



# 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	Kristen Prindle Principal	kprindle@campbellusd.org 408-364-4233

## 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 Castlemont School, we believe every child deserves the opportunity to succeed. Our vision is Castlemont Elementary School is to provide a nurturing, safe, and professional community that supports the social, emotional, and physical development of all students. Curriculum will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring educators who are attentive to the needs of our diverse population. Castlemont will encourage positive parent involvement, which will support our school and community. Students will be respectful, productive citizens who think critically, make informed decisions, and act responsibly.

The population at Castlemont school is diverse. Currently, we serve students in a TK-5th grade school system. Castlemont School serves 442 students and comprises 57.6% Hispanic, 8.3% Asian, 4.0% African American, 21% White, and the remaining 8.5% represent other ethnic groups. Of the total enrollment, 36.8% are English Language Learners, 55.8% are Socioeconomically Disadvantaged, and 14% of students have an Individualized Education Plan. (data pulled from Dataquest from CDE)

Numerous programs and traditions make Castlemont School unique, such as our parent volunteer facilitated Art Vistas program, CACE adult education language classes for parents and community, Junior Coaches, and Peer Support Coaches. Our school community-focused cultural events are an additional unique strength. These include teaching, learning and celebration of Dia de los Muertos, Lunar New Year, Dia de los Niños (Day of the Child), Black History Month, and Asian American Pacific Islander Month.

Our partnerships with the community and our families are among our greatest strengths. We are a school community with high expectations as students, educators, parents, and the community work together towards a common goal to actively support every student in achieving his or her personal best. Parents are part of the decision-making process through involvement in a very active Castlemont Home and School Club, our English Learner Advisory Committee, the School Site Council, and our program review process. Our mission is that in an educational partnership with the community, we are dedicated to teaching children to become caring, competent, responsible citizens in a rapidly changing world. We will provide a nurturing environment, promote respect for uniqueness of self and others, and emphasize a solid academic foundation.

## 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 California School Dashboard show the following areas of need:

- English Learner Progress: English Learner students were red for this indicator
- Chronic Absenteeism: English Learner students were red for this indicator

- English Language Arts: Students with Disabilities were red for this indicator

In addition to our areas of need, the indicators from the California Dashboard show the following areas of improvement and/or meeting standards:

- \* Suspension Rate: Overall, students were blue in for this indicator
- \* Mathematics: Overall, students were green for this indicator
- \* Basics (Teachers, Instruction, Materials and Facilities): Standards Met
- \* Implementation of Academic Standards: Standards Met
- \* Parent and Family Engagement: Standards Met
- \* Local Climate Survey: Standards Met
- \* Access to a Broad Course of Study: Standards Met

## Reflections: Technical Assistance

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

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

- 2022 Dashboard Results
- Students with Disabilities: Academics and Chronic Absenteeism
- Two or More Races: Chronic Absenteeism and Suspension
- 2023 Dashboard Results
- English Learners: English Learner Progress and Chronic Absenteeism

## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

Castlemont 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 School Site Council (SSC) is group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. The Castlemont SSC meets four times a year to participate in important decision making that can bring positive benefits to students, represent the school community and learn about school governance and funding. School Site Council members are elected, with teachers electing teachers and parents electing parents. Once elected an individual serves for a two year term.
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. At Castlemont, our Community Liaison regularly engages 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. This information is shared at one of four site ELAC meetings, allowing for the sharing of information as well as eliciting feedback and suggestions from our community members.
Students	The Superintendent meets five times a year with the Student Advisory Group made up of students from all 12 of our schools. Castlemont has two 5th graders representing. The group is diverse and represents the ethnic groups we serve. Students are asked about

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

	<p>(HSC) meetings, English Language Acquisition Committee (ELAC), Superintendent Parent Advisory Council which includes parents of students with an IEP and LCAP board updates. We utilize uniform LCAP slide decks 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 HSC meetings and in School Board meetings. Parent Square is also used to share information with parents, as well as provide a bi-monthly Letter From the Principal, in addition to being used by classrooms teachers to communicate with parents on an individual level.</p>
Home and School Club	<p>The Home &amp; School Club (HSC) is a Castlemont site specific, non-profit, volunteer organization that consists of parents, teachers, school staff, and community members. The mission of the Castlemont HSC is “To assist and provide enrichment opportunities not covered by the state, county or district for the general welfare of Castlemont Elementary School; to promote school and home relations.” The Castlemont HSC meets once a month in the evenings with a hybrid meeting structure, allowing community members to participate either in person or zoom. The HSC organizes fundraisers, school community events and funds special programs such as field trips, assemblies and the Art Vista program.</p>

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 supports for our students. Because this is an instrumental part of a high quality multi-tiered system of support we created new goals for our LCAP for the next three year 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 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 supports for students struggling academically. This need will lead us to allocate targeted funds for professional development to build the capacity of our teachers to provide tier academic and social emotional supports for students. Additionally, we will continue to provide math intervention teachers since currently we only have identified 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 was obtained through our LCAP Priority surveys. Parents request cultural recognition events and learning and a student leadership program. Our educational partners in our School Site Council and in our ELAC expressed satisfaction in our continued plans to provide funding for online supplemental programs: Reflex Math (including Frax), RAZ Kids (for literacy), Strugly, and Character Strong. Educational partners in SSC and ELAC also expressed support for our Junior Coaches and Peer Academic Support programs.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

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

## Measuring and Reporting Results

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

	<p>Balanced Assessment: English Language Arts in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>Results</p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Overall:47%</li> <li>• Socioeconomically Disadvantaged : 37%</li> <li>• Students with Disabilities: 18%</li> <li>• English Learners: 14%</li> <li>• White: 63%</li> <li>• Asian: 88%</li> <li>• Hispanic/Latino : 34%</li> <li>• Black: 25%</li> </ul>			<p>Exceeding Standard on the Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.2	<p>Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 SBAC Math Results</p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Overall: 48%</li> <li>• Socioeconomically Disadvantaged : 37%</li> <li>• Students with Disabilities: 26%</li> <li>• English Learners: 22%</li> <li>• White: 50%</li> <li>• Asian: 83%</li> <li>• Hispanic/Latino : 33%</li> <li>• Black: 0%</li> </ul>			<p>80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	

