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	Eric Brown Principal	ebrown@campbellusd.org (408) 364-4260

Plan Summary [2024-25]

General Information

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

In Campbell Union School District (CUSD), we believe in educating each student to their highest potential. We seek to be a model for innovative programs and instruction that engages, empowers, and inspires all children to feel safe and thrive. In 2022 we began work in the area of continual improvement and engaged our staff in the work around formalizing our values. In CUSD we are Learners, Collaborators and Community Builders. These values draw upon the Profile of a Graduate (POG) Competencies that were developed in collaboration with our community of parents, teachers, administration, and business leaders. The skills that were determined essential provide a blueprint for the educational experience we provide our students. The POG competencies are: self directed, innovative, critical thinker, collaborative and empathetic.

The 12 schools that make up the district serve 6,183 students from Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno and Saratoga. CUSD consists of eight TK-5th grade schools, a TK-8th grade Dual Language (Spanish/English) school, a TK-8th grade Design Thinking School and two 6-8th grade middle schools. As of March 2024, our 6,183 students are made up of 21% white, 47% Hispanic,17% Asian or Pacific Islander, 4% Black/African American and the remaining 11% represent non reported or mixed ethnic groups. Of the total enrollment in the 2023-2024, 29% are English Learners, 42% qualify for Free and/or Reduced lunch program and 12% are students who have an Individualized Education Plan. The ratio of students to teachers in our classrooms is as follows:
Kindergarten-3rd Grade: 1:24
Transitional Kindergarten: 1:12
4th-8th grade: 1:30
We are a diverse district that proudly educates students from toddlers to 8th grade. As the needs of our community changed to require more dual income families, we created daycare programs for toddlers that serve both community and staff members. We have preschools located

on nine of our campuses because we believe that children must have access to high-quality early learning programs to set them up for school success. Our preschool programs proudly partner with our Special Education department to allow for inclusion opportunities for students in the general education setting. With state funding to support Universal Pre-Kindergarten, the district will begin the process to expand it for all four year olds by the year 2026. That timeline for eligible four year olds looks like this:
2023-24: 4 years old from September 1-April 2nd
2024-25: 4 years old from September 1-June 2nd
2025-26: 4 years old from September 1-August 30

CUSD has been offering full day Transitional Kindergarten since the 2012-2013 school year and we have a seamless program that is integrated and considered in the LCAP goal planning and metric process. In the 2023-2024 school year we added an additional 8 TK classrooms to meet the UPK state guidelines. Additionally, we are proud of our expanded learning programs that are offered after school and during the summer. These programs have been created, with the input of our educational partners, to better meet the diverse needs of our families. We believe that in order to propel our students on a successful academic journey we must attend to the whole child and make every effort to also meet the needs of the family, who we see as our partners in the educational process.

Our work in Campbell begins with hiring the best and brightest teachers who are empowered to engage with one another in professional learning communities (PLC) to evaluate multiple forms of data that informs teaching and learning. PLC time is implemented as job-embedded professional development for our teaching staff. Staff is also supported to become the best they can be by participating in both site-based and district offered professional development. In order to achieve our vision of educating every child to their highest potential, we implement research-based strategies that are proven to meet the needs of our most struggling learners who may be English learners, students with disabilities, foster youth, or those who come from low-income settings. We believe that high-quality first instruction that supports their needs benefits all learners, beginning with integrated teaching of the California Common Core Standards using learning targets to emphasize the essential standards. The standards are taught while also instilling in students our POG competencies. Students are exposed to a well-rounded instructional program that includes technology integration, the arts, science (including environmental literacy), physical education, and opportunities for elective classes in our two comprehensive middle schools. Our high-quality instructional program is partnered with equal importance with an emphasis on social-emotional learning which supports the whole child. Campbell USD has strong partnerships with community-based agencies that offer a wide array of services to meet the diverse needs of our families. We are committed to supporting students and families - seeking to intentionally remove barriers that prohibit student success in school. Through the School Linked Services grant in collaboration with Santa Clara County's Behavioral Health Services Department, our school communities have accessed services with organizations such as Uplift, Foothill College's Family Engagement Institute, First 5, Catholic Charities, City of San Jose, and Alum Rock Counseling Center to provide counseling, parent education classes, resource management and referral guidance to community-based resources and nursing support. Our community is strong, innovative, and committed to changing with the needs of our educational partners as our LCAP will consistently demonstrate.

While we are seeing student academic performance begin to rebound to pre-pandemic levels, we are still experiencing increased chronic absenteeism that is consistently monitored. We are also continuing to experience declining enrollment in the district. The social emotional needs of students are taking center stage as additional support is needed to ensure that basic emotional needs are being met. The focus on the whole child is our goal as teachers are challenged to find innovative ways to engage and inspire learning. The goals/metrics and the planned actions and services in the LCAP transparently address how we will implement improvement strategies to address the challenges

facing our district. We consistently work with our educational partners to ensure that we are providing actions and services that will have a positive impact on student learning. We celebrate success as an organization and focus on knowing our impact on the overall learning process for adults and students alike. In the 2023-24 school year we saw a rise in the number of Newcomer English Language learners and an increase in the number of students qualifying for free and/or reduced-price meals.

