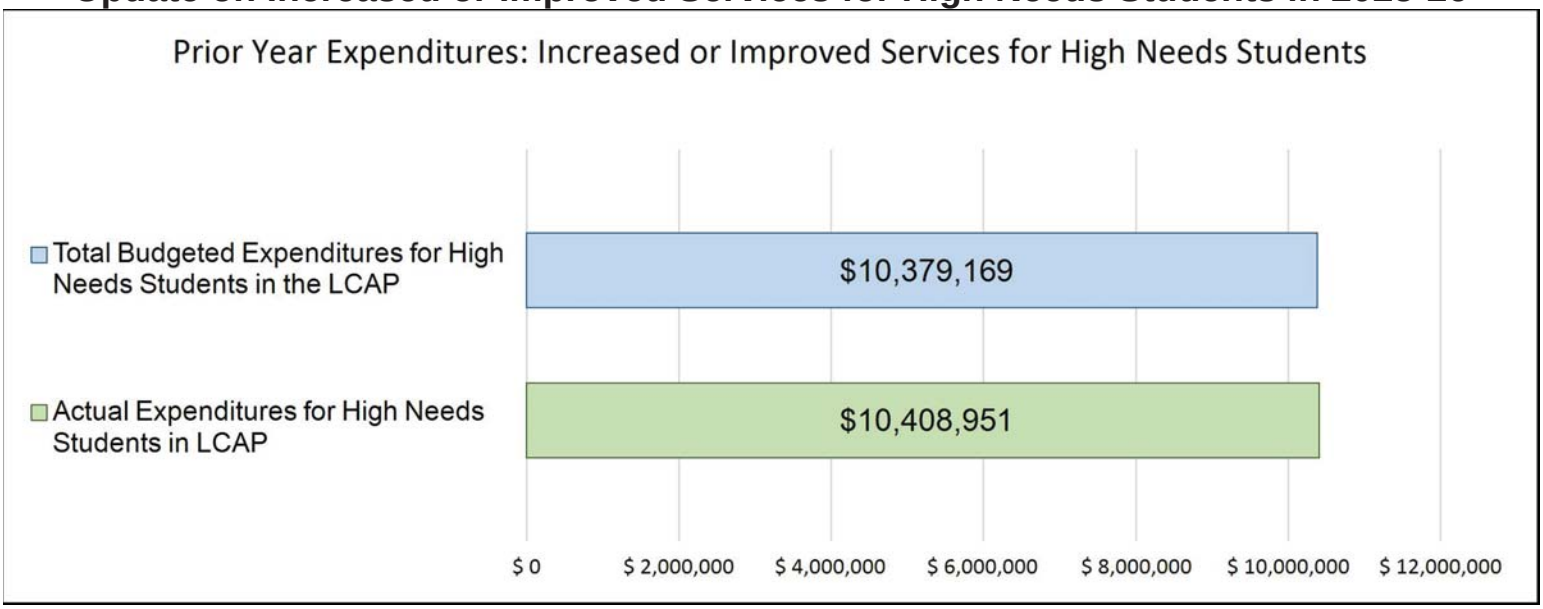
Campbell Union School district comprise of 12 schools that serve more than 6,300 students from pre-school to grade 8 who come from Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno, and Saratoga. CUSD consists of one district and 11 charter schools. Each of the 11 charter schools develop their own local control accountability plan. Those plans can be viewed separately by school name on our district website: www.campbellusd.org. The funds allocated in this plan support the three overarching educational goals that are shared by each of our 12 schools. The General Fund expenditures include the regular classroom instruction, operational, other ancillary and administrative costs that are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Campbell Union School District is projecting it will receive $10,763,569 based on the enrollment of foster youth, English learner, and low-income students. Campbell Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Campbell Union School District plans to spend $10,911,677 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Campbell Union School District's LCAP budgeted $10,379,169 for planned actions to increase or improve services for high needs students. Campbell Union School District actually spent $10,408,951 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

District Vision and Mission
The Campbell Union School District (CUSD) is committed to educating every student to their highest potential. We serve as a model for innovative programs that engage, empower, and inspire students within a safe and thriving environment. Our educational blueprint is guided by our Profile of a Graduate (POG), developed in partnership with our community to instill five core competencies:
Self-Directed
Innovative
Critical Thinker
Collaborative
Empathetic

Continuous Classroom Improvement (CCI) Framework
In the 2025–26 school year, CUSD deepened the systemwide implementation of our Continuous Improvement Framework. Launched in 2024–25 after extensive pilot testing with educators, this framework centers on high-quality first instruction and shared ownership of learning. Key components of our PDSA (Plan-Do-Study-Act) cycles include:
Classroom Mission Statements: Establish a shared purpose as a learning community.
Essential Standards and Learning Targets: Clarifies learning targets for student understanding with models of proficiency.
Data Transparency: Charts and analyzes results with student input to set improvement goals.

Our Students and Schools
CUSD operates 12 schools—including eight TK–5 elementary schools, one TK–8 Dual Language (Spanish/English) school, one TK–8 Design Thinking school, and two 6–8 middle schools, serving 6051 students across several municipalities, including: Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno and Saratoga. As of January 2026, our student body reflects a rich diversity that informs our resource allocation: 47.7% Hispanic/Latino, 20.2% White, 17.4% Asian, 3.6% Black/African American and the remaining 11.1% represents students not reported, two or more races and other race and ethnicities.

Of the total enrollment in the 2025.2026, 29.0% are English Learners, 45.7% Socio-Economically Disadvantaged and 12.2% are Students with Disabilities (data from CalPads).
The ratio of students to teachers in our classrooms is as follows:
Transitional Kindergarten: 1:12
Kindergarten-3rd Grade: 1:24
4th-8th grade: 1:30

CUSD prioritizes the "Whole Child" by providing a continuum of care from age three through 8th grade. To meet the needs of our community, we offer both state-subsidized and tuition-based preschools at six campuses, featuring robust inclusion opportunities for Special Education students. We have successfully scaled our Transitional Kindergarten (TK) access to meet state mandates:
2023-24: 5 years old from September 2-April 2nd
2024-25: 5 years old from September 2-June 2nd
2025-26: 5 years old who turn 4 by September 1st of that school year

Since the 2012–13 school year, Campbell has provided a seamless, full-day Transitional Kindergarten program fully integrated into our LCAP goal planning and metric identification. In alignment with California's Universal Pre-Kindergarten (UPK) expansion, we added seven TK classrooms in the 2025–26 school year—bringing our total to 22—to ensure broader access for our youngest learners.To maintain high-quality instruction during this expansion, we provided comprehensive onboarding and ongoing professional development for all TK teachers and instructional assistants. This training focused on three core pillars:
Assessment: Mastery of the Desired Results Developmental Profile (DRDP) to track individual student growth.
Curriculum: Implementation of Teaching Strategies (adopted in 2023) to ensure age-appropriate, rigorous instruction.
Whole-Child Support: Social-Emotional Competence training through the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

Recognizing that student success is rooted in family support, our Expanded Learning programs include TK students during after-school and summer sessions. Developed through meaningful consultation with our educational partners, these programs reflect our commitment to the "whole child" and provide the flexibility necessary to meet the diverse needs of the families we serve.

Teaching, Learning, and Strategic Staff Support
In Campbell, our commitment to student success begins with recruiting high-caliber educators and empowering them through Professional Learning Communities (PLCs). In order to achieve our vision of educating every child to their highest potential, we implement an instructional

model built on High-Quality First Instruction, a research-based approach designed to meet the needs of our most vulnerable learners—including English Learners, students with disabilities, foster youth, and low-income students. We utilize job-embedded professional development to ensure all teaching staff can evaluate multiple data points to inform collaborative planning and instruction. By centering our planning on California Common Core Standards and "Essential Standards," we create a rigorous, standards-based environment where students take ownership of their learning targets.

The Whole-Child Approach: Academics and Wellness
We provide a well-rounded educational experience that integrates technology, the arts, science (including environmental literacy), and physical education. This academic rigor is balanced by an equal emphasis on Social-Emotional Learning (SEL) and the Profile of a Graduate (POG) competencies. To remove barriers to success, CUSD maintains robust partnerships with community-based agencies such as Project Cornerstone (YMCA), Uplift, First 5, Catholic Charities, City of San Jose, and Alum Rock Counseling Center. Through a School Linked Services grant and the Santa Clara County Behavioral Health Services Department, our families access a comprehensive support network, including:
Counseling & Behavioral Health: Partnerships with Uplift and Alum Rock Counseling Center.
Family Resources: Parent education and resource management through First 5, Catholic Charities, and the City of San Jose.
Health Services: Integrated nursing support and community referrals.

Enrollment, Attendance, and Responsive Systems
Since our return to in-person learning in 2021, CUSD has seen a steady improvement in attendance and a significant decrease in chronic absenteeism, now approaching pre-pandemic levels. While the region faces shifting demographics, our expanded Transitional Kindergarten (TK) enrollment has offset broader declining enrollment trends, helping to stabilize our district's footprint. In the 2024–25 and 2025–26 school years, our system pivoted to address two specific trends:
Newcomer Multilingual Learners: Deploying targeted resources to support students arriving from diverse global backgrounds.
Increased Economic Need: Coordinating added supports for the growing number of students qualifying for free and/or reduced-price meals.

By transparently aligning our LCAP goals and metrics with these real-time challenges, we ensure that our actions and services have a measurable impact. We remain committed to knowing our impact—celebrating successes while remaining agile enough to evolve with the needs of our educational partners.