1.3	<p>Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 CAST Results</p> <ul style="list-style-type: none"> <li>• Grade 5</li> <li>• Overall: 45%</li> <li>• Socioeconomically Disadvantaged : 21%</li> <li>• Students with Disabilities: 45%</li> <li>• English Learners: 0%</li> <li>• White: 82%</li> <li>• Asian: 64%</li> <li>• Hispanic/Latino : 15%</li> <li>• Black: *</li> </ul> <p>*Data is suppressed because fewer than 11 students tested.</p>			<p>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.</p>	
1.4	<p>Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard.</p> <p>Source: California School Dashboard</p>	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> <li>• Number of English Learners with a current and prior year ELPAC score: 119</li> <li>• Percent of English Learners making at least one level of progress or</li> </ul>			<p>Increase the percent of English Learners making at least one level or progress or maintaining a level of 4 on the ELPAC to 55% percent by 26-27.</p>	

		maintaining a level of 4 on the ELPAC: 42%				
1.5	<p>Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP).</p> <p>Number of Long Term English Learners (LTELS) in 8th grade as of Census Day.</p> <p>Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELS).</p>	<p>2022.2023 Redesignation Results</p> <ul style="list-style-type: none"> <li>County</li> <li>Number of ELs as of CalPads Census Date: 54266</li> <li>Number of ELs redesignated: 7087</li> <li>Percent of ELs redesignated: 31.5%</li> </ul> <ul style="list-style-type: none"> <li>School</li> <li>Number of ELs as of CalPads Census Date: 141</li> <li>Number of ELs redesignated (excludes K): 16</li> <li>Percent of ELs redesignated (excludes K): 11%</li> </ul> <p>2023.2024 Number of Long Term English Learners (LTELS) in 8th grade as of Census Day:</p> <ul style="list-style-type: none"> <li>Not Applicable, Metric applicable only to sites</li> </ul>			<p>Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27.</p> <p>LTEL Target Outcome: Not Applicable, does not currently meet LTEL enrollment threshold.</p>	

		meeting LTEL enrollment threshold.				
1.6	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Reading Results</p> <ul style="list-style-type: none"> <li>• Grades 2-5</li> <li>• Overall: 36%</li> <li>• Socioeconomically Disadvantaged : 28%</li> <li>• Students with Disabilities: 18%</li> <li>• English Learners: 6%</li> <li>• White: 55%</li> <li>• Asian: 53%</li> <li>• Hispanic/Latino : 22%</li> <li>• Black: 71%</li> </ul>			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.7	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Math Results</p> <ul style="list-style-type: none"> <li>• Grades 2-5</li> <li>• Overall: 27%</li> <li>• Socioeconomically Disadvantaged : 22%</li> <li>• Students with Disabilities: 11%</li> <li>• English Learners: 7%</li> <li>• White: 47%</li> </ul>			<p>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 Above Grade Level by 15</p>	

		<ul style="list-style-type: none"> <li>• Asian: 45%</li> <li>• Hispanic/Latino : 15%</li> <li>• Black 55%</li> </ul>			percentage points by 26-27.	
1.8	<p>Percent of students scoring At or Above Benchmark on DIBELS in grades K-2.</p> <p>Source: DIBELS/Amplify</p>	<p>2023.2024: Middle of Year DIBELS Results</p> <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Overall: 50%</li> <li>• Socioeconomically Disadvantaged : 40%</li> <li>• Students with Disabilities: 31%</li> <li>• English Learners: 30%</li> <li>• White: 73%</li> <li>• Asian: 67%</li> <li>• Hispanic/Latino : 35%</li> <li>• Black: *</li> </ul> <p>*Data is suppressed because fewer than 11 students tested.</p>			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	<p>Number of teachers misassigned and number of vacant teacher positions.</p> <p>Source: Human Resources Department</p>	<p>2022.2023 and 2023.2024 Results</p> <ul style="list-style-type: none"> <li>• 2022.2023 Number of teachers misassigned: 0</li> <li>• 2023.2024 Number of vacant</li> </ul>			Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	

		teacher positions: 0				
1.10	<p>Percent of students with access to standards aligned instructional materials.</p> <p>Source: School Accountability Report Cards (SARCs)</p>	<p>2023.2024 Result</p> <ul style="list-style-type: none"> <li>100%</li> </ul>			<p>Maintain 100% of students having access to standards aligned instructional materials.</p>	
1.11	<p>Facilities Inspection Tool (FIT) Score</p> <p>A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good.</p> <p>Source: Final FIT Evaluations</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>98.88%</li> </ul>			<p>Maintain a FIT Score of at least 95%.</p>	
1.12	<p>Not Applicable, District Level Metric.</p> <p>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 through Specialized</p>	<p>Not Applicable, District Level Metric.</p>			<p>Not Applicable, District Level Metric.</p>	



	<p>Academic Instruction (SAI).</p> <p>Source: PowerSchool and SIRAS</p>					
1.13	<p>Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards.</p> <p>Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>English Language Arts: 3 (Initial Implementation)</li> <li>English Language Development: 3 (Initial Implementation)</li> <li>Math: 2 (Beginning Development)</li> <li>Next Generation Science Standards: 2 (Beginning Development)</li> <li>History/Social Studies: 1 (Exploration and Research Phase)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability)</p>	

# 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	Improvement Coach (Formerly Equity TOSA)	Improvement Coach will support teacher capacity in all tiers. Will also support capacity of teachers to increase English Learner proficiency. This action supports improvement of the student group indicators which are "red" for the ELPI by providing an Improvement Coach tasked with supporting continuous improvement efforts to close the achievement gap for English learners.	\$166,983.00	Yes
1.2	Additional Administrative Support	Increased or Improved Service: Additional administrator will support behavioral and academic needs including monitoring PBIS, SSTs, and 504s.	\$211,158.00	Yes

		This action supports improvement of the student group indicators which are "red" for the ELPI by providing an additional administrator to monitor and support academic progress for English learners.		
<b>1.3</b>	Instructional Associates	Instructional Associates support Tier 2 and Tier 3 literacy and math.	\$12,593.00	No
<b>1.4</b>	Library/Media Aide	Library media aid support all students with literacy, checking out books, maintaining library inventory, and classroom meetings.	\$13,772.25	No
<b>1.5</b>	General Instructional Aide	General Instructional Aides will work with all students.	\$22,378.00	No
<b>1.6</b>	Instructional Aides	Instructional Aides will work with Tier 2 and Tier 3 students to improve literacy and math. This action supports improvement of the student group indicators which are "red" by providing instructional support to help English learners progress toward English language proficiency as measured by the ELPI and ELA indicators.	\$38,761.00	Yes
<b>1.7</b>	Academic Student Subscriptions	Subscriptions support student learning through online adaptive programs and additional academic content.	\$26,000.00	No
<b>1.8</b>	Instructional Asst-MTSS	Instructional Assistant-MTSS will work with students in literacy, math, and SEL.	\$52,251.00	No
<b>1.9</b>	Instructional Asst-MTSS	Instructional Assistant-MTSS will work with students in literacy, math, and SEL.	\$46,270.00	No