At Capri School, we believe every child deserves the opportunity to succeed.
Mission: At Capri, we ensure that all students learn at grade level or higher and increase their social-emotional development.
Vision: Capri provides a safe, healthy, and rigorous learning environment that develops the social, emotional, and academic needs of the whole child.
The population at Capri school is diverse. Currently, we serve students in a TK-5th grade school system. Capri School serves 450 students and comprises 33% Hispanic, 20% Asian, 7% African American, 27% White, and the remaining 13% represent other ethnic groups. Of the total enrollment, 19.78% are English Language Learners, 32.58% are Socioeconomically Disadvantaged, and 11.24% of students have an Individualized Education Plan. (data pulled from Dataquest from CDE)

The Capri Learning Community is committed to both the academic and behavioral growth of all our members. We celebrate the rich diversity of our community. Our work at Capri is about always being mindful and reflective educators. We maintain a clear focus in everything we do and ensure that our students understand our objectives. We are focused and direct, aware of what our students' lives are like outside of school. On a daily basis, we implement purposeful and deliberate strategies aimed at the individual needs of our unique student population. We work to optimize human potential. We seek to be a model for innovative programs and instruction that engages, empowers, and inspires all children to feel safe and thrive.

Reflections: Annual Performance

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

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

The student group, Students with Disabilities, has a red indicator on the California Dashboard for high chronic absenteeism.

To address our area of ATSI identification and red performance level for Students with Disabilities in the area of Chronic Absenteeism, the following actions are included in our LCAP:
2.10 - MTSS administrator to support our site work around multi tiered systems of support.
3.1 - Increased or Improved Service: Site funded Community Liaison will support and engage the families of UPs.

The category "All Students" has a green indicator for ELA and a blue indicator for Mathematics. In addition, English Language Learners were

a green indicator for Mathematics. In the category of suspension rates, Capri is all blues and greens across all student groups, with a blue overall indicator. All data is from the California School Dashboard.

Reflections: Technical Assistance

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

Not applicable

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.

Capri was not identified for CSI.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	The site holds 4 or 5 School Site Council meetings per year. Assessment data and survey data are shared. Members are asked to provide input into the actions and services of the LCAP as well as ask questions of the school site personnel who serve on the council.
English Language Acquisition Group (ELAC)	The school site holds four ELAC meetings annually where parents are allowed 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. Various training and community partners are present at the meetings to inform parents of resources available in our school/community.
Students	The Studer/Huron annual survey is used to gain student input into a variety of topics related to school climate, engagement, etc. In addition, Capri also has a robust leadership program where students can share concerns as well as problem-solve to create a more conducive learning environment.

The Superintendent meets five times a year with the Student advisory group made up of students from all 12 of our schools. The group is diverse and represents the ethnic groups we serve. Students are asked about issues at their schools that are going well and those that |

	are in need of improvement. Students are actively engaged at the school levels as well with focus groups and school related surveys.
Teachers	Teachers are engaged through school leadership teams which meet monthly, staff meetings, Studer/Huron surveys, and Rounding where teachers are asked a series of questions to understand their experience with different school services and processes. Administrators have an open-door policy which provides another method for staff members to provide ideas, share concerns, or provide solutions to issues.
Special Education	CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process (CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 23.24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students.Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level.
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff members	Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.
Parents/Guardians	Capri uses the following methods to engage and inform parents/guardians: coffee with Mr. Brown & Astrid meetings, School Site Council Meetings, PTA meetings, and the English Language Acquisition Committee (ELAC). 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 throughout the year. Topics included in the presentations are data sharing of LCAP metrics, budget updates, dashboard data discussions, parent surveys, and local indicators. The process for district surveys is to send out notifications that a survey is coming, send postcards to families with instructions for how to take the survey (offered in Spanish and English), and 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	Monthly PTA meetings provide an opportunity for administrators and teachers to share with the community the wonderful things happening at Capri. It also provides an avenue for parents/guardians to ask questions of us and provide feedback/suggestions.

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

Consultation from our district leaders and various stakeholders consistently came back with a theme for the need to add additional social-emotional learning and behavioral support for our students. Because this is an instrumental part of a high-quality multi-tiered system of support we created goals for our LCAP cycle. There is one intentional goal for academics, one for social emotional, and behavioral learning. Within each goal, we will be able to intentionally and transparently identify actions and services to support "all" children, "some" children, and "few" children.   This also allows us to look at the equity of funding and ensure that our resources are aligned to areas where data tells us we need additional support. A theme from our teacher and administrative staff stakeholder groups indicated the need for more intervention support for students struggling academically. This need will lead us to allocate targeted funds for professional development to build the capacity of our teachers to provide tier 2 academic and social-emotional support for students. Additionally, we have hired math intervention teachers along with reading intervention provided by specialists. The pandemic and resulting school closures created a greater need for counseling, social-emotional learning, and interventions. Feedback from stakeholders obtained through the various parent meetings (PTA, SSC, ELAC) and the Studer Survey show that parents desire a curriculum that challenges all students, particularly those who are not struggling, an increase in during-the-day intervention opportunities, more counseling support for students, a focused homework center, and increased offerings of after school enrichment.

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			80% of students in grades 3-8 Meeting or Exceeding Standard on the	

	English Language Arts in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	- Overall: 64% - Socioeconomically Disadvantaged: 39% - Students with Disabilities: 14% - English Learners: 20% - White: 64% - Asian: 56% - Hispanic/Latino: 48% - Black:* * Student group too small to report.			Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.	
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 Performance and Progress (CAASPP) Results.	2022.2023 SBAC Math Results - Grades 3-5 - Overall: 61% - Socioeconomically Disadvantaged: 40% - Students with Disabilities: 19% - English Learners: 34% - White: 74% - Asian: 69% - Hispanic/Latino: 37% - Black:*			80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.	