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

Blackford also has a variety of students from various ethnic and socio-economic backgrounds. As of January 2026, 72% of students are Hispanic/Latino, 8.8 % are White, 5.5 % are Asian, 5.3 % are Black/African American and 8.4 % are Not Reported or Two or More Races.

69.5% are Socio-Economically Disadvantaged (SED), 47.2% are English Learners (ELs) and 18.3% are Students with Disabilities (SWD) (Data pulled from CalPads as of January 2026). The ratio of students to teachers in classrooms are 1:20 in TK, 1:24 in Grades K-3rd Grade, and 1:30 in 4th-5th grade. The ratio for adults to students in TK is 1:10, and an instructional aid is provided.

Students in grades K-5 currently have the opportunity to participate in our AIM (Art, Innovation, Music) classes, taught by CUSD Innovation Specialists (TOSAs/Teachers on Special Assignment). Every three weeks student engage in AIM (Arts, Innovation and Music). This program provides our students with the opportunity to participate in a variety of learning experiences through hands-on experiences and innovation. Students participate in technology projects such as coding using Scratch, SoundTrap, and Minecraft programs, as well as Dash and Bee Bot robots. All grade levels K-5th use the Innovation Lab and students have learned skills such as sewing, creating roller coasters, bridges and other structures out of various materials. We pride ourselves in creating unique opportunities for our students as many of them may not be able to experience these activities on their own.

Blackford finds it extremely important for students to participate in field trips, assemblies and partnerships with outside organizations who can bring experiences to life at school and allow for students to have a memorable education. This year we sent 55 students to 5th grade science camp.

Our students are also able to experience unique opportunities through our partnership with the Los Gatos Assistance League and BAWSI (Bay Area Women's Sports Initiative) Girls. These partnerships are vital for our students and provide lasting memories and experiences that our students continue to talk about well after they have left Blackford.

Blackford teachers and staff are provided with continuous professional development around the Common Core State Standards, Professional Learning Communities, Thinking Maps, Strategies for English Language Development (ELD), Anti-Racism and Equity, and other strategies to teach and support the needs of the students we serve. Our site has also implemented a social-emotional curriculum called Character Strong as well as Kimochis.

At Blackford, responding to students' social-emotional needs throughout the year and meeting the needs of the whole child is a priority. At Blackford, we provide students with diverse experiences they may not otherwise get to participate in. In Spring of 2025, we incorporated a wellness center. The Blackford Wellness Center is a welcoming, safe, and relaxing space for all students and provides a safe space for students to to process their emotions and get their needs met. It is not meant as a disciplinary action, a consequence, or a place for students to stay if they are not allowed in class for safety or behavior reasons.

Teachers consistently provide enrichment opportunities for students in all grade levels and challenge students in order for them to reach their highest potential. Teachers continuously plan and collaborate around common formative assessments in order to target the individual learning needs of students, create a plan to support and/or extend their learning needs and adjust instruction as needed. Our support staff, such as our Math Specialist, Continuous Improvement Coach, support our staff with PLC (Professional Learning Community) time and planning time, as well as directly support students with small groups and RTI (Response to Intervention) clustering. Our additional support staff such as our Reading Intervention teachers, MTSS IAs (Multi-Tiered System of Support Instructional Assistants), school counselor, SKIPS counselor, Instructional Assistants, behavior specialists, RSP IAs (Resource Support Provider Instructional Assistant) for students

with IEPs (Individual Instructional Plans), and Positive Behavioral Interventions and Supports (PBIS) Coach all work to help provide targeted intervention and supports for our students.

At Blackford we are an Response to Intervention school. Our teachers go through a number of continuous improvement instructional cycles. The instructional cycle begins with whole class Tier 1 instruction, where all students receive high-quality instruction centered around essential standards. This foundational phase ensures that every student has access to the core content.
Following this instructional cycle, teachers collaboratively design and administer Common Formative Assessment 1 (CFA 1). This assessment targets a single, essential standard or skill, allowing for a focused evaluation of student understanding. After analyzing the CFA 1 results, students are grouped based on common errors or specific needs, rather than overall test scores. This approach ensures that interventions are tailored to the precise skill gaps or enrichment needs of each student. With these groups established, the PDSA (Plan-Do-Study-Act) cycle begins. Teachers and students set measurable goals together, using plus/delta feedback from the assessment to determine strategies. Students engage in self-assessment, reflecting on their understanding and areas for improvement.
The reteaching or extension phase then takes place during WIN (What I Need) time, which occurs four days a week for 30 minutes over the course of 2–3 weeks. During this time, instruction is strategically targeted to address the identified needs—whether reteaching misunderstood concepts or providing extension opportunities for students who have already mastered the skill.
After this intervention period, students take CFA 2, a second common formative assessment aligned to the same essential standard or skill. Based on CFA 2 results, students are regrouped again according to any new or persistent common errors. The PDSA cycle is revisited and updated—students and teachers decide whether to adapt, adopt, or abandon specific strategies, using both data and student self-assessment to reflect on personal growth. A second reteach or extension period is conducted during WIN, following the same structure of 2–3 weeks, 4 days a week, 30 minutes per session. Finally, the cycle concludes with CFA 3, a final common formative assessment that provides a comprehensive picture of student progress on the targeted skill or standard. This assessment not only evaluates mastery but also informs the next steps in instruction and intervention.

At Blackford, we believe ALL means ALL and that every student matters.

Reflections: Annual Performance

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

A review of the Indicators on the 2023 California School Dashboard show the following areas of need:
Chronic Absenteeism: Students with Disabilities were Red for this indicator
English Language Arts: English Learners and Students with Disabilities were Red for this indicator
Mathematics: Students with Disabilities were Red for this indicator

A review of the Indicators on the 2025 California School Dashboard show the following areas of need:
*English Learner Progress is Red
*Chronic Absenteeism: All Students, Socio-Economically Disadvantaged, Students with Disabilities, and Hispanic were Orange for this Indicator
*Suspension Rate: English Learner, Socio-Economically Disadvantaged, Students with Disabilities, and white were Orange for this Indicator

*English Language Arts: All Students, English Learners, Socio-Economically Disadvantaged, and Hispanic were Red for this Indicator
*English Language Arts: Students with Disabilities were Orange for this Indicator
Mathematics: All Students, English Learners, Socio-Economically Disadvantaged, Students with Disabilities, and HIspanic were Orange for this Indicator
*Science: All Students, Socio-Economically Disadvantaged, and Hispanic were Orange for this Indicator

Based on analysis of site data, including the Scorecard, Panorama, and Studer Survey results, the school identified several priority areas for growth:
(1) students setting learning goals and tracking progress,
(2) increasing student perception that teachers understand how they learn best,
(3) strengthening student sense of belonging, and

To address sense of belonging, the school implemented a number of schoolwide and targeted strategies. Student survey data was analyzed to identify specific needs, and aligned lessons were incorporated to explicitly teach belonging, inclusion, and community. Intermediate grade levels participated in structured lessons focused on sportsmanship, respectful communication, and inclusion. Additionally, a series of lessons connected to identity and empathy were implemented to support students in building understanding and respect for diverse perspectives.

Schoolwide systems were strengthened to promote consistency and a shared sense of community. This included refining behavior expectations, implementing clear distinctions between major and minor behaviors, and establishing common language and protocols across staff. A schoolwide belonging pledge was introduced and reinforced through assemblies and daily announcements to build a collective commitment to a positive school culture. Opportunities for student voice and leadership were also expanded through the creation of an upper-grade student club focused on equity and identity.

Improvements were also made to school structures that impact student experience, including adjustments to lunch routines, particularly in primary grades, to promote a more positive and structured environment.

In the area of academic ownership and student voice, the school identified a need to strengthen systems that support goal setting and progress monitoring. Through collaboration with the Guiding Coalition, a focus was placed on strengthening designated ELD instruction and implementing more consistent and systematic use of assessments aligned to ELA standards. This included increased use of standards-based assessments and progress monitoring tools to better inform instruction and support student understanding of their learning.

While progress has been made in establishing these systems and structures, this remains an area of continued growth. Moving forward, the school will focus on earlier and more consistent implementation of assessment practices, as well as strengthening opportunities for students to engage in goal setting, track their progress, and articulate their learning needs. These efforts aim to build a stronger foundation for both academic achievement and student agency.

Campbell Union School District has unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the 2026-27 school year. The partially LREBG funded action for Blackford, in the amount of $124,662, may be found in Goal 2, Actions 2.5 (MTSS IAs). See the action descriptions for an explanation of the rationale for choosing the selected action.

Reflections: Technical Assistance

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

Blackford was not identified for Differentiated Assistance

Comprehensive Support and Improvement

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

Schools Identified

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

Blackford was not identified for CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	Members of School Site Council were engaged by sending a school messenger on Parentsquare out to the parent community in the fall of 2025 and announcements during our Parent Teacher Association meetings. Blackford's School Site Council met 5 times this year.
English Language Acquisition Group (ELAC)	The district holds four DELAC meetings annually where parents are given the opportunity to provide input on action items in the LCAP that support emerging bilingual students. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. Community Liaisons regularly engage with this committee as well as parents who are not part of the committee to actively gather feedback on actions that will support newcomer and second language families. Each of our schools also has an ELAC group that is able to provide feedback at the local school level. Blackford holds four ELAC meetings annually where parents are given an opportunity to give input on the action items in the LCAP that support emerging bilingual students.
Students	The Superintendent meets five times a year with the Student advisory group made up of students from all 12 of our schools. The group is diverse and represents the ethnic groups we serve. Students are asked about issues at their schools that are going well and those that are in need of improvement. Students are actively engaged at the school levels as well with focus groups and school related surveys.