<b>1.10</b>	Reading Intervention	Reading Intervention teacher will work with students identified as below grade level in literacy.	\$171,932.00	No
<b>1.11</b>	TOSA Math Specialist	TOSA Math Specialist will work with teachers to build capacity in teaching math and with students.	\$94,857.00	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  • 93.36%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates  • Overall: 19.9%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	<ul style="list-style-type: none"> <li>• Socioeconomic ally Disadvantaged : 22.1%</li> <li>• Students with Disabilities: 27.7%</li> <li>• English Learners: 21.1%</li> <li>• White: 11/6%</li> <li>• Asian: 15%</li> <li>• Hispanic/Latino : 25.2%</li> <li>• Black: 13%</li> </ul>			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates <ul style="list-style-type: none"> <li>• Overall: 1.0%</li> <li>• Socioeconomic ally Disadvantaged : 1.4%</li> <li>• Students with Disabilities: 3.0%</li> <li>• English Learners: 0.5%</li> <li>• White: 1.0%</li> <li>• Asian: 0%</li> <li>• Hispanic/Latino : 1.1%</li> <li>• Black: 4.2%</li> </ul>			Decrease the Suspension Rate Overall and for all Student Groups by at least 0.5% annually or achieve a rate of 0%.	
2.4	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.			Not Applicable, Middle School Metric.	

	Middle School Drop Out Count  Source: CalPads				
2.5	Expulsion Rate  Source: DataQuest	2022.2023 Rate  <ul style="list-style-type: none"> <li>0%</li> </ul>			Decrease the Expulsion Rate to 0.0%.
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8)  Source: Panorama	2023.2024 Results  <ul style="list-style-type: none"> <li>Grades 3-5</li> <li>Overall: 72%</li> <li>Students with Disabilities: 71%</li> <li>English Learners: 73%</li> </ul>			Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8): <ul style="list-style-type: none"> <li>I feel safe at school.</li> <li>My school is clean.</li> </ul> Source: Annual Student Survey Results.	2023.2024 Ratings  <ul style="list-style-type: none"> <li>Grades 3-5</li> <li>Overall Rating 72%</li> <li>I feel safe at school: 4.01</li> <li>My school is clean: 3.98</li> <li>Top Box Percent:</li> <li>I feel safe at school: 42.27%</li> <li>My school is clean: 28.57%</li> </ul>			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.

## Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	PBIS Safety and Support	Increased or Improved Service: Position supports social-emotional and behavioral well-being of students.	\$29,984.00	No
2.2	Safety and Support	Supports students in classroom setting and making home-school connections regarding academics and behavior.	\$29,984.00	Yes
2.3	Character Strong Toolkit	The Character Strong Toolkit is a curriculum that supports the intentional teaching of social emotional topics.	\$2,000.00	No



<b>2.4</b>	School Site Counselor	The school site counselor supports students' emotional needs by providing counseling individually and in small social groups. Classroom and community workshops. Services are provided 5 days per week. This action supports improvement of the "red" student group indicator for Chronic Absenteeism by increasing Counseling support to address social/emotional needs and increase engagement for English Learners.	\$155,998.00	No
<b>2.5</b>	SKIPS Counseling	The SKIPS counselor provides counseling (AMFT) support to students at a higher level of need than that provided by the school counselor. This action supports improvement of the "red" student group indicator for Chronic Absenteeism by increasing Counseling support to address social/emotional needs and increase engagement for English Learners.	\$25,500.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey.  Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings <ul style="list-style-type: none"> <li>Overall Satisfaction Rating: 4.13</li> <li>Top Box Percent: 45.67%</li> </ul>			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	<p>Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school."</p> <p>Source: Annual Parent/Caregiver Survey Results</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>• Overall Rating: 3.77</li> <li>• Top Box Percent: 33.33%</li> </ul>			<p>Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.</p>	
3.3	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families.</p> <p>Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	

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

	<p>- Seeking Input for Decision Making.</p> <p>Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making."</p> <p>Source: Annual Self Reflection</p>					
3.6	<p>Not Applicable, District Level Metric</p> <p>Number of Parent Workshop Series Offered Annually</p> <p>Source: Student Services Department</p>	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.7	<p>Not Applicable, District Level Metric</p> <p>Number of School-Linked Services Events Offered Annually</p> <p>Source: Student Services Department</p>	Not Applicable, District Level Metric			Not Applicable, District Level Metric.	
3.8	<p>Percent of parents of students with IEPs</p>	2023.2024 Results			100% of parents of students with IEPs	

<p>reporting that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.</p> <p>Source: SIRAS</p>	<ul style="list-style-type: none"> <li>• 100%</li> </ul>			<p>reporting that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process by 26-27.</p>	
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## Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Coffee with the Principals Supplies	We create a welcoming environment for our parents by providing coffee and treats at our in-person meetings.	\$200.00	No

<b>3.2</b>	Community Liaison	The Community Liaison maintains contact with our families through outreach, translation, facilitating ELAC, parent education, and home visits. This action supports improvement of the student group indicator which is "red" for English Learners for Chronic Absenteeism by providing community liaison services to increase student and family engagement in the school community.	\$88,207.00	Yes
<b>3.3</b>	Community Cultural Event: Dia de los Ninos	Dia de los Ninos is a school-wide cultural event designed to teach and honor traditions in addition to those in the dominant culture. Educational partners suggested the event and will involve families.	\$2,000.00	No
<b>3.4</b>	Dia de los Muertos	Honoring and learning about our students' cultures. Creating an ofrenda where all students can participate.	\$500.00	No

# 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
\$685,809.00	\$42,523.00

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

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

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Improvement Coach (Formerly Equity TOSA)</p> <p><b>Need:</b> Increasing staff capacity to support English Learners.</p>	Will increase the knowledge base of staff members in how to build academic proficiency in our English Learner students. This is needed at all grade levels schoolwide.	English Learner proficiency as measured by ELPAC scores, local assessments (iReady and DIBELS), and CAASPP scores.



Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p><b>Scope:</b> Schoolwide</p>		
<p><b>1.2</b></p>	<p><b>Action:</b> Additional Administrative Support</p> <p><b>Need:</b> Monitoring and supporting the growth of our our English Learners and students affected by low familial income levels at a schoolwide administrative level. Building and supporting the PBIS, 504, and SST systems for these students schoolwide.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Providing a broad and systemic lens to implement and support our PBIS, 504, and SST systems.</p>	<p>Panorama Survey (SEL) data for PBIS, the number SSTs needed that are affected by the quality of our Tier 1 instruction and PBIS systems, and continued growth of students with 504s as measured by local and statewide assessments (iReady, DIBELS, CAASPP)</p>
<p><b>1.6</b></p>	<p><b>Action:</b> Instructional Aides</p> <p><b>Need:</b> ELA and Math support for English Learner and Low Income students at all grade levels trend lower than our overall outcomes.</p> <p><b>Scope:</b> Schoolwide</p>	<p>These instructional assistants work in small groups with the identified students in Math and ELA .</p>	<p>ELPAC scores for EL students, local and state assessments.</p>
<p><b>2.2</b></p>	<p><b>Action:</b> Safety and Support</p> <p><b>Need:</b> Supports EL, Foster, and SED students with Tier 1 social emotional needs</p>	<p>This position provides for targeted support for our students of greatest social emotional need. This includes individual and small group check-ins and check-outs, teaching of specific schoolwide expectations, and communication with administration, counselors, and families.</p>	<p>"Sense of Belonging" metrics as measured by the Panorama Survey.</p>

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
	<b>Scope:</b> Schoolwide		
<b>3.2</b>	<b>Action:</b> Community Liaison  <b>Need:</b> A bilingual direct link for communication and resources between students/families and the school/district.  <b>Scope:</b> Schoolwide	Provides direct communication link between students/families and the school/district. Refers district and community resources to students and families. Facilitates English Language Advisory Committee (ELAC) parent group.	Family engagement as measured by local Studer Survey and "Sense of Belonging" as measured by the Panorama survey.

### **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.

Castlemont Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 16.67%. 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.

Our Projected Additional LCFF Concentration Grant of \$42,523 will be used to fund part of our PBIS Safety and Support position. This will in turn allow us to fund an additional part time MTTTS aide who can work with our English Learners.

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		685,809.00		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	\$861,805.25	\$230,578.00	\$28,200.00	\$70,745.00	\$1,191,328.25	\$1,160,628.25	\$30,700.00

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	Improvement Coach (Formerly Equity TOSA)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemon Elementary School TK-5th	2024-2025	\$166,983.00	\$0.00	\$166,983.00			\$166,983.00
1	1.2	Additional Administrative Support	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemon TK - 5	2024-2025	\$211,158.00	\$0.00	\$168,926.00	\$42,232.00		\$211,158.00
1	1.3	Instructional Associates	All		No				2024-2025	\$12,593.00	\$0.00	\$12,593.00			\$12,593.00
1	1.4	Library/Media Aide	All		No				2024-2025	\$13,772.25	\$0.00	\$13,772.25			\$13,772.25
1	1.5	General Instructional Aide	All		No				2024-2025	\$22,378.00	\$0.00	\$22,378.00			\$22,378.00
1	1.6	Instructional Aides	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemon TK-5	2024-2025	\$38,761.00	\$0.00			\$38,761.00	\$38,761.00
1	1.7	Academic Student Subscriptions	All		No				2024-2025	\$0.00	\$26,000.00		\$26,000.00		\$26,000.00
1	1.8	Instructional Asst-MTSS	All		No				2024-2025	\$52,251.00	\$0.00	\$52,251.00			\$52,251.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Instructional Asst-MTSS	All	No				2024-2025	\$46,270.00	\$0.00		\$46,270.00			\$46,270.00
1	1.10	Reading Intervention	All	No				2024-2025	\$171,932.00	\$0.00	\$171,932.00				\$171,932.00
1	1.11	TOSA Math Specialist	All	No				2024-2025	\$94,857.00	\$0.00		\$94,857.00			\$94,857.00
2	2.1	PBIS Safety and Support	All	No				2024-2025	\$29,984.00	\$0.00	\$29,984.00				\$29,984.00
2	2.2	Safety and Support	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemont TK-5	2024-2025	\$29,984.00	\$0.00				\$29,984.00	\$29,984.00
2	2.3	Character Strong Toolkit	All	No				2024-2025	\$0.00	\$2,000.00			\$2,000.00		\$2,000.00
2	2.4	School Site Counselor	All	No				2024-2025	\$155,998.00	\$0.00	\$155,998.00				\$155,998.00
2	2.5	SKIPS Counseling	All	No				2024-2025	\$25,500.00	\$0.00		\$25,500.00			\$25,500.00
3	3.1	Coffee with the Principals Supplies	All	No				2024-2025	\$0.00	\$200.00			\$200.00		\$200.00
3	3.2	Community Liaison	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income		2024-2025	\$88,207.00	\$0.00	\$66,488.00	\$21,719.00			\$88,207.00
3	3.3	Community Cultural Event: Dia de los Ninos	All	No				2024-2025							\$2,000.00
3	3.4	Dia de los Muertos	All	No				2024-2025							\$500.00
3	3.5								\$0.00	\$2,000.00				\$2,000.00	
3	3.6						Specific Schools: Castlemont K-5	2022-2023	\$0.00	\$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]
	685,809.00		0.000%		\$402,397.00	0.000%	0.000 %	<b>Total:</b>	\$402,397.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$402,397.00

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.								
1	1.1	Improvement Coach (Formerly Equity TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemont Elementary School TK-5th	\$166,983.00	
1	1.2	Additional Administrative Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemont TK - 5	\$168,926.00	
1	1.6	Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemont TK-5		
2	2.2	Safety and Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Castlemont TK-5		
3	3.2	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income		\$66,488.00	

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	3.6					Specific Schools: Castlemont K-5	\$500.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$780,503.25	\$874,735.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Equity TOSA	Yes	\$139,050.00	\$166,984
1	1.2	Additional Administrative Support	Yes	\$152,127.00	\$211,158
1	1.3	Instructional Associates	Yes	\$73,521.00	\$80,574
1	1.4	Library/Media Aide	No	\$13,772.25	\$20,801
1	1.5	General Instructional Aide	No	\$31,469.00	\$22,378
1	1.6	Instructional Aides	Yes	\$38,761.00	\$38,761.00
1	1.7	Academic Student Subscriptions	No	\$26,000.00	\$26,000.00
2	2.1	PBIS Safety and Support	Yes	\$29,984.00	\$25,078
2	2.2	Safety and Support	Yes	\$29,984.00	\$29,815



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	2.3	Character Strong Toolkit	No	\$1,898.00	\$2,000.00
2	2.4	School Site Counselor	No	\$149,619.00	\$155,998
2	2.5	SKIPS Counseling	No	\$30,000.00	\$25,500
3	3.1	Coffee with the Principals Supplies	No	\$200.00	\$200.00
3	3.2	Community Liaison	No	\$61,618.00	\$66,488
3	3.5	Community Cultural Event: Dia de los Ninos	No	\$2,000.00	\$2,000
3	3.6	Dia de los Muertos	No	\$500.00	\$1,000