		* Student group too small to report.				
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: 33% • Socioeconomic ally Disadvantaged : 24% • Students with Disabilities: 21% • English Learners: 7% • White: * • Asian: * • Hispanic/Latino : 16% • Black: * * Student group too small to report.			80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.	
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	2022.2023 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 53			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 26-27.	

	(ELPI) on the California School Dashboard. Source: California School Dashboard	• Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 49.1%			
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: 31.5% • School • Number of ELs as of CalPads Census Date: 84 • Number of ELs redesignated (excludes K): 23 • Percent of ELs redesignated (excludes K): 27% 2023.2024 Number of Long Term English Learners (LTELS) in 8th			Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27. LTEL Target Outcome: LTEL Target Outcome: Not Applicable, does not currently meet LTEL enrollment threshold.	

		grade as of Census Day: • Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold.				
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: 59% • Socioeconomically Disadvantaged: 38% • Students with Disabilities: 16% • English Learners: 17% • White: 60% • Asian: 74% • Hispanic/Latino: 41% • Black: 70%			80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.	
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: 49% • Socioeconomically Disadvantaged: 30%			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.	

		- Students with Disabilities: 22% - English Learners: 22% - White: 54% - Asian: 77% - Hispanic/Latino: 31% - Black: 34%			Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.	
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: 68% - Socioeconomically Disadvantaged: 50% - Students with Disabilities: 36% - English Learners: 40% - White: 71% - Asian: 92% - Hispanic/Latino: 43% - Black: 80%			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.	
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: 0 misassigned:			Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	

		• 2023.2024 Number of vacant teacher positions: 0				
1.10	Percent of students with access to standards aligned instructional materials. Source: School Accountability Report Cards (SARCs)	2023.2024 Result • 100%			Maintain 100% of students having access to standards aligned instructional materials.	
1.11	Facilities Inspection Tool (FIT) Score A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good. Source: Final FIT Evaluations	2023.2024 Rating • 100%			Maintain a FIT Score of at least 95%.	
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.	

	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	2023.2024 Ratings • English Language Arts: 5 (Full Implementation and Sustainability) • English Language Development: 5 (Full Implementation and Sustainability) • Math: 4 (Full Implementation) • Next Generation Science Standards: 3 (Initial Implementation) • History/Social Studies: 3 (Initial Implementation)			Reach and maintain a rating of 5 (Full Implementation and Sustainability).	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Librarian	Instructional Assistant Library/Media: Provide library services for student of Capri. Set up author visits, highlight authors and books, read to classes, etc.	$23,160.00	No
1.2	Substitute Teachers	Release time for teachers to individually assess students (DIBELS)	$2,500.00	No
1.3	Reading Intervention Teacher	Reading intervention teacher to support struggling learners.	$149,549.00	No
1.4	Math Specialist	Shared (with Lynhaven) Math Specialist to support teachers in their support of struggling learners	$74,588.00	No

1.5	Improvement Coach (Formerly Equity TOSA)	Shared (with Marshal Lane) Improvement Coach - collaborates and coaches classroom teachers by providing academic and behavioral intervention and support.	$87,498.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate • 95.01%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates • Overall: 12.7%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	- Socioeconomically Disadvantaged: 18.0% - Students with Disabilities: 22.6% - English Learners: 12.4% - White: 12.7% - Asian: 6.5% - Hispanic/Latino: 17.0% - Black: 12.9%			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates - Overall: 0.4% - Socioeconomically Disadvantaged: 0.6% - Students with Disabilities: 1.6% - English Learners: 0.8% - White: 0.0% - Asian: 0.0% - Hispanic/Latino: 1.3% - Black: 0.0%			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	
2.4	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.			Not Applicable, Middle School Metric.	

	Middle School Drop Out Count Source: CalPads					
2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate • 0.00%			Decrease the Expulsion Rate to 0.0%.	
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8) Source: Panorama	2023.2024 Results • Grades 3-5 • Overall: 70% • Students with Disabilities: 66% • English Learners: 65%			Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.	

2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8):
	    • I feel safe at school.
	    • My school is clean.
	
	Source: Annual Student Survey Results.
		2023.2024 Ratings
		
		• Grades 3-5
		• Overall Rating
		• I feel safe at school: 3.98
		• My school is clean: 3.22
		• Top Box Percent:
		• I feel safe at school: 74.35%
		• My school is clean: 38.42%
					Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Instructional Assistants (2)	Provide two instructional assistants to support struggling learners and English learners, in both ELA and math.	$45,851.00	Yes
2.2	Substitute teachers SST	Rover Substitute to relieve classroom teacher to attend SST/IEP Meeting	$1,500.00	No
2.3	MTSS Instructional Assistants	2 MTSS Aides to support students in academics and SEL	$79,634.00	No
2.4	PBIS Instructional Assistant	Provides support for students throughout the day. Alternate recess room, lead yard duty, flow and organization of lunch and breakfast.	$34,537.00	No

2.5	SWIS/CICO- PBIS Tracking System	PBIS tracking system to support our Multi-tiered systems of support for all students, especially those in tiers 2 and 3.	$500.00	No
2.6	Extended Learning/Targeted Instruction	Provide stipends or hourly pay to teachers working with students after school need targeted instruction or intervention.	$5,000.00	No
2.8	Character Strong	Social emotional curriculum	$600.00	No
2.9	Leadership Student Program	Provide leadership program to 4th and 5th grade students. Provide games, theme days, activities for the entire student body.	$2,000.00	No
2.10	MTSS Administrator 0.5 fte	MTSS administrator to support our site work around multi tiered systems of support. This action supports improvement of the Chronic Absenteeism indicator which is "red" for the student group Students with Disabilities by leveraging multi tiered systems of support to remove barriers for students at greatest risk of chronic absenteeism.	$99,451.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey. Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings • Overall Satisfaction Rating: 4.22 • Top Box Percent: 48.33%			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	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: 3.83 • Top Box Percent: 35.50%			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.	
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." Source: Annual Self Reflection	2023.2024 Rating • 4 (Full Implementatio n)			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	

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. 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	2023.2024 Rating - 4 (Full Implementation)			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	
3.5	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making.	2023.2024 Rating - 4 (Full Implementation)			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	

	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					
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	
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	
3.8	Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means	2023.2024 Results • 98%			100% of parents of students with IEPs reporting that the school district facilitated parent	

| | of improving services and results as part of the IEP process.