Educational Partner(s)	Process for Engagement
Teachers	Teachers are engaged through school leadership teams which meet monthly, staff meetings, experience surveys and a process called Leader Rounding where teachers are asked a series of questions to understand their experience with different district/school services and processes. Teachers also have the opportunity to communicate questions/concerns/input to the Superintendent through Faculty Senate meetings held 6 times per year. Teacher feedback is also solicited after each professional development session and through the process of negotiations with the district annually.
Special Education	CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Campbell's Special Education team leverages the Compliance Improvement Process (CIM) to further address ongoing supports for students with disabilities with review and input from CDE consultant. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 2023.2024 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students. Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district Superintendent's Parent Advisory Committee (SPAC) and part of school site council teams at the school level.
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff members	Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.
Parents/Guardians	The district uses the following methods to engage and inform parents/guardians at the school and district level: coffee with the Principal meetings, School Site Council Meetings, PTA meetings,

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

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

The development of the LCAP was directly informed by feedback from educational partners, including families and community members. Input gathered through the Parent Studer Survey, School Site Council (SSC), and English Learner Advisory Committee (ELAC) meetings highlighted several key priorities. Families expressed the importance of continuing high-quality instruction in both ELA and mathematics, with an emphasis on targeted academic support to meet diverse student needs. In response, the LCAP maintains a strong focus on data-driven instruction and intervention. We will continue with our work on the District wide continuous Improvement initiative, CFA's, and provide professional development.

Additionally, families identified a desire for more enrichment opportunities. In response, students will continue to receive enrichment through the AIM program to support engagement. Feedback also emphasized the need for increased two-way communication between home and school. To address this, the site will continue to leverage the support of a bilingual community liaison, utilize ParentSquare for communication, and encourage consistent outreach from teachers to families.

The site remains committed to engaging educational partners through ongoing collaboration and feedback opportunities. This includes continuing established parent committees such as SSC, PTA, and ELAC, as well as hosting monthly Cafecitos to ensure family voice remains an integral part of the continuous improvement process.

In the development of the LCAP, we also looked at student voice through the Studer Survey that was given to every 3rd-5th grader at Blackford. Some of the areas that show the most needed growth and attention are the questions, "I feel students are nice or show respect to each other at my school" and, "I like going to my school each day." These are being addressed through our work and commitment to having strong PBIS structures in the school where the behavior expectations are shared and explicitly taught. We are also continuing with the SEL curriculum of Character Strong. Character Strong was utilized and will continue to be utilized as a core component of the site's approach to promoting student well-being. The curriculum provided structured social-emotional learning opportunities that supported students in developing essential skills such as emotional regulation, empathy, and responsible decision-making. The Wellness Center will be continued to support students' social-emotional well-being and mental health needs. It provides a safe space for students to access support, develop self-regulation skills, and receive guidance, contributing to improved engagement and a positive school climate.

In reviewing teacher and staff feedback on the Studer survey, it was shared that the teaching staff appreciated the site PD that was delivered. Professional development at Blackford was intentionally aligned to real-time instructional needs, informed by Common Formative Assessment (CFA) data, PDSA cycles, and ongoing teacher feedback. The Continuous Improvement Coach supported teachers in analyzing student data and adjusting instruction through PDSA cycles, allowing for immediate and targeted responses to student learning needs. Professional learning also focused on strengthening Designated ELD (dELD) practices, including GLAD strategies and structured collaboration, to better support English Learners. This responsive and data-driven approach ensured that professional development was relevant, actionable, and directly connected to improving student outcomes. This has helped us develop the LCAP with the continuation of a budget set aside for PD, our Continuous Improvement Coach, and our Instructional Assistant with an EL focus.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment:	2022.2023 SBAC English Language Arts Results • Grades 3-5	2023.2024 SBAC English Language Arts Results	2024.2025 SBAC English Language Arts Results	80% of students in grades 3-8 Meeting or Exceeding	• Grades 3-5 • Overall: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Arts in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	• Overall: 26% • Socioeconomically Disadvantaged: 24% • Students with Disabilities: 13% • English Learners: 7% • White: * • Asian: * • Hispanic/Latino: 20% • Black: 27% * Group size too small to report.	• Grades 3-5 • Overall: 26% • Socioeconomically Disadvantaged: 24% • Students with Disabilities: 8% • English Learners: 8% • White: 42% • Asian: * • Hispanic/Latino: 22% • Black: 25%	• Grades 3-5 • Overall: 21% • Socioeconomically Disadvantaged: 20% • Students with Disabilities: 8% • English Learners: 1% • White: 27% • Asian: * • Hispanic/Latino: 18% • Black: 27% * Group size too small to report.	Standard on the Smarter Balanced Assessment: English Language Arts by 25-26. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 25-26.	• Socioeconomically Disadvantaged: -4% • Students with Disabilities: -5% • English Learners: -6% • White: group size too small to report • Asian: group too small to report • Hispanic/Latino: -2% • Black: No change
1.2	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8. Source: California Assessment of Student	2022.2023 SBAC Math Results • Grades 3-5 • Overall: 20% • Socioeconomically Disadvantaged: 19%	2023.2024 SBAC Math Results • Grades 3-5 • Overall: 22% • Socioeconomically Disadvant	2024.2025 SBAC Math Results • Grades 3-5 • Overall: 21% • Socioeconomically Disadvant	80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 25-26.	• Grades 3-5 • Overall:1% • Socioeconomically Disadvant aged: -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Performance and Progress (CAASPP) Results.	• Students with Disabilities: 13% • English Learners: 9% • White: * • Asian: * • Hispanic/Latino: 19% • Black: 18% * Group size too small to report.	aged: 17% • Students with Disabilities: 12% • English Learners: 11% • White: 27% • Asian: * • Hispanic/Latino: 20% • Black: 25%	aged: 16% • Students with Disabilities: 13% • English Learners: 8% • White: 27% • Asian: * • Hispanic/Latino: 19% • Black: 9% * Group size too small to report.	Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 25-26.	• Students with Disabilities: No Change • English Learners: -1% • White: group size too small to report • Asian: group size to small to report • Hispanic/Latino: no change • Black: -9%
1.3	Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	2022.2023 CAST Results • Grade 5 and/or 8 • Overall: 8% • Socioeconomically Disadvantaged: 8% • Students with Disabilities: 6%	2023.2024 CAST Results • Grade 5 and/or 8 • Overall: 14% • Socioeconomically Disadvantaged: 9% • Students with	2024.2025 CAST Results • Grade 5 • Overall:12% • Socioeconomically Disadvantaged:10% • Students with Disabilities: *	80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 25-26. Increase the percent of students in each student group scoring Meeting or Exceeding	• Grade 5 • Overall: 4% • Socioeconomically Disadvantaged:3% • Students with Disabilities: Group size to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• English Learners: 0% • White: * • Asian: * • Hispanic/Latino: 10% • Black:* * Group size too small to report.	Disabilities: * • English Learners: 0% • White: * • Asian: * • Hispanic/Latino: 10% • Black: *	• English Learners: 0% • White: * • Asian: * • Hispanic/Latino: 9% • Black:* * Group size too small to report.	Standard by 15 percentage points by 25-26.	small to report • English Learners: no change • White: group size to small to report • Asian: group size to small to report • Hispanic/Latino: -1% • Black: * * Group size too small to report.
1.4	Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard.	2022.2023 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 105 • Percent of English Learners making at least one level of	2023.2024 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 114 • Percent of English	2024.2025 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 122 • Percent of English	Increase the percent of English Learners making at least one level or progress or maintaining a level of 4 on the ELPAC to 55% percent by 25-26.	• Number of English Learners with a current and prior year ELPAC score: 17 • Percent of English Learners making at least one