# 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)
	\$394,682.00	\$483,794.00	(\$89,112.00)	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)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Equity TOSA	Yes	\$139,050.00	\$166,984.00		
1	1.2	Additional Administrative Support	Yes	\$152,127.00	\$211,158.00		
1	1.3	Instructional Associates	Yes	\$73,521.00	\$80,574.00		
1	1.6	Instructional Aides	Yes				
2	2.1	PBIS Safety and Support	Yes	\$29,984.00	\$25,078.00		
2	2.2	Safety and Support	Yes				

# 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%	\$483,794.00	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
<b>[Insert LEA Name here]</b>	<b>[Insert Contact Name and Title here]</b>	<b>[Insert Email and Phone here]</b>
Campbell Union School District	Kristen Prindle Principal	kprindle@campbellusd.org 408-364-4233

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	<p>As reported on each school's 2020.2021 SARC:</p> <ul style="list-style-type: none"> <li>No teachers are missassigned, no positions are vacant</li> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: Castlemont 97.79</li> </ul>	<p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 97.88</li> </ul>	<p>2022.2023 0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 97.40%</li> </ul>	<p>2023.2024</p> <ul style="list-style-type: none"> <li>For 2022.2023, 0 teachers were mis-assigned. For 2023.2024, 0 positions are vacant.</li> <li>FIT Score: 98.88</li> </ul>	<p>Maintain 0% of Misassigned teachers. Maintain 100% of student access to standards aligned instructional materials.</p> <ul style="list-style-type: none"> <li>FIT Score: Castlemont 97.79</li> </ul>
Complete narrative summary for LCFF Priority 7: Access to a	Powerschool data indicates that 100% of students in TK-8 have access to core	Powerschool data indicates that 100% of students in TK-8 have access to core	2022.2023 Powerschool data indicates that 100% of students, including	2023-2024 Powerschool data indicates that 100% of students, including	Maintain 100% of student access to broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	subjects including Language Arts, Math, Science, Social Studies, and PE.	subjects including Language Arts, Math, Science, Social Studies, and PE.	low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services	as evidenced by Powerschool.
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	Overall Castlemont Professional Learning for teaching academic standards: ELA: 4 (Full implementation) Math: 4 (Full implementation) ELD: 2 (Beginning Development)	Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> <li>• ELA: 4 (Full implementation)</li> <li>• Math: 3</li> <li>• ELD: 3 (Full Implementation)</li> </ul>	2022.2023 Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> <li>• ELA: 2 (Beginning Development)</li> <li>• Math: 2 (Beginning Development)</li> <li>• ELD: 3 (Initial Implementation)</li> </ul>	2023-2024 ELA: 3 (Initial Implementation) Math: 2 (Beginning Development) ELD: 3 (Initial Implementation)	Castlemont: Improve 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 and 6th grade students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.	<p>2018.2019 SBAC Reading Claim Results</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> <li>• Overall: 85%</li> <li>• EL: 61%</li> <li>• SWD: *</li> <li>• SED: 78%</li> </ul>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>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.</p>	Metric removed.	Metric removed.	<p>Metric removed.</p> <p>2023.2024 SBAC Reading Claim Desired Outcome</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> <li>• Overall: 92%</li> <li>• EL: 65%</li> <li>• SWD: *%</li> <li>• SED: 85%</li> </ul>
<p>Literacy: Increase the percent of students who reach “At or Above Benchmark” Overall on DIBELS assessment by 7% each year and on each subtest:</p> <ul style="list-style-type: none"> <li>• Kindergarten PSF (Phonemic Awareness)</li> <li>• 1st NWF (Decoding)</li> </ul>	<p>Winter 2021 DIBELS Performance</p> <ul style="list-style-type: none"> <li>• Overall: 56%</li> <li>• EL: 38%</li> <li>• SWD: 15%</li> <li>• SED: 41%</li> </ul> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>• K: 55%</li> <li>• 1: 60%</li> <li>• 2: 54%</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>• K PSF: 30%</li> </ul>	<p>Metric adjusted.</p> <p>Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments.</p> <p>Winter 2022 DIBELS Performance</p> <ul style="list-style-type: none"> <li>• Overall: 51%</li> <li>• EL: 25%</li> </ul>	<p>Winter 2023 DIBELS Performance</p> <ul style="list-style-type: none"> <li>• Overall: 50%</li> <li>• EL: 26%</li> <li>• SWD: N/A</li> <li>• SED: 35%</li> <li>• Two or More Races: 84%</li> </ul> <p>Grade Level: Winter</p> <ul style="list-style-type: none"> <li>• K: 57%</li> <li>• 1: 49%</li> <li>• 2: 44%</li> </ul>	<p>Winter 2024 DIBELS Performance</p> <ul style="list-style-type: none"> <li>• Overall: 50%</li> <li>• EL: 30%</li> <li>• SWD: 31%</li> <li>• SED: 40%</li> <li>• Two or More Races: Not Reported- No longer ATSI</li> </ul> <p>Grade Level: Winter</p> <ul style="list-style-type: none"> <li>• K: 48%</li> <li>• 1: 52%</li> <li>• 2: 55%</li> </ul>	<p>Metric adjusted.</p> <p>Winter 2024 DIBELS Performance Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 67%</li> <li>• EL: 46%</li> <li>• SWD: 18%</li> <li>• SED: 49%</li> <li>• Two or More Races: 91%</li> </ul> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>• K: 66%</li> <li>• 1: 72%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>2nd ORF (Reading Fluency)</li> </ul>	<ul style="list-style-type: none"> <li>1st NWF: 60%</li> <li>2nd ORF: 54%</li> </ul>	<ul style="list-style-type: none"> <li>SWD: N/A</li> <li>SED: 37%</li> </ul> <p>Grade Level: Winter</p> <ul style="list-style-type: none"> <li>K: 50%</li> <li>1: 51%</li> <li>2: 53%</li> </ul> <p>Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 54%</li> <li>1st NWF: 54%</li> <li>2nd ORF: 49%</li> </ul>			<ul style="list-style-type: none"> <li>2: 65%</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 36%</li> <li>1st NWF: 72%</li> <li>2nd ORF: 65%</li> </ul>
<p>Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy: Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024</p>	<p>iReady: Reading Winter</p> <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 47%</li> <li>EL: 12%</li> <li>SWD: 18%</li> <li>SED: 33%</li> </ul> <ul style="list-style-type: none"> <li>Spring: Grades 1-5:</li> <li>Overall: 44%</li> <li>EL: 22%</li> <li>SWD: 15%</li> <li>SED: 31%</li> </ul>	<p>iReady: Reading Spring: Grades 2-5</p> <ul style="list-style-type: none"> <li>Overall: 52%</li> <li>EL: 16%</li> <li>SWD: 17%</li> <li>SED: 35%</li> </ul> <ul style="list-style-type: none"> <li>iReady Math Spring: Grades 1-5:</li> <li>Overall: 40%</li> <li>EL: 12%</li> <li>SWD: 17%</li> <li>SED: 23%</li> </ul>	<p>Metric Adjusted</p> <p>Metric adjusted. Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>2022.2023</p> <p>iReady: Reading Winter: Grades 2-5</p> <ul style="list-style-type: none"> <li>Overall: 37%</li> <li>EL: 12%</li> <li>SWD: 15%</li> <li>SED: 25%</li> <li>Two or More Races: 38%</li> </ul>	<p>2023-2024</p> <p>iReady: Reading Winter: Grades 2-5</p> <ul style="list-style-type: none"> <li>Overall: 44%</li> <li>EL: 19%</li> <li>SWD: 22%</li> <li>SED: 32%</li> <li>Two or More Races: Not Reported- No longer ATSI</li> </ul> <ul style="list-style-type: none"> <li>iReady Math Winter: Grades 1-5:</li> <li>Overall: 38%</li> <li>EL: 20%</li> <li>SWD: 27%</li> </ul>	<p>iReady: Reading Performance Desired Outcome Winter</p> <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 59%</li> <li>EL: 14%</li> <li>SWD: 21%</li> <li>SED: 40%</li> <li>Two or More Races: 45%</li> </ul> <ul style="list-style-type: none"> <li>Spring: Grades 2-5:</li> <li>Overall: 55%</li> <li>EL: 28%</li> <li>SWD: 19%</li> <li>SED: 39%</li> <li>Two or More Races: 43%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> <li>iReady Math Winter: Grades 1-5:</li> <li>Overall: 29%</li> <li>EL: 11%</li> <li>SWD: 18%</li> <li>SED: 17%</li> <li>Two or More Races: 34%</li> </ul>	<ul style="list-style-type: none"> <li>SED: 26%</li> <li>Two or More Races: Not Reported- No longer ATSI</li> </ul>	