Source: SIRAS | | | | involvement as a means of improving services and results as part of the IEP process by 26-27. | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Community Liaison	Increased or Improved Service: Site-funded Community Liaison will support and engage the families of unduplicated pupils (English learners, foster youth, socio-economically disadvantaged, and students with disabilities). This action supports improvement of the Chronic Absenteeism indicator which is "red" for the student group Students with Disabilities by aligning	$36,876.00	Yes

		families of students with disabilities to support and services to reduce chronic absenteeism.		
3.2	Printing of material for parents & community	SCCOE print services for purpose of printing parent/student handbooks, signs for drop-off & pick-up, welcome banners, etc.	$500.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$399,340.00	$0

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
2.1	**Action:** Instructional Assistants (2) **Need:** DIBELS, iReady, and other measures demonstrate there is an identified achievement gap between student groups. EL, low SES require more academic support.	IA's work with identified students on needed intervention supports.	DIBELS, iReady, and other classroom assessments.

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		
3.1	**Action:** Community Liaison **Need:** CUSD serves a diverse population and data indicates an increased number of newcomer families who are English Language Learners. The creates an increased need to provide support to families through the use of Community Liaisons. **Scope:** Schoolwide	Strong home/school partnerships are essential in supporting the well-being of students and building the capacity of parents to support learning at home. Community Liaisons are able to welcome new families, communicate in the family's native language, and align families with resources to help their students transition to school successfully.	Survey data of families receiving support.

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

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.

Capri Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 8.66%. 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.

No additional concentration grant add-on funding received.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		399,340.00		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$643,744.00				$643,744.00	$642,144.00	$1,600.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Librarian	All	No				2024-25	$23,160.00	$0.00	$23,160.00				$23,160.00
1	1.2	Substitute Teachers	All	No				2024-25	$2,500.00	$0.00	$2,500.00				$2,500.00
1	1.3	Reading Intervention Teacher	All	No				2024-25	$149,549.00	$0.00	$149,549.00				$149,549.00
1	1.4	Math Specialist	All	No				2024-25	$74,588.00	$0.00	$74,588.00				$74,588.00
1	1.5	Improvement Coach (Formerly Equity TOSA)	All	No				2024-25	$87,498.00	$0.00	$87,498.00				$87,498.00
2	2.1	Instructional Assistants (2)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Capri Elementary School TK-5	2024-25	$45,851.00	$0.00	$45,851.00				$45,851.00
2	2.2	Substitute teachers SST	All	No				2024-25	$1,500.00	$0.00	$1,500.00				$1,500.00
2	2.3	MTSS Instructional Assistants	All	No				2024-25	$79,634.00	$0.00	$79,634.00				$79,634.00
2	2.4	PBIS Instructional Assistant	All	No				2024-25	$34,537.00	$0.00	$34,537.00				$34,537.00
2	2.5	SWIS/CICO- PBIS Tracking System	All	No				2024-25	$0.00	$500.00	$500.00				$500.00

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
2	2.6	Extended Learning/Targeted Instruction	All	No				2024-25	$5,000.00	$0.00	$5,000.00				$5,000.00
2	2.8	Character Strong	All	No				2024-25	$0.00	$600.00	$600.00				$600.00
2	2.9	Leadership Student Program	All	No				2024-25	$2,000.00	$0.00	$2,000.00				$2,000.00
2	2.10	MTSS Administrator 0.5 fte	All Students with Disabilities	No				2024-25	$99,451.00	$0.00	$99,451.00				$99,451.00
3	3.1	Community Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Capri Elementary School TK-5	2024-25	$36,876.00	$0.00	$36,876.00				$36,876.00
3	3.2	Printing of material for parents & community						2024-25	$0.00	$500.00	$500.00				$500.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
	399,340.00		0.000%		$82,727.00	0.000%	0.000 %	Total:	$82,727.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$82,727.00

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 (%)
This table is automatically generated and calculated from this LCAP.								
2	2.1	Instructional Assistants (2)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Capri Elementary School TK-5	$45,851.00	
3	3.1	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Capri Elementary School TK-5	$36,876.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$441,330.00	$419,369.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Librarian	No	$24,389.00	$21,860.09
1	**1.2**	Teacher Planning - No longer funded			
1	**1.3**	Substitute Teachers	No	$2,500.00	$2,500.00
1	**1.4**	Reading Intervention Teacher	No	$139,406.00	$149,549.04
1	**1.5**	Math Specialist Position	No	$74,590.00	$74,590.00
2	**2.1**	Instructional Assistants (2)	Yes	$43,940.00	$31,790.00
2	**2.2**	Substitute teachers SST	No	$1,500.00	$1,500.00
2	**2.3**	RTI training supplies- no longer funded			
2	**2.4**	Living Classroom- No Longer Funded			
2	**2.5**	SWIS/CICO- PBIS Tracking System	No	$500.00	$500.00