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California School Dashboard	progress or maintaining a level of 4 on the ELPAC: 44.8%	Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 30.7%	Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 29.5%		level of progress or maintaining a level of 4 on the ELPAC: -15%
1.5	Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP). Number of Long Term English Learners (LTELS) in 8th grade as of Census Day. Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs).	2022.2023 Redesignation Results • County • Number of ELs as of CalPads Census Date: 54266 • Number of ELs redesignated: 7087 • Percent of ELs redesignated: 13% • School • Number of ELs as of CalPads Census Date: 131 • Number of ELs redesignated (excludes K): 12 • Percent of ELs redesignated (excludes K): 9%	2023.2024 Redesignation Results • County • Number of ELs as of CalPads Census Date: 53,180 • Number of ELs redesignated: 6,382 • Percent of ELs redesignated: 12% • School • Number of ELs as of CalPads Census Date: 142	2024.2025 Redesignation Results • County • Number of ELs as of CalPads Census Date: 53,075 • Number of ELs redesignated: 6,866 • Percent of ELs redesignated: 12.9% • School • Number of ELs as of CalPads Census Date: 144	Increase or maintain a redesignation rate that is at or above the county redesignation rate by 25-26. LTEL Target Outcome: Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold.	• 5.3% lower than the County redesignation rate • School • Number of ELs as of CalPads Census Date: 13 • Number of ELs redesignated (excludes K): -1 • Percent of ELs redesignated (excludes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023.2024 Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: • Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold	• Number of ELs redesignated (excludes K): 11 • Percent of ELs redesignated (excludes K): 8% 2024.2025 Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: • Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold.	• Number of ELs redesignated (excludes K): 11 Percent of ELs redesignated (excludes K): 7.6% Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: • Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold.		K): -1.36%
1.6	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8. Source: i-Ready	2023.2024: Winter i-Ready Reading Results • Grades 2-5 • Overall: 20% • Socioeconomically Disadvantaged: 16%	2024.2025: Winter i-Ready Reading Results • Grades 2-5 • Overall: 24%	2024.2025: Winter i-Ready Reading Results • Grades 2-5 • Overall: 21%	80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27.	• Grades 2-5 • Overall: 1.5% • Socioeconomically Disadvant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Students with Disabilities: 10% • English Learners: 1% • White: 24% • Asian: * • Hispanic/Latino: 16% • Black: 16% * Group size too small to report.	• Socioeconomically Disadvantaged: 19% • Students with Disabilities: 24% • English Learners: 5% • White: 29% • Asian: * • Hispanic/Latino: 20% • Black: 25% * Group size too small to report.	• Socioeconomically Disadvantaged: 18% • Students with Disabilities: 14% • English Learners: 8% • White: 33% • Asian: 25% • Hispanic/Latino: 17% • Black: 29%	Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.	aged: 1.5% • Students with Disabilities: 3.5% • English Learners: 7.3% • White: 9.3% • Asian: group size too small to report • Hispanic/Latino: 1.4% • Black: 12.6 %
1.7	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8. Source: i-Ready	2023.2024: Winter i-Ready Math Results • Grades 1-5 • Overall: 16% • Socioeconomically Disadvantaged: 14% • Students with Disabilities: 16% • English Learners: 4%	2024.2025: Winter i-Ready Math Results • Grades 1-5 • Overall: 20% • Socioeconomically Disadvantaged:15 %	2025.2026: Winter i-Ready Math Results • Grades 1-5 • Overall: 14% • Socioeconomically Disadvantaged: 11%	80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or	• Grades 1-5 • Overall:-1.6% • Socioeconomically Disadvantaged: -3.3% • Students with Disabilities: -11.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• White: 24% • Asian: * • Hispanic/Latino: 13% • Black: 30% * Group size too small to report.	• Students with Disabilities: 18% • English Learners: 9% • White: 31% • Asian: 18% • Hispanic/Latino: 17% • Black: 33%	• Students with Disabilities: 5% • English Learners: 5% • White: 11% • Asian: 43% • Hispanic/Latino: 10% • Black: 29 %	Above Grade Level by by 15 percentage points by 26-27.	• English Learners: 1.2% • White: -13.3% • Asian: ** • Hispanic/Latino: -3.4% • Black:-0.6% ** Unable to report.
1.8	Percent of students scoring At or Above Benchmark on DIBELS in grades K-2. Source: DIBELS/Amplify	2023.2024: Middle of Year DIBELS Results • Grades K-2 • Overall: 44% • Socioeconomically Disadvantaged: 36% • Students with Disabilities: 33% • English Learners: 23% • White: 43% • Asian: * • Hispanic/Latino: 36% • Black: *	2024.2025: Middle of Year DIBELS Results • Grades K-2 • Overall: 46% • Socioeconomically Disadvantaged: 41% • Students with Disabilities: 58% • English Learners: 21%	2025.2026: Middle of Year DIBELS Results • Grades K-2 • Overall: 40% • Socioeconomically Disadvantaged:33% • Students with Disabilities: 14% • English Learners: 21% • White: 55%	80% of students in grades K-2 scoring At or Above Benchmark on DIBELS by 26-27. Increase the percent of students in each student groups scoring At or Above Benchmark by 15 percentage points by 26-27.	• Grades K-2 • Overall: -3.9% • Socioeconomically Disadvantaged:-3.0% • Students with Disabilities: -19.2% • English Learners: -2.4% • White: 12% • Asian: Group too

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		* Group size too small to report.	• White: 44% • Asian: * • Hispanic/Latino: 38% • Black: * * Group size too small to report.	• Asian: 54% • Hispanic/Latino: 33% • Black:* * Group size too small to report.		small to report • Hispanic/Latino: -3.5% • Black: *
1.9	Number of teachers misassigned and number of vacant teacher positions. Source: Human Resources Department	2022.2023 and 2023.2024 Results • 2022.2023 Number of teachers misassigned: 0 • 2023.2024 Number of vacant teacher positions: 0	2023.2024 and 2024.2025 Results • 2023.2024 Number of teachers misassigned: 1 • 2024.2025 Number of vacant teacher positions: 0	2024.2025 and 2025.2026 Results • 2024.2025 Number of teachers misassigned: • 2025.2026 Number of vacant teacher positions: 0	Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	• Number of teachers misassigned: No Change • Number of vacant teacher positions: No Change
1.10	Percent of students with access to standards aligned instructional materials.	2023.2024 Result • 100%	2024.2025 Result • 100%	2025.2026 Result • Reading/Language Arts: 100% • Mathematics: 100% • Science: 100% • History-Social Science: 100%	Maintain 100% of students having access to standards aligned instructional materials in each subject area.	Percent of students with access to standards aligned instructional materials. • Reading/Language Arts: N/A • Mathematics: N/A • Science: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Foreign Language : 100% • Health: 100% • Visual and Performing Arts: 100%		• History-Social Science: N/A • Foreign Language : N/A • Health: N/A • Visual and Performing Arts: N/A
1.11	Facilities Inspection Tool (FIT) Score A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good. Source: Final FIT Evaluation	2023.2024 Rating • 98.91%	2024.2025 Result • 97.90 %	2025.2026 Result • 100%	Maintain a FIT Score of at least 95%.	• 1.09%
1.12	Not Applicable, District Level Metric. Percent of English Learners with an ELPAC score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	through Specialized Academic Instruction (SAI). Source: PowerSchool and SIRAS					
1.13	Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards. Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards." Source: Annual Self Reflection	In recognition of the need to ensure Local Indicators and connected metrics are accessible to relevant educational partners and actionable for staff, CUSD adjusted the input process for this metric, beginning in 2024.2025. Local Indicator ratings for Priority 2: Implementation of State Academic Standards are now rated by site administrators and certificated staff. This change allows for those closest to the work to provide feedback and information on: making instructional materials for academic standards, implementing policies or programs to support staff in identifying areas	2024.2025 Ratings • English Language Arts: 4 (Full Implementation) • English Language Development: 4 (Full Implementation) • Math: 4 (Full Implementation) • Next Generation Science Standards: 3 (Initial Implementation) • History/Social Studies: 3 (Initial Implementation)	2025.2026 Ratings • English Language Arts: 4 (Full Implementation) • English Language Development: 3 (Initial Implementation) • Math: 4 (Full Implementation) • Next Generation Science Standards: 3 (Initial Implementation) • History/Social Studies: 2 (Beginning	Reach and maintain a rating of 5 (Full Implementation and Sustainability).	• English Language Arts: No Change • English Language Development:-1 • Math:1 • Next Generation Science Standards: No Change • History/Social Studies: 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		where they can improve in delivering instruction for academic standards, progress implementing other academic standards, and support for teachers and administrators, supporting more meaningful reflection and planning from these results.		Developm ent)		

Goal Analysis [2025-26]

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

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

In the 2024.2025 school year, all actions for Blackford's goal of providing high quality academic first instruction for all students were fully implemented.
To support the analysis of this goal, actions are grouped by the following categories: Site-Based Instruction and Intervention Staff (Actions 1.1, 1.4, 1.5 and 1.8), Instruction and Intervention Specialist and Support Staff (Actions 1.2, 1.6, 1.7, 1.9 and 1.10), Professional Development and Planning (Action 1.3 and 1.11).

In the 2025-2026 school year, Reading Intervention Teachers supported early literacy first instruction and intervention, providing coaching and planning support to teachers and Professional Learning Communities (PLCs) as well as small group, targeted intervention. Blackford implemented Common Formative Assessments (CFAs) trackers across grade levels and content areas, along with a variety of assessment strategies, to ensure ongoing monitoring of student progress. Data from these assessments were used collaboratively by teachers to adjust instruction, provide targeted support, and respond to student learning needs.

The Continuous Improvement Coach worked collaboratively with teachers to build capacity in implementing PDSA cycles, promoting data-driven goal setting and continuous reflection with students. Teachers utilized SBAC Interim Assessments and i-Ready Standards Mastery Assessments to analyze student performance and adjust instruction accordingly. The site also prioritized professional development in Designated ELD (dELD), focusing on GLAD strategies and structured collaboration to enhance instructional practices and support multilingual learners.

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

In 2025-2026, the following differences occurred:

- Action 1.3 - Professional Development: As the District offered a range of professional development opportunities aligned to site goals, the need for additional site-funded professional development was reduced, resulting in unspent allocated funds.
- Action 1.5- Instructional Aide for Classroom and Intervention Support: As a result of an unfilled Instructional Aide position, the site did not fully utilize the funds allocated for staffing in this area.

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

A review of the metrics shows that all actions as categorized below have demonstrated or are approaching effectiveness in making progress toward Blackford's goal of providing high quality academic first instruction for all students.
Site-Based Instruction and Intervention Staff (Actions 1.1, 1.4, 1.5 and 1.8), Instruction and Intervention Specialist and Support Staff (Actions 1.2, 1.6, 1.7, 1.9 and 1.10), Professional Development and Planning (Action 1.3 and 1.11).