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually.</p> <p>Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.</p>	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 61.17%</li> <li>Black/African American: *</li> </ul> <p>Hispanic/Latino: 48.35%</p> <ul style="list-style-type: none"> <li>SED: 49.73%</li> <li>EL: 15.29%</li> </ul> <p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 54.81%</li> <li>Black/African American: *</li> </ul> <p>Hispanic/Latino: 44.02%</p> <ul style="list-style-type: none"> <li>SED: 41.94%</li> <li>EL: 18.18%</li> </ul>	<p>Metric on hold.</p> <p>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.</p>	<p>2021.2022 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 46%</li> <li>Black/African American: Data is suppressed because fewer than 11 students tested.</li> <li>Hispanic/Latino: 33%</li> <li>SED: 34%</li> <li>SWD: 18%</li> <li>EL: 9%</li> <li>Two or More Races: 41.18%</li> </ul> <p>2021.2022 SBAC:</p>	<p>2022-23 SBAC English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 47%</li> <li>Black/African American: 25%</li> <li>Hispanic/Latino: 34%</li> <li>SED: 37%</li> <li>SWD: 18%</li> <li>EL: 14%</li> </ul> <p>2022-23 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 48%</li> <li>Black/African American: 0%</li> <li>Hispanic/Latino: 33%</li> <li>SED: 37%</li> </ul>	<p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 66.67%</li> <li>Black/African American: *</li> <li>Hispanic/Latino: 54.20%</li> <li>SED: 54.2%</li> <li>EL: 16.16%</li> <li>Two or More Races: 46.18%</li> </ul> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 63.03%</li> <li>Black/African American: *</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 44%</li> <li>Black/African American: Data is suppressed because fewer than 11 students tested.</li> <li>Hispanic/Latino: 31%</li> <li>SED: 31%</li> <li>SWD: 15%</li> <li>EL: 11%</li> <li>Two or More Races: 52.94%</li> </ul>	<ul style="list-style-type: none"> <li>SWD: 26%</li> <li>EL: 22%</li> </ul>	<ul style="list-style-type: none"> <li>Hispanic/Latino: 50.62%</li> <li>SED: 48.23%</li> <li>EL: 20.9%</li> <li>Two or More Races: 57.94%</li> </ul>
Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.	<p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Grade 4: 54.13% (- 0.9% from 2017.2018)</li> </ul> <p>Note: Cohort established in 2021.2022, with goals in 2022.2023 using semi-matched cohort performance in mathematics.</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>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</p>	Metric removed.	Metric removed.	<p>Metric removed.</p> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>Grade 4: 59.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		administered i-Ready in lieu of SBAC.			
Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually.	2018-2019 CAST Results Grade 5 <ul style="list-style-type: none"> <li>• Overall: 31.25%</li> <li>• EL: 0%</li> <li>• SWD: *</li> <li>• SED: 13.43%</li> </ul>	Metric on hold.  For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021.2022 CAST Results Grade 5 <ul style="list-style-type: none"> <li>• Overall: 43%</li> <li>• Black/African American: Data is suppressed because fewer than 11 students tested.</li> <li>• Hispanic/Latino: 31%</li> <li>• SED: 26%</li> <li>• SWD: 13%</li> <li>• EL: 4%</li> <li>• Two or More Races: Data is suppressed because fewer than 11 students tested.</li> </ul>	2022-23 CAST Results Grade 5 <ul style="list-style-type: none"> <li>• Overall: 45%</li> <li>• Black/African American: Data is suppressed because fewer than 11 students tested.</li> <li>• Hispanic/Latino: 15%</li> <li>• SED: 21%</li> <li>• SWD: 46%</li> <li>• EL: 0%</li> </ul>	2023.2024 CAST Desired Outcome District <ul style="list-style-type: none"> <li>• Grade 5: 35.93%</li> </ul>
Increase the percentage of English Language Learners (ELs) making at least	2019 English Learner Progress	Metric on hold.  Student data is not available to	2021.2022 English Learner Progress	2022-23 English Learner Progress	Updated 2023.2024 ELPAC Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
one level of progress on the English Language Proficiency Assessments for California (ELPAC).	<ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 172</li> <li>Percent of ELs making at least one level of progress: 50.6%</li> </ul>	demonstrate annual progress of ELs in English language acquisition. A baseline goal will be established for this metric in the Fall of 2022.	<ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 129</li> <li>Percent of ELs making at least one level of progress: 58.1%</li> </ul>	<ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 119</li> <li>Percent of ELs making at least one level of progress: 42%</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of EL students making at least one level progress on the ELPAC will meet or exceed the State of California percentage.</li> </ul> <p>2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> <li>Increase the percent of EL students making at least one level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.</li> </ul>
Increase the percent of Redesignated ELs	2019.2020 Redesignation	2020.2021 Redesignation	2021.2022 Redesignation	2022-23 Redesignation	2023.2024 Redesignation Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
by at least 3% annually.	<ul style="list-style-type: none"> <li>Total Number of ELs: 179</li> </ul> Redesignated: <ul style="list-style-type: none"> <li>Number: 9</li> <li>Percent: 5%</li> </ul> Note: Total number of ELs as of 10.2.19 (as of Census Day and completion of Initial ELPAC)	<ul style="list-style-type: none"> <li>Total Number of ELs: 138</li> </ul> <ul style="list-style-type: none"> <li>Number Redesignated: 4</li> <li>Percent Redesignated: 3%</li> </ul>	<ul style="list-style-type: none"> <li>Total Number of ELs: 146</li> </ul> <ul style="list-style-type: none"> <li>Number Redesignated: 7</li> <li>Percent Redesignated: 5%</li> </ul>	<ul style="list-style-type: none"> <li>Total Number of ELs: 141</li> </ul> <ul style="list-style-type: none"> <li>Number Redesignated: 16</li> <li>Percent Redesignated: 11%</li> </ul>	<ul style="list-style-type: none"> <li>Total Percent of ELs Redesignated: 5.75%</li> </ul>