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)
2	2.6	Extended Learning/Targeted Instruction	No	$5,000.00	$2,000.00
2	2.7	Counseling Services- No longer Funded by Site			
2	2.8	Character Strong	No	$600.00	$600.00
2	2.9	Leadership Student Program	No	$2,000.00	$2,000.00
2	2.10	MTSS Administrator 0.5 fte	No	$106,405.00	$95,551.03
3	3.1	Community Liaison	Yes	$40,000.00	$36,579.32
3	3.2	Translation Services- no longer funded			
3	3.3	Printing of material for parents & community	No	$500.00	$350.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$83,940.00	$68,369.32	$15,570.68	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
2	2.1	Instructional Assistants (2)	Yes	$43,940.00	$31,790.00		
3	3.1	Community Liaison	Yes	$40,000.00	$36,579.32		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0%	0.000%	$68,369.32	0.000%	0.000%	$0.00	0.000%

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	**[Insert Contact Name and Title here]**	**[Insert Email and Phone here]**
Campbell Union School District	Eric Brown Principal	ebrown@campbellusd.org (408) 364-4260

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	As reported on each school's 2020.2021 SARC: • No teachers are misassigned, no positions are vacant • 100% of students have access to standards aligned instructional materials. • Fit Score: Capri 97.15	0 teachers are mis-assigned, 0 positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score: 97.25	0 teachers are mis-assigned, 0 positions are vacant • 100% of students have access to standards aligned instructional materials. FIT Score 99.11	2023.2024 0 teachers are mis-assigned, 0 positions are vacant. • 100% of students have access to standards aligned instructional materials. FIT Score 100.0	Maintain 0% of Misassigned teachers. Maintain 100% of student access to standards aligned instructional materials. • Fit Score: Capri 97.15
Complete narrative summary for LCFF Priority 7: Access to a Broad Course of Study	Powerschool data indicates that 100% of students in TK-8 have access to core subjects including	Powerschool data indicates that 100% of students in TK-8 have access to core subjects including	2022.2023 Powerschool data indicates that 100% of students, including low income and foster	2023.2024 Powerschool data indicates that 100% of students, including low income and foster	Maintain 100% of student access to broad course of study as evidenced by Powerschool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Language Arts, Math, Science, Social Studies, and PE.	Language Arts, Math, Science, Social Studies, and PE.	youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	Overall District Professional Learning for teaching academic standards: ELA: 5 (Full implementation and sustainability) Math: 5 (Full implementation and sustainability) ELD: 4 (Full implementation)	Overall Professional Learning for teaching academic standards: • ELA: 5 (Full implementation and sustainability) • Math: 5 (Full implementation and sustainability) • ELD: 4 (Full implementation)	Overall Professional Learning for teaching academic standards: • ELA: 4 (Full implementation and sustainability) • Math: 4 (Full implementation and sustainability) • ELD: 4 (Full implementation)	Overall Professional Learning for teaching academic standards: • ELA: 5 (Full implementation and sustainability) • Math: 4 (Full implementation) • ELD: 5 (Full implementation and sustainability)	Capri: Improve or maintain rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Literacy: Increase the number of 3rd grade students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.	2018.2019 SBAC Reading Claim Results Capri 3rd Grade: • Overall: 79% • EL: 46% • SWD: * • SED: 56% In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric Removed	Metric Removed	Metric removed. 2023.2024 SBAC Reading Claim Desired Outcome Capri 3rd Grade: • Overall: 88% • EL: 55% • SWD: * • SED: 65% In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
Literacy: Increase the percent of students who reach "At or Above Benchmark" Overall on DIBELS assessment by 7% each year and on each subtest: • Kindergarten PSF (Phonemic Awareness) • 1st NWF (Decoding)	Winter 2021 DIBELS Performance • Overall: 58% • EL: 41% • SWD: 57% • SED: 35% By Grade Level • K: 59% • 1: 52% • 2: 64% By Subtest	Metric adjusted. Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments. Winter 2022 DIBELS Performance	Winter 2023 DIBELS Performance • Overall: 65% • EL: 45% • SWD: Data not available for this student group at this time. • SED: 46% By Grade Level	Winter 2024 DIBELS Performance • Overall: 68% • EL: 40% • SWD: 36% • SED: 50%	Metric Adjusted. Subtest results reported and monitored locally. Winter 2024 DIBELS Performance Desired Outcome • Overall: 79% • EL: 62% • SWD: 78% • SED: 56%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• 2nd ORF (Reading Fluency)	• K PSF: 32% • 1st NWF: 65% (Spring) Corrected- 49% (Winter) • 2nd ORF: 74%	• Overall: 67% • EL: 53% • SWD: Data not available for this student group at this time. • SED: 44% Grade Level: Winter • K: 52% • 1: 80% • 2: 66% Subtest: Winter • K PSF: 41% • 1st NWF: 86% • 2nd ORF: 62%	• K: 60% • 1: 51% • 2: 83%		By Grade Level • K: 80% • 1: 73% • 2: 85% By Subtest • K PSF: 53% • 1st NWF: 86% • 2nd ORF: 95%
Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady. Literacy: Grades 2-5: 7% annually; +21% by 2023.2024	iReady: Reading Spring: Grades 2-5: • Overall: 64% • EL: 22% • SWD: 30% • SED: 34% iReady: Mathematics • Spring: Grades 1-5: • Overall: 56% • EL: 28%	iReady: Reading Spring: Grades 2-5: • Overall: 65% • EL: 28% • SWD: 30% • SED: 39% iReady: Math Spring: Grades 1-5: • Overall: 61% • EL: 31% • SWD: 27%	Metric adjusted 2022-23 use Winter for all grades: iReady: Reading Winter: Grades 2-5: • Overall: 62% • EL: 13% *EL Cohort: 30% • SWD: 30% • SED: 39% iReady: Math	Metric adjusted 2023-24 use Winter for all grades: iReady: Reading Winter: Grades 2-5: • Overall: 59% • EL: 17% *EL Cohort: 22% • SWD: 16% • SED: 38% iReady: Math	iReady: Reading Performance Desired Outcome Spring: Grades 2-5: • Overall: 85% • EL: 43% • SWD: 51% • SED: 55% iReady: Mathematics Performance Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024	• SWD: 37% • SED: 34% Note: ELE Reading reports 2-5 as DIBELS/IDEL is used at K and 1.	• SED: 37%	Winter: Grades 1-5: • Overall: 43% • EL: 14% *EL Cohort: 21% • SWD: 11% • SED: 22%	Winter: Grades 1-5: • Overall: 52% • EL: 23% *EL Cohort: 30% • SWD: 20% • SED: 31%	• Spring: Grades 2-5: • Overall: 83% • EL: 55% • SWD: 64% • SED: 60%
English Language Arts and Mathematics: Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually. Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.	2018.2019 SBAC: English Language Arts • Overall: 61% • Black/African American: * • Hispanic/Latino: 50% • SED: 47% • EL: 15% 2018.2019 SBAC: Mathematics • Overall: 59% • Black/African American: * • Hispanic/Latino: 44% • SED: 39% • EL: 32%	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021.2022 • Overall: 54% • Black/African American: * • Hispanic/Latino: 36% • SED: 31% • EL: 7% 2018.2019 SBAC: Mathematics • Overall: 57% • Black/African American: * • Hispanic/Latino: 37% • SED: 30% • EL: 18%	2022-2023 SBAC ELA: • Overall: 64% • Black/African American: * • Hispanic/Latino: 48% • SED: 39% • EL: 20% SBAC Mathematics: • Overall: 61% • Black/African American: * • Hispanic/Latino: 37% • SED: 40% • EL: 34%	Metric on hold. 2023.2024 SBAC: English Language Arts Desired Outcome • Overall: 70% • Black/African American: * • Hispanic/Latino: 65% • SED: 62% • EL: 30% 2023.2024 SBAC: Mathematics Desired Outcome • Overall: 68% • Black/African American: * • Hispanic/Latino: 59% • SED: 54% • EL: 47% In order to protect student privacy, an