These actions demonstrated effectiveness as evidenced by improvements in both iReady and DIBLES assessments for our MLL students. Action 1.3- Site professional development in Designated ELD (dELD), with an emphasis on targeted language development strategies and instructional practices, contributed to a narrowing of performance gaps on i-Ready assessments. Through a focused approach to integrating language supports within core instruction, teachers were better equipped to meet the needs of English Learners. As a result, the performance gap in math between English Learners and all students decreased from 11% to 9%, and the reading performance gap narrowed from 19% to 13%.

i-Ready Math for all students increased from 5% proficient to 14% proficient from fall to winter and i-Ready Reading for all students increased from 15% proficient to 21% proficient (Metric 1.7).
MOY DIBELS data show a reduction in the performance gap between English Learners and all students from 24% to 19%. The site will continue to build on this progress through targeted literacy instruction and ongoing progress monitoring.

While SBAC results in both ELA and Mathematics indicate that performance has not yet reached desired levels (Metric 1.1 and 1.2), the site has implemented targeted efforts to build student ownership of learning. Through the use of data analysis, goal setting, and PDSA cycles, students have been supported in identifying their current levels of performance and setting meaningful goals for growth. Feedback gathered from student focus groups revealed a desire to better understand their SBAC results. In response, the site worked with students to analyze their performance, develop individualized goals, and identify next steps to support progress toward those goals. This work reflects a continued commitment to fostering student agency and improving academic outcomes.

A review of Contributing Action 1.4, Continuous Improvement Coach, indicates a positive impact on student-centered practices as reflected in site scorecard metrics. Targeted support in goal setting and the implementation of PDSA cycles contributed to an increase in the metric “I set learning goals and track my progress,” which improved from 3.79 to 4.0. Additionally, the metric “I believe my teachers ask me how I learn

best" increased from 3.75 to 4.37. These gains suggest that the work of the Continuous Improvement Coach strengthened teacher capacity to engage students in reflective practices and responsive instruction, contributing to an enhanced sense of ownership and voice in learning.

Contributing Actions 1.1 (MTSS Administrator-AP) and 1.4 (Teacher on Special assignment (TOSA) at the school site level-Improvement Coach) demonstrated preliminary efficacy as seen by Metrics 1.2, 1.3, 1.6, 1.7, and 1.8 as noted above. However, Metric 1.1, performance on SBAC English Language Arts and Math had a decline in the number of students showing proficiency, indicating a need to closely monitor this data and the impact of these actions on student performance under this metric in particular. One the SBAC in ELA 2023-2024, the percentage of proficiency was 26.4%, for 2024-2025, the percentage of students scoring proficiency dropped to 20.8%.
In math on the SBAC, in 2023-2024, 21.5% of students were proficient, in 2024-2025, 21.2% of students were proficient.

A review of data for Contributing Action 1.7-Instructional Aide for Classroom and Intervention Support for ELD indicates that the percentage of students making at least one level of progress or maintaining a Level 4 on the ELPAC shifted from 30.7% in 2023–2024 to 29.5% in 2024–2025 (Metric 1.4). While results demonstrate relative maintenance in student performance, the data highlights the continued need to strengthen supports for English Learners. Blackford will continue to prioritize targeted ELD instruction with the support of our ELD IA, intervention supports, and instructional practices designed to help students make progress toward English language proficiency and achieve stronger outcomes on the ELPAC. In addition, metric 1.5 shows that the number of English Learners redesignated remained consistent, with 11 students redesignating in both 2023–2024 and 2024–2025. The percentage of English Learners redesignated shifted slightly from 8% to 7.6%. While the site maintained a consistent number of students meeting redesignation criteria, the data underscore the importance of continuing a focused approach to supporting English Learners in achieving reclassification. The continued use of an ELD Instructional Aide remains a key support in providing targeted intervention, language development assistance, and instructional reinforcement to help students progress toward English proficiency and redesignation.

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

For 2026-2027, there are no changes to the goal.

For 2026.2027, the following metric has been adjusted:
Metric 1.10: The metric has been adjusted to show the percent of students with access to standards aligned instructional materials for each subject area. This change allows for increased insight into curricular availability and increases alignment between School Accountability Report Cards (SARCs) and the LCAP metric. As a result of this shift, the target for this Metric has been updated, baseline results are now noted in Year Two of the Metric, and the Current Difference from Baseline is not applicable for this reporting year.

For 2026.2027, the following action has been removed:
Action 1.9-Math Improvement Coach: Math Improvement Coach positions have been eliminated.

For 2026-2027, the following action has been added:

Action 1.12-Field Trips: Feedback from educational partners indicated a desire for increased field trip opportunities to provide students with meaningful enrichment experiences. In response, the site will continue to expand opportunities for experiential learning that extend beyond the classroom. These experiences are designed to build background knowledge, increase student engagement, and provide real-world connections to academic content. By enhancing access to enrichment opportunities, the site aims to support all learners and contribute to closing achievement gaps by ensuring students have equitable access to high-quality learning experiences.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	MTSS Administrator-AP	Increased or Improved Service: The MTSS Administrator-Assistant Principal at Blackford will support the additional behavioral and academic needs of our Blackford students. They will facilitate COST (Coordination of Services Team) meetings and monitor progress for students through the COST process. This action supports the student group indicators which are "red" by providing academic, behavioral and MTSS supports to improve ELA outcomes for English Learners and ELA and Math outcomes for Students with Disabilities.	$227,231.00	Yes
1.2	Instructional Assistant as Library/Media Aide	The additional instructional assistant will be placed at schools to specifically support literacy and digital literacy.	$25,725.00	No
1.3	Professional Development	Training and materials will be provided to teachers to ensure that they are skilled in teaching academics and/or social emotional learning.	$9,000.00	No
1.4	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	Improvement Coach will provide direct support for unduplicated pupils across the school in the area of both reading and math instruction. They work with classroom teachers to support the Response to Intervention time by co-teaching and serving students in small groups to meet identified skill gaps.	$184,856.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This action supports the student group indicators which were "red" for English Learners and Students with Disabilities in ELA on the 2025 California School Dashboard by providing an Improvement Coach to use improvement science strategies and best practices to close the achievement gap.		
1.5	Instructional Aides for Classroom and Intervention Support	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups for the primary grades. This action supports the student group indicator which were "red" on the 2023 California School Dashboard by providing intervention support to improve ELA outcomes for English Learners.	$23,149.00	No
1.6	Reading Intervention Teachers	Two Reading Intervention teachers to support students due to COVID-19 learning loss and extra needs in reading. They will work with all students across the school on various reading needs. Both reading intervention teachers will collaborate and support teachers and staff to support students in reading. This action supports the student group indicators which were "red" on the 2023 California School Dashboard by providing an additional reading intervention teacher to improve ELA outcomes for English Learners and Students with Disabilities. 15% LCFF Sup/Con Grant: $86,010	$350,866.00	Yes
1.7	Instructional Aide for Classroom and Intervention Support for ELD	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide primarily reading and writing support and intervention in small groups for ELD clustering. This action supports the student group indicator which was "red" for English Learners for ELA on the 2023 California School Dashboard by providing an instructional aide to support targeted ELD intervention.	$23,057.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Aide for Classroom and Intervention Support	Instructional Aide will provide direct academic supports to students in the general education classroom. They will provide academic support and intervention in small groups. This action supports the student group indicator which was "red" on the 2023 California School Dashboard by providing intervention support to improve ELA outcomes for English Learners.	$27,503.00	No
1.9	District Wide Math Administrator on Special Assignment (Replacing Math Specialist)	District-wide math administrator leads California math framework-aligned curricular adoptions, professional learning opportunities, and informs improvement coaching support. Action is fully district-funded. This action supports the student group indicator which were "red" for Students with Disabilities in Math on the 2024 California School Dashboard by providing a Math TOSA to improve math performance outcomes.	$0.00	No
1.10	Innovation Specialist	Provide students with enrichment opportunities around the topics of science, teachnology, engineering, art, music. The Innovation Program also supports teacher/staff planning and PLC collaboration focused on improving teaching and learning. 15% LCFF Supplemental/Concentration Grant Funds: $86,123	$86,123.00	No
1.11	Release Time	Release time for General Education Teachers to attend Goal Setting and COST (Coordination of Services Team) Meetings.	$2,700.00	No
1.12	Field Trips	Enrichment Opportunities to be provided for our students that support learning and closing the achievement gap	$10,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate • 91.82%	2023.2024 Rate • 92.86%	2024.2025 Rate • 93.31%	Increase the Annual Attendance Rate to at least 98%.	• 1.5%
2.2	Chronic Absenteeism Rate Source: DataQuest	2022.2023 Rates • Overall: 31.4% • Socioeconomically Disadvantaged: 32.1%	2023.2024 Rates • Overall: 22.10% • Socioeconomically Disadvant	2024.2025 Rates • Overall: 20.4% • Socioeconomically Disadvant	Decrease the Chronic Absenteeism Rate Overall and for all student groups to 6%.	• Overall: -11.0% • Socioeconomically Disadvantaged: -11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Students with Disabilities: 43.1% • English Learners: 31.4% • White: 26.3% • Asian: 33.3% • Hispanic/Latino: 33.3% • Black: 24.1%	aged:23.80 % • Students with Disabilities: 31.30% • English Learners: 19.40% • White:25.60 % • Asian: 13.60% • Hispanic/Latino: 22.80% • Black: 14.30%	aged: 20.9% • Students with Disabilities: 23.8 % • English Learners: 17.50 % • White: 11.8% • Asian: 12.5% • Hispanic/Latino: 21.0 % • Black: 24.1%		• Students with Disabilities: -19.3% • English Learners: -13.9% • White: -14.5% • Asian:-20.8 % • Hispanic/Latino:-12.3 % • Black: No Change
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates • Overall: 1.4% • Socioeconomically Disadvantaged: 0.4% • Students with Disabilities: 3.1% • English Learners: 0.5 % • White: 2.5% • Asian: 0.0% • Hispanic/Latino: 0.7% • Black: 6.9%	2023.2024 Rates • Overall: 2.90% • Socioeconomically Disadvantaged: 2.40% • Students with Disabilities: 6.10% • English Learners: 0.00% • White: 4.80%	2024.2025 Rates • Overall:2.6% • Socioeconomically Disadvantaged: 2.7% • Students with Disabilities: 6.0% • English Learners: 1.9% • White: 5.3 % • Asian: *	Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 25-26.	• Overall:1.2% • Socioeconomically Disadvantaged:2.3 % • Students with Disabilities:2.9 % • English Learners: 1.4% • White: 2.8% • Asian: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Asian: 0.00% • Hispanic/Latino: 1.90% • Black: -3.30%	• Hispanic/Latino: 2.7 % • Black: 3.0% *Group too small to report		• Hispanic/Latino:2.0 % • Black:-3.9 % *Group too small to report
2.4	Not Applicable, Middle School Metric. Middle School Drop Out Count Source: CalPads	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.
2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate • 0.00%	2023.2024 Rate • 0.00%	2024.2025 Rate • 0.00%	Decrease the Expulsion Rate to 0.0%.	• No Change
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8) Source: Panorama	2023.2024 Results • Grades 3-8 • Overall: 62% • Students with Disabilities: 61% • English Learners: 63%	2024.2025 Results • Grades 3-8 • Overall: 64% • Students with Disabilities: 56% • English Learners: 66%	2025.2026 Results • Grades 3-5 • Overall: 58% • Students with Disabilities: 61% • English Learners: 59%	Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.	• Grades 3-5 • Overall: -4% • Students with Disabilities: No Change • English Learners: -3%
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to	2023.2024 Ratings • Grades 3-5 • Overall Rating • I feel safe at school: 3.93	2024.2025 Ratings • Grades 3-5 • Overall Rating	2025.2026 Ratings • Grades 3-5 • Overall Rating	Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale,	Rating increased by or Rating decreased by Number