## Goal Analysis

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

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

For the 2022.2023 school year, there were no substantive differences in planned versus 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.

Action 1.4: We changed the funding for our part-time library/media aide. This position is now funded entirely with district funds. In previous years, half of this position was funded with funds from our Home and School Club.

Action 1.7" In our subscription budget we included a new subscription to the mathematics learning platform "Struggly." This aligns with our shift for staff and students to a more flexible mindset regarding math. This new subscription did not change our budget, but was a meaningful new addition to student learning.

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

Castlemont exceeded our desired FIT score outcome with a score of 98.88% with zero teachers misaligned and 100% of students with access to a broad course of study.

We did not meet our overall desired outcome in our DIBELS; however, we did make growth over Winter DIBELS 2023 in the following areas: EL, SED, and overall 1st and 2nd grade. SWD exceeded the overall desired outcome for the subgroup.

Castlemont surpassed our desired outcome goal on iReady Math and Reading as well as in DIBELS assessments for SWD (Students with Disabilities). We attribute this growth to ongoing professional development in UDL (Universal Design for Learning) and in our implementation of returning SWD to general education classrooms as much as possible.

We demonstrated growth in our SBAC English Language Arts and Math scores from 2021-22, but did not meet the overall desired outcome. To improve upon our growth trajectory, our 3rd - 5th grade teams will implement regular interim assessments to allow students the opportunity to familiarize themselves with the context and format of the assessment. In order to systematize the implementation of the interim assessments, planning and shared results will be part of our PLC cycles.

We exceeded the overall desired outcome for our 5th grade CAST scores by 9.07%. We attribute this to our robust and targeted STEAM program and integration of science reading into ELA.

We exceeded our desired outcome for EL redesignation by 5.25%

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.

Castlemont Elementary was identified as eligible for Differentiated Assistance in the 2023-24 school year as a result of California School Dashboard Results for 2022 and 2023:

The 2022 Dashboard Results reflected a Students with Disabilities: Academics and Chronic Absenteeism and Two or More Races: Chronic Absenteeism and Suspension in the red. The following year, 2023 Dashboard Results reported English Learners: EL Progress and Chronic Absenteeism as listed in the red on the California Dashboard. In order to address this deficiency we have strengthened our strategic response to English Learner progress by adding a district-level ELD specialist to our staff for the 2023-24 school year. This specialist is working directly with teachers during designated ELD class time to build teacher capacity. The specialist is working specifically to help teachers familiarize our EL students with the ELPAC format. The ELD specialist is modeling lesson is both designated and integrated ELD. The specialist also meets with teachers during their planning time to help build their confidence in their ability to deliver designated and integrated ELD instruction. We will continue to monitor our ELPAC metrics along with local and state assessment data specifically for our English Learner progress. Our goal with this strengthened approach is to see a greater increase in the number of our EL students making progress of at least one level as measured by the ELPAC assessment.

In our local DIBELS assessments we did not meet our overall desired outcome except for SWD, who exceeded the goal. To address this in 2024-25, we will be utilizing our MTSS aides in a more flexible format. MTSS aides currently work with prescribed standards that have not yet

been met. We anticipate that having greater flexibility for teachers in choosing targeted students for small group instruction with the MTSS aides, will lead to greater growth.