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.	2018.2019 SBAC: Mathematics • Grade 4: 55% (-9% from 2017.2018)	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric Removed	Metric Removed	Metric removed. 2023.2024 SBAC: Mathematics Desired Outcome • Grade 4: 64%
Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually. Rationale: In 2018.2019, 43.47% of 5th grade students	2018-2019 CAST Results Grade 5 • Overall: 59% • EL: * • SWD: * • SED: 39% Note: 5th grade	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD	2021.2022 CAST Results Grade 5 • Overall: 38% • EL: * • SWD: * • SED: 19%	2022-2023 CAST Results Grade 5 • Overall: 33% • EL: 7% • SWD: 21% • SED: 24%	Metric on hold. 2023.2024 CAST Desired Outcome • Grade 5: 74% • EL: * • SWD: * • SED: 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
were Level 2: Standard Nearly Met with a mean scaled score of 206.2. (Mean Scale Score range of 214-230 for Level 3: Standard Met).	students in 2018.2019 will be in 8th grade in 2021.2022.	administered i-Ready in lieu of SBAC.			In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had tested.
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	2019 English Learner Progress • Number of ELs who had current and prior year ELPAC scores: 90 • Percent of ELs making at least one level of progress: 51.1%	Metric on hold. Student data is not available to demonstrate annual progress of ELs in English language acquisition. A baseline goal will be established for this metric in the Fall of 2022.	2021.2022 English Learner Progress • Number of ELs who had current and prior year ELPAC scores: 56 • Percent of ELs making at least one level of progress: 66.1%	2022.2023 English Learner Progress • Number of ELs who had current and prior year ELPAC scores: 53 • Percent of ELs making at least one level of progress: 49.1%	Metric on hold. Updated 2023.2024 ELPAC Desired Outcome • The percentage of EL students making at least one level progress on the ELPAC will meet or exceed the State of California percentage. 2023.2024 ELPAC Desired Outcome • Increase the percent of EL students making at least one

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.
Increase the percent of Redesignated ELs by at least 3% annually.	2019.2020 Redesignation • Total Number of ELs: 115 Redesignated: • Number: 16 • Percent: 14% Note: Total number of ELs as of 10.2.19 (as of Census Day and completion of Initial ELPAC)	2020.2021 Redesignation • Total Number of ELs: 77 • Number Redesignated: 2 • Percent Redesignated: 3% Note: Total number of ELs as of 2020.11.20.	2021.2022 Redesignation • Total Number of ELs: 76 • Number Redesignated: 13 • Percent Redesignated: 17% Note: Total number of ELs as of 2021.10.6	2022.2023 Redesignation • Total Number of ELs: 84 • Number Redesignated: 23 • Percent Redesignated: 27% Note: Total number of ELs as of 2022.10.5	2023.2024 Redesignation Desired Outcome • Total Percent of ELs Redesignated: 23%

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive difference between planned and implemented actions.