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the questions (Grades 3-8): • I feel safe at school. • My school is clean. Source: Annual Student Survey Results.	• My school is clean: 3.15 • Top Box Percent: • I feel safe at school: 38.78% • My school is clean: 17.01%	• I feel safe at school: 3.99 • My school is clean: 2.88 • Top Box Percent: • I feel safe at school: 40.54% • My school is clean: 13.16%	• I feel safe at school: 3.84 • My school is clean: 3.32 • Top Box Percent: • I feel safe at school: 36.75% • My school is clean: 21.64%	with 1 as the low and 5 as the high) for each question.	+ or - % • Grades 3-5 • Overall Rating • I feel safe at school: • My school is clean: • Top Box Percent: • I feel safe at school: • My school is clean:

Goal Analysis [2025-26]

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

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

In the 2025-2026 school year, all actions for Blackford's goal of providing high quality social emotional learning for all students were fully implemented. To support the analysis of this goal, actions are grouped by the following categories: Staff to Support Social Emotional Well Being and Behavior, (Actions: 2.1, 2.2, 2.4, and 2.5) and Programming and Materials (Actions: 2.3, 2.6, and 2.7). In the category of Staff to Support Social Emotional Well Being and Behavior, Blackford made several important strides toward improving the social-emotional climate and behavioral support systems.

Blackford prioritized the planning and implementation of school-wide PBIS assemblies that focused on building community, creating a sense of belonging for students, reinforcing behavioral expectations, and promoting social-emotional learning themes. Prevention and early intervention were also central to this goal. Preventative strategies for social-emotional learning (SEL) were strengthened to help students build skills before challenges escalated, and targeted interventions were put in place to support students demonstrating a need for more focused assistance. Under the category of programming and materials, the school worked to expand and refine its SEL programming to ensure alignment with student needs across grade levels. Our PBIS coach helped with Kimochi lessons in our primary grades. Efforts were also made to invest in materials and curriculum resources that support the development of emotional regulation such as our calm kits, conflict resolution, and purchased an SEL curriculum of Character Strong.

To support students demonstrating social-emotional needs, and to respond to emerging trends from Panorama and Student Survey results, Blackford created an Equity and Identity Club at school that meets once a month during 4th and 5th grade lunch to talk about and address identity and sense of belonging.

These tools and action items played a vital role in helping both staff and students engage meaningfully in the SEL process and contributed to a more consistent and supportive learning environment.

Action 2.7- The site made a strategic decision not to partner with an external recess and lunch program, and instead prioritized strengthening internal PBIS structures. Efforts were focused on ensuring consistent implementation of behavior expectations across all settings, with all staff actively reinforcing schoolwide expectations. This aligned approach created greater consistency and clarity for students, contributing to a more positive school climate. As a result of these efforts, the site saw a reduction in the number of student suspensions, indicating improved student behavior and increased effectiveness of proactive supports.

Action 2.8 Blackford's team Behavior Specialists provided targeted support to students by developing social and behavioral skills, collaborating with teachers to implement effective strategies, and designing and monitoring behavior intervention plans. This work strengthened the site's ability to proactively address student needs and created more consistent, supportive classroom environments. As a result, students received increased support in developing self-regulation, positive decision-making, and interpersonal skills, contributing to their overall social-emotional growth and well-being.

Action 2.9 The Wellness Coach played a key role in supporting students' social-emotional well-being by providing targeted strategies for self-regulation, stress management, and conflict resolution. Through individual and small group support, students developed skills to manage emotions, make positive decisions, and navigate peer interactions effectively. In addition, the Wellness Coach led an Equity and Identity Club for 4th and 5th grade students, fostering a stronger sense of belonging and inclusion. In collaboration with staff, this work contributed to a supportive school climate and helped students build the skills necessary for both academic success and overall well-being.

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

In 2025-2026 the following differences occurred:

- Action 2.6 - Student Social Emotional Learning Enrichment : While funds were allocated for both Tier 1 and Tier 2 of the Character Strong SEL program, only Tier 1 was implemented this year. As a result, actual expenditures were lower than originally budgeted.
- Action 2.7 - Recess and Lunch Programming: While funding was designated for Allera Sports to support student engagement during unstructured time, the site shifted its focus to strengthening PBIS systems and practices. Consequently, the allocated funds for Allera Sports were not expended.

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

A review of the metrics shows that all actions as categorized below are approaching effectiveness in making progress toward Blackford's goal of providing high quality social emotional learning for all students.
Staff to Support Social Emotional Well Being and Behavior, (Actions: 2.1, 2.2, 2.4, and 2.5) and Programming and Materials (Actions: 2.3 and 2.6).

Review of the metrics shows that all actions below are approaching effectiveness in making progress toward Campbell's goal of providing high quality social emotional learning for all students.
Staff to Support Social-Emotional Well Being and Behavior (Actions 2.1, 2.4, 2.5, 2.6, 2.8, 2.9, 2.15), Student Transportation (Action 2.3 and 2.14) and Professional Development for Staff (Action 2.6)

- These actions demonstrated effectiveness as evidenced by improvements in discipline (Metric 2.3: Suspension -the number of suspensions has decreased, and went from 2.9% in 2024-2025, to 2.6% in 2025-2026.

The number of Office Discipline Referrals has increased, indicating a need for Tier 1 behavior supports, increasing consistency across classrooms, and providing staff with strategies to effectively address behavior at the earliest level.
Assessment, Notification, and Measurement of Attendance and Social-Emotional Well Being (Actions 2.2 and 2.7)

- Blackford’s overall Chronic Absenteeism declined by 1.7% as evidenced on the 2025 California School Dashboard.

Studer survey data indicates that 58% of our 3rd- 5th grade students report feeling a sense of belonging at school.This highlights an opportunity to strengthen inclusive practices and ensure all students feel connected and valued.

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

For 2026-2027 there are no changes to the goal or metrics.

For 2026-2027, the following actions have been added:
Action 2.8-Behavior Specialists and Action 2.9-Wellness Coach: These actions have been added to support Blackford's work under Goal 2, providing high quality social emotional learning for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counselor	The additional counseling services provided additional time on social emotional and academic learning needs. This action supports improvement of the Chronic Absenteeism indicator which was "red" for Students with Disabilities on the 2023 California School Dashboard by providing counseling support to re-engage students who are or are at risk of chronic absenteeism.	$141,069.00	No
2.2	Mental Health Internship Program (Replacing SKIPS)	Increased and Improved Services: CUSD is replacing SKIPs services with a university-partnered internship program for the 2026-2027 year, using redirected funds to hire a District-Wide licensed internal supervisor for MFT (Marriage and Family Therapist) and MSW (Masters of Social Work) interns. This action addresses other barriers to learning for English Learners, Foster Youth and Socio-Economically Disadvantaged students, as well as Students with Disabilities whose student group indicator was "red" on the 2023 California Dashboard for Chronic Absenteeism.	$0.00	Yes
2.3	Assemblies	Provide SEL assemblies for students POG competencies, PBIS, and the build school-wide language skills and skills around SEL.	$2,600.00	No
2.4	PBIS Safety & Support	PBIS Safety and Support position is funded to ensure that students are supported behaviorally and socially-emotionally during morning and lunch recess and when behavioral issues arise. Supporting students with leadership development and innovation skills will enhance their daily experience and connection with others and school.	$34,808.00	No
2.5	MTSS IAs	LREBG funded action as identified by the CUSD LREBG needs assessment: Instructional Associates support students within California's Multi Tiered Systems of Support framework, integrating evidence-based intervention practices with local systems and initiatives to effectively	$124,662.00	No

Action #	Title	Description	Total Funds	Contributing
		respond to students' academic, social-emotional, and behavioral needs (Allowable Use of Funds - Criteria C). LREBG Funds: $124,662 Metrics 1.6,1.7,1.8,1.4		
2.6	Student Social Emotional Learning Enrichment	Continue Character Strong as a Tier 1 support, incorporate Character Strong as a Tier 2 support and incorporate Ripple Effects in our Tier 3 response.	$1,499.00	No
2.7	Recess and Lunch programming	Support structure and game activities for recess and lunch for students.	$15,250.00	No
2.8	Behavior Specialists	3 Behavior Specialists (I, II, II) They work with students to develop appropriate social and behavioral skills, collaborate with teachers to implement effective behavior strategies, and help design and monitor behavior intervention plans.	$202,723.00	No
2.9	Wellness Coach	A Wellness Coach supports students’ social-emotional well-being by providing strategies for self-regulation, stress management, and positive decision-making. They work with students individually and in small groups, and collaborate with staff to promote a supportive school climate.	$78,691.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey. Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings • Overall Satisfaction Rating: 4.14 • Top Box Percent: 40.96%	2024.2025 Satisfaction Ratings • Overall Satisfaction Rating: 4.23 • Top Box Percent: 51.57%	2025.2026 Satisfaction Ratings • Overall Satisfaction Rating: 4.14 • Top Box Percent: % 46.73	Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	• Overall Rating: No Change • Top Box Percent: + 5.77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school." Source: Annual Parent/Caregiver Survey Results	2023.2024 Ratings • Overall Rating: 3.66 • Top Box Percent: 27.50%	2024.2025 Ratings • Overall Rating: 3.85 • Top Box Percent: 43.81%	2025.2026 Ratings • Overall Rating:3.82 • Top Box Percent: 46.73	Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.	• Overall Rating: + 0.16 % • Top Box Percent: + 19.23 %
3.3	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families. Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."	In recognition of the need to ensure Local Indicators and connected metrics are accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.3 is now rated by site administrators. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site	2024.2025 Rating • 4 (Full Implementation)	2025.2026 Rating • 2 (Beginning Development)	Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 25-26.	• -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Annual Self Reflection	Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				
3.4	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.	In recognition of the need to ensure Local Indicators and connected metrics are accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.4 is rated by Community Liaisons and other site	2024.2025 Rating • 4 (Full Implementation)	2025.2026 Rating • 4 (Full Implementation)	Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	• No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home." Source: Annual Self Reflection	staff. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				
3.5	"School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at	In recognition of the need to ensure Local Indicators and connected metrics are	2024.2025 Rating • 4 (Full Implementation)	2025.2026 Rating • 4	Reach and maintain a rating of 5 (Full Implementation	• No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making. Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making." Source: Annual Self Reflection	accessible to educational partners and actionable for staff, CUSD adjusted the input process for Metrics 3.3, 3.4, and 3.5. Beginning in 2024.2025, Metric 3.3 and 3.5 are now rated by site administrators, and Metric 3.4 is rated by Community Liaisons and other site staff. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and			and Sustainability) by 25-26.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ways to work together to support improved student outcomes, and building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				
3.6	Not Applicable, District Level Metric. Number of Parent Workshop Series Offered Annually Source: Student Services Department	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.
3.7	Not Applicable, District Level Metric. Number of School-Linked Services Events Offered Annually Source: Student Services Department	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.
3.8	Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	2023.2024 Results • 100%	2024.2025 Results • 100%	2025.2026 Results • 100%	100% of parents of students with IEPs reporting that the school district facilitated parent involvement as a means of improving services and results as part	• No Change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: SIRAS				of the IEP process by 26-27.	

Goal Analysis [2025-26]

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

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

In the 2025-2026 school year, all actions for Blackford's goal of fully engaging parents/guardians, and the community in support of student well-being were fully implemented. Classes and workshops are offered to families each year, with topics and speakers based on educational partner feedback and Community Liaison input. Some topics this year included nutrition, SEL and wellness, and Academic Supports. We also hosted a math night as part of our spring event, and parents were encouraged to participate and learn games they can play at home.

Blackford recognizes that communication from schools to home, and from families to schools and teachers is a non-negotiable component in supporting students and their families. Recognizing that home to school and school to home communication is essential to supporting students and families, Blackford utilizes our Community Liaison (Action 3.2) and outside providers to ensure families are able to actively participate in meetings and student conferences in their home language. In addition, we use the two-way communication platform of Parentsquare to inform families of what is happening both at the classroom level and at the site level.

Blackford utilizes our bilingual Community Liaison to strengthen two-way communication between home and school. Through active support of ELAC meetings and monthly Cafecitos, the Community Liaison ensured that families had meaningful opportunities to engage, share input, and stay informed, with translation services provided to increase access for all families.

In addition, the Community Liaison connected families to resources and services aligned to their needs, supporting the overall success and well-being of students. In addition, the Community Liaison played a key role in strengthening family engagement and Parent Education (Action 3.1) by organizing workshops and bringing in guest speakers to support families on topics aligned to their needs that were surfaced on a needs assessment given to parents.

This role has been instrumental in fostering strong family partnerships and increasing engagement across our school community. Community Liaisons are an integral part of supporting families of low income, English Learner students, as well as those experiencing homelessness and students in foster care. Along with school nurses, liaisons connect families to school and community-based resources for academic, social emotional, and health needs.

Blackord uses ParentSquare as a primary communication tool to keep families informed of student progress and schoolwide events. Through consistent messaging, updates, and classroom communication, families were provided with timely information and opportunities to stay

engaged in their child's education. ParentSquare also served as a platform to share ways for families to get involved in the school community, strengthening partnerships and supporting increased family engagement
When needed, staff use phone and written translation services to ensure families receive information in their home language, ensuring all families are able to access and connect with school and district staff.

Blackford and all schools in CUSD, continue to use the Parent/Family Engagement Survey from Studer Education, collected each winter, to better understand areas of strength and opportunities for improvement from a parent and community perspective. At English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings Blackford staff collaborate with Educational Partners to complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3 (Metrics 3.3, 3.4, and 3.5).

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

In 2025-2026 the following differences occurred:

- Action 3.1- Parent Education and Engagement: Actual expenditures for parent engagement were lower than budgeted as many engagement opportunities, including SSC, ELAC, and monthly Cafecitos, were implemented using existing resources and staff support. This resulted in lower costs while still maintaining meaningful opportunities for family involvement.
- Action 3.2 - Community Liaison: The expenditure for this action was higher than the planned allocation due to salary, benefit, and step increases.

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

A review of metrics show that all actions as categorized below are approaching effectiveness in making progress toward Blackford's goal of fully engaging parents/guardians, and the community in support of student well-being.

Parent/Guardian overall satisfaction ratings, the top box percent from the Annual Parent/Caregiver Engagement Survey and Parent/Guardian (Metric 3.1) went from 4.23 to 4.14.

In addition Metric 3.2, the response rating to the question "I receive positive phone calls, emails, or notes about my child from the school." is 3.82, which is the lowest rated question on the survey.
The overall Top Box for this survey is 46.73% of the respondents selected the "Strongly Agree" option. The percent of participants who took the survey and selected either "agree or strongly agree" was 82.07%.
Families of students with IEPs continued to report at 100% that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

The overall rating for the statement on the Studer survey, "I believe the teachers, staff, and administration at this school demonstrate a genuine concern for my child," was 4.32, slightly below the goal of 4.5. While this reflects a strong positive perception from families, the site remains committed to further strengthening relationships and trust with the school community. To reach this goal, the site will continue to prioritize consistent and meaningful communication between home and school through ParentSquare, teacher outreach, and the support of a

bilingual community liaison. Additionally, the site will maintain opportunities for family engagement through SSC, ELAC, PTA, and monthly Cafecitos, ensuring that families feel heard and connected. Ongoing focus on social-emotional supports, including the Wellness Center and PBIS structures, will further reinforce a caring and supportive environment for all students and families.

The overall rating for the statement, “I am treated with respect at this school,” was 4.31, slightly below the goal of 4.5, though it still demonstrates satisfaction from parents. Blackford is committed to continuing to strengthen a culture of respect and inclusion. Efforts will focus on building strong partnerships with families and the Blackford community through consistent communication, meaningful engagement opportunities, and inclusive practices. We know that by fostering respectful relationships and increasing family engagement, this will support successful students.

A review of data for Contributing Action 3.2, Community Liaison, demonstrates preliminary efficacy based on some metrics, though others will need to be closely monitored in 2026.2027 to determine efficacy of this action. Attendance rates (Metric 2.1) - The average attendance for 2025-2026 is 93.41%, which is a slight decline from 93.48% in 2024-2025. Our English Learner (EL) population attendance rate is a little higher than the average at 93.74%, and attendance for our Students with Disabilities (SWD) is 93.35%. These are metrics that we will continue to look at closely next year with more outreach to families via parent phone calls and other forms of communication.