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

No material differences between budgeted expenditures and estimated actual expenditures

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

All actions were implemented for 2023-24
Action:
1.1 - Librarian provides an opportunity for all classes to check books out of the library and have books read to them. She also provides access to the library during recess and lunch.
1.3 - Substitute teachers provides release time for teachers to administer the DIBELS assessment three times a year. Since this is a one to one assessment, teachers appreciate the time to administer.
1.4 - Reading intervention teacher pulls students that have been identified as reading below grade level by their teachers and student study team meetings. Growth is demonstrated through progress monitoring and iReady assessments.
1.5 - Math specialist has supported 2 grade levels in developing common formative assessments which provide teachers with information on student progress on essential standards mastery. Math scores in all grade levels have demonstrated growth in their iReady assessments.

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

All actions will be maintained for 2024-25

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain. Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain.	2019.2020 Suspension Rate • Overall: 0.2% • EL: 0.0% • SWD: 0.0% • SED: 0.0% • Black/African American: 0.0% • Hispanic/Latino: 0.0%	2020.2021 Suspension Rate: • Overall: 0.0% • EL: 0.0% • SWD: ** • SED: ** • Black/African American: 0.0% • Hispanic/Latino: 0.0% **DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for "Students with Disabilities" and "Program Subgroups" filters is disabled on the Discipline Reports under the following	Metric Adjusted for 2022.2023 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2021.2022 Suspension Rate: • Overall: Low • EL: Very Low • SWD: High • SED: Medium • Black/African American: N/A • Hispanic/Latino: Medium	Metric Adjusted for 2022.2023 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2022.2023 Suspension Rate: • Overall: Very Low • EL: Very Low • SWD: Medium • SED: Low • Black/African American: N/A	Metric Adjusted. Updated 2023.2024 Suspension Desired Outcome • Status of Very Low or Low Overall and for all Student Groups. As needed, the suspension metric will be updated based on California School Dashboard results. 2023.2024 Suspension Rate Desired Outcome • Overall: 0% • EL: 0% • SWD: %

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.		• Hispanic/Latino: Low	• SED: 0% • Black/African American: 0% • Hispanic/Latino: 0%
Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group. • Overall reduce by 300; 100 annually. • ELs and SWDs reduce by TBD; TBD annually. • SED and Hispanic reduce by TBD; TBD annually.	2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression • Overall: 63 • EL: 7 • SWD: 11 • SED: 33 • Hispanic/Latino: 24	Metric Removed. CUSD monitors ODRs locally. 2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression: • Overall: 4 • EL: 0 • SWD: 2 • SED: 1 • Hispanic/Latino: 0	Metric Removed	Metric Removed	Metric Removed. 2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome • Overall: 44 • EL: 5 • SWD: 8 • SED: 23 • Hispanic/Latino: 17

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the overall Chronic Absenteeism rate by 0.5% annually. Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	2019.2020 Chronic Absenteeism Rate • Overall: 3.18% • EL: 1.9% • SWD: 3.8% • SED: 4.7%	2020.2021 Chronic Absenteeism Rate: • Overall: 1.9% • EL: 0.0% • SWD: 2.9% • SED: 4.4%	2021.2022 Chronic Absenteeism Rate: (updated in 23-24 to reflect absenteeism rates not goals) • Overall: 1.4% (12.2%) • EL: 0.0% (11.6%) • SWD: 2.4% (22.5%) • SED: 3.9% (21.4%) • SED: 3.9%	2022.2023 Chronic Absenteeism Rate: • Overall: 12.7% • EL: 12.4% • SWD: 22.6% • SED: 18%	2023.2024 Chronic Absenteeism Rate Desired Outcome • Overall: 1.68% • EL: 0.0% • SWD: 0.0% • SED: 0.8%
Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%. • Students in grades 3-8 to 95%; 2.7% annually. • Teachers and Staff to 95%; 4.0% annually.	2020.2021 Fall Panorama Survey Participation Rate • Students Grades 3-8: 87% • Teachers and Staff: 83% 2020.2021 Spring Panorama Survey Participation Rate • Students Grades 3-8: 94% • Teachers and Staff: 95%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Participation: • Students Grades 3-8: Fall 87%; Spring 99% • Teachers and Staff: Fall 80%; Spring 100%	2022.2023 Panorama Survey Participation: • Students Grades 3-8: Fall 100%; Spring 97% • Teachers and Staff: Fall 91%; Spring 96%	2023.2024 Panorama Survey Participation: • Students Grades 3-8: Fall 98% • Teachers and Staff: Fall 100% (No Spring Survey Given)	Updated Desired Outcome for 2023.2024: • 95% participation for staff and students in Fall and Spring. 2023.2024 Fall Panorama Survey Participation Rate Desired Outcome • Students Grades 3-8: 95% • Teachers and Staff: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase favorable response to Emotional Regulation (grades 3-8) in Fall Panorama Survey to 80% (12.7% annually).	2020.2021 Fall Panorama Survey Student Responses • Emotional Regulation (grades 3-8): 42% 2020.2021 Spring Panorama Survey Student Responses • Emotional Regulation (grades 3-8): 42%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Student Responses: • Emotional Regulation (grades 3-8): • ELE: Fall 43%; Spring 45%	Metric adjusted 23-24 CUSD no longer measures emotional regulations shifted to supportive relationships which is monitored locally.	Metric adjusted 23-24 CUSD no longer measures emotional regulations shifted to supportive relationships which is monitored locally.	Updated Desired Outcome for 2023.2024: • Emotional Regulation (grades 3-8): 80% for Fall and Spring 2023.2024 Fall Panorama Survey Student Responses Desired Outcome • Emotional Regulation (grades 3-8): 80%
Complete narrative summary for LCFF Priority 6: School Climate.	Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process. In Fall 2021, results will be entered on the California School Dashboard, resulting	Metric Adjusted for 2022.2023 CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate. The percent of students reporting a favorable response as represented by the	2022.2023 Climate Survey Question Responses for agree and strongly agree: • I feel safe at my school: 72.88%; 4.04 • School rules are fair: 60.77%; 3.71 • My school is clean: 44.75%; 3.34 • Students are nice to each	2023.2024 Climate Survey Question Responses for agree and strongly agree: • I feel safe at my school: 74.35%; 3.98 • School rules are fair: 62.23%; 3.71 • My school is clean: 38.42%; 3.22 • Students are nice to each	Updated Desired Outcome for 2023.2024: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline. The Overall Mean for questions will be at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in a status of "Met" for all schools on the California School Dashboard.	Overall Top Box (the percent of students reporting a 5) score to School Climate Questions will increase by 10% annually. 2021.2022 Climate Survey Question Responses: • I feel safe at my school: 70.22% • School rules are fair: 67.55% • My school is clean: 52.41% • Students are nice to each other at my school: 43.45% • I like going to my school each day: 72.87%	other at my school: 41.12%; 3.34 • I like going to my school each day: 59.35%; 3.7	other at my school: 46.24%; 3.34 • I like going to my school each day: 60.85%; 3.70	least 4.5 by 2023.2024. Metric Adjusted. Overall Mean of at least 4.5 for questions; Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome to be set in 2022.2023. 2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.
Annual Attendance Rate of at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate:	N/A	2021.2022 Annual Attendance Rate: • Capri: 95.05%	2022.2023 Annual Attendance Rate: • Capri: 95.01%	Metric Added. 2023.2024 Attendance Rate Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Capri: 98.28%				• Capri: At least 98%
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate Capri • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%	N/A	2021.2022 Expulsion Rate Capri • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%	2022.2023 Expulsion Rate Capri • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Capri • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%

Goal Analysis

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

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

No substantive difference between planned and implemented actions

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

2.1 - One staff member in this position moved to another position with a different funding source. 4 months as an open position while trying to hire.
2.6 - Only one staff person held an after-school reading intervention at a cost of about $1,500 ($3,500 less than budgeted).

The remaining budgeted amount from 2.1 and 2.6 that were not spent, was used to provide $500 stipends to teachers for 10 hours of additional collaboration time.

Actions 2.1, 2.5, 2.6, 2.8, 2.9, and 2.10 have all benefited our students by providing intervention supports, push in support, after school reading support, access to social emotional lessons, peer leadership opportunities, and an administrator to support the site work around multi tiered systems of support.

All actions will be maintained for 2024-25

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete self-reflection tool for LCFF Priority 3: Parent and Family Engagement.	School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Capri: 4 (Full Implementation) LEA's progress in providing families with information and resources to support student learning and	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Capri: 4 (Full Implementation) LEA's progress in providing families with information and	2022.2023 School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Capri: 4 (Full Implementation) LEA's progress in providing families with	2023.2024 School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Capri: 4 (Full Implementation) LEA's progress in providing families with	Capri: Rubric score of 5: Full implementation and sustainability in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	development in the home: Capri: 4 (Full Implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Capri: 3 (Initial Implementation)	resources to support student learning and development in the home: • Capri: 5 (Full Implementation and sustainability) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Capri: 5 (Full Implementation and sustainability)	information and resources to support student learning and development in the home: • Capri: 4 (Full Implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Capri: 5 (Full Implementation and sustainability)	information and resources to support student learning and development in the home: • Capri: 4 (Full Implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Capri: 5 (Full Implementation and sustainability)	
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline set in Fall 2021.	Metric Removed. CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.	Metric Removed	Metric Removed	Metric Removed. 2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Fall Conferences attended: 424			
Annually, 100% of school staff will receive professional development in the area of family engagement as measured by staff sign in sheets and feedback forms.	Note: Baseline set in Fall 2021.	Metric Removed. CUSD uses the Studer Education Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally. Parent and Family Engagement Strategies Training: CUSD • In January 2022, school staff participated in trainings offered by the Family Engagement Institute. Training topics were	Metric Removed	Metric Removed	Metric Removed. 2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Fall 2021 Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		site determined. Parent and Family Engagement Strategies Training: Capri • In January 2022, 20 staff participated in training offered by the Family Engagement Institute.			
Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange	Spring 2021 Thought Exchange Participation: • : TBD%	Metric Adjusted. Capri used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange. 2021.2022 Parent/Family Satisfaction Survey Responses: Capri • 103	2022.2023 Parent/Family Satisfaction Survey Responses: Capri • 107	2023.2024 Parent/Family Satisfaction Survey Responses: Capri • 175	Metric Adjusted. 2023.2024 Desired Outcome: • At least 126 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey Spring 2024 Thought Exchange Participation Desired Outcome: • : TBD%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	Metric Added. 2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. • Capri: 100%	N/A	N/A	N/A	Metric Added 2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

Goal Analysis

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

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

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between encumbered and actual expenditures

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

3.1 - Community Liaison is a tremendous resource to our families, especially our Spanish speaking families. The outreach, services, and translation support she provides is crucial to including this population in their student's education, volunteer opportunities, and community events.

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

All actions will be maintained for 2024-25

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.