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

For 2025.2026 there are no changes to the goal, metrics, or actions.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education and Engagement	School staff or other guest speakers will provide parent education around supporting students with math homework, technology safety and ways parents can support their children in school. This action supports improvement of the Chronic Absenteeism indicator which was "red" for Students with Disabilities on the 2023 California School Dashboard by providing engagement to families whose students are or are at risk of chronic absenteeism.	$4,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Community Liaison	Provide resources to parents and coordinate learning opportunities and services for families in need. This action supports improvement of the Chronic Absenteeism indicator which was "red" for Students with Disabilities on the 2023 California School Dashboard by providing additional supports and engagement opportunities to families whose students are at risk of chronic absenteeism.	$115,979.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,502,949	$170,518

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
1.4	**Action:** Teacher on Special assignment (TOSA) at the school site level-Improvement Coach **Need:** Decline in our California dashboard ELA and Math as well as for our English Learners **Scope:** Schoolwide	Provide direct PD, Instructional coaching and PDSA cycles	Assessment Results (1.1, 1.2, 1.3, 1.7, 1.8)
1.6	**Action:** Reading Intervention Teachers **Need:** **Scope:** Schoolwide	Reading Intervention teachers are highly skilled and trained specialists who offer direct support for students in need of Tier 3 support. Research strongly supports the idea that early intervention for struggling readers is essential for closing the achievement gap before it begins. This action is an increased and improved service in support of the ELA achievement for unduplicated pupils.	
2.2	**Action:** Mental Health Internship Program (Replacing SKIPS) **Need:** Unduplicated students are less likely to receive the counseling they need to support healthy social emotional wellness and school readiness. In looking at counseling requests, internal data demonstrates that there are increased requests for counseling from unduplicated students.	Increased or Improved Services: The counseling services through SKIPS provide additional time for social emotional and academic learning needs of UPs. This was requested on stakeholder surveys. This action is being provided across the LEA, but principally supports unduplicated pupils by addressing their social/emotional needs. Research demonstrates that counseling and early intervention for students experiencing trauma leads to improvement in the child's emotional and academic engagement in school. Counseling groups also seek to provide small group instruction	LCAP metric 2.1, 2.2, 2.3, 2.6 for unduplicated pupils

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide	for students early before their emotional well being is compromised and leads to disengagement from school. This action is aligned to student engagement, chronic absenteeism, suspension and academic achievement metrics.	
3.2	**Action:** Community Liaison **Need:** Attendance services and support for multilingual families and community outreach. **Scope:** Schoolwide	Providing interpretation during attendance conferences and engaging families. Eliminating barrier to family access.	parent engagement survey, chronic absenteeism and attendance

Limited Actions

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

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

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

Additional Concentration Grant Funding

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

A projected additional LCFF concentration grant of $170,518 was used for an additional part-time reading intervention teacher, two part-time innovation specialists to support upper-grade students who are English Learners, low-income, and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:22	1:17
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:14

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals		1,502,949		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,372,615.00	$124,662.00	$78,691.00	$115,523.00	$1,691,491.00	$1,649,142.00	$42,349.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	MTSS Administrator-AP	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	2026-2027	$227,231.00	$0.00	$181,785.00			$45,446.00	$227,231.00	
1	1.2	Instructional Assistant as Library/Media Aide	All	No			Specific Schools: Blackford TK-5	2026-2027	$25,725.00	$0.00	$25,725.00				$25,725.00	
1	1.3	Professional Development	All	No			Specific Schools: Blackford TK-5	2026-2027	$0.00	$9,000.00	$9,000.00				$9,000.00	
1	1.4	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	2026-2027	$184,856.00	$0.00	$147,928.00			$36,928.00	$184,856.00	
1	1.5	Instructional Aides for Classroom and Intervention Support	All English Learners, Foster Youth, Low Income	No			Specific Schools: Blackford TK-5	2026-2027	$23,149.00	$0.00				$23,149.00	$23,149.00	
1	1.6	Reading Intervention Teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Blackford K-5	2026-2027	$350,866.00	$0.00	$350,866.00				$350,866.00	
1	1.7	Instructional Aide for Classroom and Intervention Support for ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Blackford TK-5	2026-2027	$23,057.00	$0.00	$23,057.00				$23,057.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Instructional Aide for Classroom and Intervention Support	All	No			Specific Schools: Blackford TK-5	2026-2027	$27,503.00	$0.00	$27,503.00				$27,503.00	
1	1.9	District Wide Math Administrator on Special Assignment (Replacing Math Specialist)	All	No			Specific Schools: Blackford TK-5	2026-2027	$0.00	$0.00	$0.00				$0.00	
1	1.10	Innovation Specialist	All English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: Blackford School K-5	2026-2027	$86,123.00	$0.00	$86,123.00				$86,123.00	
1	1.11	Release Time	All	No			Specific Schools: Blackford School TK-5	2026-2027	$2,700.00	$0.00	$2,700.00				$2,700.00	
1	1.12	Field Trips	All	No			Specific Schools: Blackford Schools TK-5	2026-2027	$0.00	$10,000.00				$10,000.00	$10,000.00	
2	2.1	Counselor	All	No			Specific Schools: Blackford School TK-5	2026-2027	$141,069.00	$0.00	$141,069.00				$141,069.00	
2	2.2	Mental Health Internship Program (Replacing SKIPS)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		2026-2027	$0.00	$0.00	$0.00				$0.00	
2	2.3	Assemblies	All	No			Specific Schools: Blackford School TK-5	2026-2027	$0.00	$2,600.00	$2,600.00				$2,600.00	
2	2.4	PBIS Safety & Support	All	No			Specific Schools: Blackford TK-5	2026-2027	$34,808.00	$0.00	$34,808.00				$34,808.00	
2	2.5	MTSS IAs	All	No			Specific Schools: Blackford	2025-2026	$124,662.00	$0.00		$124,662.00			$124,662.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-5									
2	2.6	Student Social Emotional Learning Enrichment	All SEL needs	No			Specific Schools: Blackford 2-5	2026-2027	$0.00	$1,499.00	$1,499.00				$1,499.00	
2	2.7	Recess and Lunch programming	All	No			Specific Schools: Blackford TK-5	2026-2027	$0.00	$15,250.00	$15,250.00				$15,250.00	
2	2.8	Behavior Specialists	Students with Disabilities	No				2026-2027	$202,723.00	$0.00	$202,723.00				$202,723.00	
2	2.9	Wellness Coach	All	No				2026-2027	$78,691.00	$0.00			$78,691.00		$78,691.00	
3	3.1	Parent Education and Engagement	All	No			Specific Schools: Blackford TK-5	2026-2027	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.2	Community Liaison	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	2025-2026	$115,979.00	$0.00	$115,979.00				$115,979.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
	1,502,949		0.000%		$819,615.00	0.000%	0.000 %	**Total:**	$819,615.00
								LEA-wide Total:	$0.00
								Limited Total:	$23,057.00
								Schoolwide Total:	$796,558.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	MTSS Administrator-AP	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	$181,785.00	
1	**1.4**	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	$147,928.00	
1	**1.6**	Reading Intervention Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$350,866.00	
1	**1.7**	Instructional Aide for Classroom and Intervention Support for ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Blackford TK-5	$23,057.00	
1	**1.10**	Innovation Specialist			English Learners Foster Youth Low Income		$86,123.00	
2	**2.2**	Mental Health Internship Program (Replacing SKIPS)	Yes	Schoolwide	English Learners Foster Youth Low Income		$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Blackford TK-5	$115,979.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,511,804.00	$1,535,487.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	MTSS Administrator-AP	Yes	$208,400.00	$218,947.00
1	**1.2**	Instructional Assistant as Library/Media Aide	No	$23,535.00	$24,746.00
1	**1.3**	Professional Development	No	$9,000.00	$399.00
1	**1.4**	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	Yes	$176,174.00	$184,964
1	**1.5**	Instructional Aide for Classroom and Intervention Support	No	$31,048.00	$20,562.00
1	**1.6**	Reading Intervention Teachers	No	$330,475.00	$345,236
1	**1.7**	Instructional Aide for Classroom and Intervention Support for ELD	Yes	$21,346.00	$21,938.00
1	**1.8**	Instructional Aide for Classroom and Intervention Support	No	$26,742.00	$27,485.00
1	**1.9**	Math Improvement Coach	No	$86,375.00	$89,942.00
1	**1.10**	Innovation Specialist	No	$77,712.00	$84,714.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.11**	Release Time	No	$2,700.00	$2,700.00
2	**2.1**	Counselor	No	$133,120.00	$135,423.00
2	**2.2**	SKIPS	Yes	$26,250.00	$24,840.00
2	**2.3**	Assemblies	No	$6,000.00	$6,000.00
2	**2.4**	PBIS Safety & Support	No	$48,236.00	$49,694.00
2	**2.5**	MTSS IAs	No	$162,757.00	$180,285.00
2	**2.6**	Student Social Emotional Learning Enrichment	No	$14,099.00	$1,499.00
2	**2.7**	Recess and Lunch programming	No	$15,250.00	0
3	**3.1**	Parent Education and Engagement	No	$4,000.00	$200.00
3	**3.2**	Community Liaison	Yes	$108,585.00	$115,913.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$463,840.00	$485,820.00	($21,980.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	MTSS Administrator-AP	Yes	$166,720.00	$175,158.00		
1	1.4	Teacher on Special assignment (TOSA) at the school site level-Improvement Coach	Yes	$140,939.00	$147,971.00		
1	1.7	Instructional Aide for Classroom and Intervention Support for ELD	Yes	$21,346.00	$21,938.00		
2	2.2	SKIPS	Yes	$26,250.00	$24,840.00		
3	3.2	Community Liaison	Yes	$108,585.00	$115,913.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
			0.000%	$485,820.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

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

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024