We demonstrated growth in our SBAC English Language Arts and Math scores from 2021-22, but did not meet the overall desired outcome. To improve upon our growth trajectory, our 3rd - 5th grade teams will implement regular interim assessments to allow students the opportunity to familiarize themselves with the context and format of the assessment. In order to systematize the implementation of the interim assessments, planning and shared results will be part of our PLC cycles. With these planned changes, as well as our flexible mindset and UDL work in Math, ELA and ELD, we anticipate greater growth toward desired outcomes in our SBAC and iReady results in 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
<p>Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain.</p> <p>Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain.</p>	<p>2019.2020 Suspension Rate</p> <ul style="list-style-type: none"> <li>Overall: 0.7%</li> <li>EL: 0%</li> <li>SWD: 3.1%</li> <li>SED: 0.3%</li> <li>Black/African American: 0%</li> <li>Hispanic/Latino: 0.6%</li> </ul>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2020.2021 Suspension Rate:</p> <ul style="list-style-type: none"> <li>Overall: 0%</li> <li>EL: 0%</li> <li>SWD: **</li> <li>SED: **</li> <li>Black/African American: 0%</li> <li>Hispanic/Latino: 0%</li> </ul>	<p>2021.2022 Suspension Indicator Status</p> <ul style="list-style-type: none"> <li>Overall: Medium</li> <li>EL: Medium</li> <li>SWD: High</li> <li>SED: High</li> <li>Black/African American: Group size too small</li> <li>Hispanic/Latino: Medium</li> <li>Two or More Races: Very High</li> </ul> <p>CUSD tracks student suspension as reported on the California School Dashboard as required in</p>	<p>2022-2023 Suspension Indicator Status</p> <ul style="list-style-type: none"> <li>Overall: Low</li> <li>EL: Very Low</li> <li>SWD: Medium</li> <li>SED: Medium</li> <li>Black/African American: Group size too small</li> <li>Hispanic/Latino: Medium</li> </ul> <p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p>	<p>Metric Adjusted.</p> <p>Updated 2023.2024 Suspension Desired Outcome</p> <ul style="list-style-type: none"> <li>Status of Very Low or Low Overall and for all Student Groups.</li> </ul> <p>As needed, the suspension metric will be updated based on California School Dashboard results.</p> <p>2023.2024 Suspension Rate Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 0%</li> <li>EL: 0%</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p><b>**DataQuest: Disabled Subgroup Filter</b> To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>	'Reflections: Identified Need.'		<ul style="list-style-type: none"> <li>• SWD: 1.6%</li> <li>• SED: 0%</li> <li>• Black/African American: 0%</li> <li>• Hispanic/Latino: 0%</li> </ul>
<p>Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group.</p> <ul style="list-style-type: none"> <li>• Overall reduce by 300; 100 annually.</li> <li>• ELs and SWDs reduce by</li> </ul>	<p>2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression</p> <ul style="list-style-type: none"> <li>• Overall: 65</li> <li>• EL: 5</li> <li>• SWD: 20</li> <li>• SED: 24</li> <li>• Hispanic/Latino: 25</li> </ul>	<p>Metric Removed.</p> <p>CUSD monitors ODRs locally.</p> <p>2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:</p> <ul style="list-style-type: none"> <li>• Overall: 1</li> <li>• EL: 0</li> <li>• SWD: 1</li> <li>• SED: 1</li> <li>• Hispanic/Latino: 0</li> </ul>	Metric Removed.	Metric Removed.	<p>Metric Removed.</p> <p>2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 19.5</li> <li>• EL: 1.5</li> <li>• SWD: 6</li> <li>• SED: 7.2</li> <li>• Hispanic/Latino: 7.5</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TBD; TBD annually. • SED and Hispanic reduce by TBD; TBD annually.					
Decrease the overall Chronic Absenteeism rate by 0.5% annually.  Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	2019.2020 Chronic Absenteeism Rate • Overall: 6.04% • EL: 5.4% • SWD: 9.4% • SED: 7.24%  Note: Chronic Absenteeism data not reported publicly for 2019.2020.	2020.2021 Chronic Absenteeism Rate: • Overall: 4% • EL: 3.4% • SWD: 5.6% • SED: 5.7%	2021.2022 Chronic Absenteeism Rate: • Overall: 23.8% • EL: 19.9% • SWD: 30.30% • SED: 27.50% • Black/African American: N/A • Hispanic/Latino: 25.90% • Two or More Races: 33.30%	2022.2023 Chronic Absenteeism Rate: • Overall: 19.9% • EL: 21.2% • SWD: 27.7% • SED: 22.1% • Black/African American: Not Reported • Hispanic/Latino: 52.2% • Two or More Races: Not Reported - no longer ATSI	2023.2024 Chronic Absenteeism Rate Desired Outcome • Overall: 4.54% • EL: 1.5% • SWD: 5.5% • SED: 3.34% • Two or More Races: 32.00%
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	2020.2021 Fall Panorama Survey Participation Rate • Students Grades 3-8: 88.8% • Teachers and Staff: 79.5%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results.  2021.2022 Panorama Survey Participation:	2022.2023 Panorama Survey Participation:  • Students Grades 3-8: Fall 81%; Spring 86%	2023.2024 Panorama Survey Participation:  • Students Grades 3-8: Fall 67%	Metric Adjusted.  Updated Desired Outcome for 2023.2024: • 95% participation for staff and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>95%; 5.7% annually.</p> <ul style="list-style-type: none"> <li>Teachers and Staff to 95%; 5.4% annually.</li> </ul>		<ul style="list-style-type: none"> <li>Students Grades 3-8: Fall 65%; Spring 82%</li> <li>Teachers and Staff: Fall 67%; Spring 98%</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and Staff: Fall 67%; Spring 80%</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and Staff: Fall 75%</li> </ul> <p>(No Spring Survey Given)</p>	<p>students in Fall and Spring.</p> <p>2023.2024 Fall Panorama Survey Participation Rate Desired Outcome</p> <ul style="list-style-type: none"> <li>Students Grades 3-8: 95%</li> <li>Teachers and Staff: 95%</li> </ul>
<p>Increase favorable response to Emotional Regulation (grades 3-8) and Sense of Belonging (grades 6-8) in Fall 2021 Panorama Survey to 80% (12% annually).</p>	<p>2020.2021 Fall Panorama Survey Student Responses</p> <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 43%</li> </ul>	<p>Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results.</p> <p>2021.2022 Panorama Survey Student Responses:</p> <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8):</li> <li>ELE: Fall 43%; Spring 42%</li> </ul>	<p>Metric Adjusted for 2023.2024.</p> <p>CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.</p>	<p>Metric Adjusted for 2023.2024.</p> <p>CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.</p>	<p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 80% for Fall and Spring</li> </ul> <p>2023.2024 Fall Panorama Survey Student Responses Desired Outcome</p> <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 80%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete narrative summary for LCFF Priority 6: School Climate.	Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.	<p>Metric Adjusted for 2022.2023</p> <p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.</p> <p>The percent of students reporting a favorable response as represented by the Overall Top Box (the percent of students reporting a 5) score to School Climate Questions will increase by 10% annually.</p> <p>2021.2022 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>• I feel safe at my school: 4.01; 42.27%</li> <li>• School rules are fair: 3.98; 28.57%</li> <li>• My school is clean: 3.98; 28.57%</li> </ul>	<p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>• I feel safe at my school: 30.32%</li> <li>• School rules are fair: 30.48%</li> <li>• My school is clean: 14.06%</li> <li>• Students are nice to each other at my school: 12.11%</li> <li>• I like going to my school each day: 38.02%</li> </ul>	<p>2023.2024 Studer Education School Student Engagement Survey Responses:</p> <ul style="list-style-type: none"> <li>• I feel safe at my school Mean: 3.72 Top Box: 29.17%</li> <li>• School rules are fair: Mean: 3.78 Top Box: 25.65%</li> <li>• My school is clean: Mean: 2.92 Top Box: 9.4%</li> <li>• Students are nice to each other at my school: Mean: 3.19 Top Box: 14.97%</li> <li>• I like going to my school each day: Mean: 3.61 Top Box: 34.56%</li> </ul>	<p>Metric Adjusted.</p> <p>Updated Desired Outcome: Studer Education School Student Engagement Survey: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will increase by 5% in 2023.2024 from the 2021.2022 baseline.</p> <p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>Students are nice to each other at my school: 3.98; 28.57%</li> <li>I like going to my school each day: 3.98; 28.57%</li> </ul>			
Increase Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: <ul style="list-style-type: none"> <li>Castlemont: 97.48%</li> </ul>	N/A	2021.2022 Annual Attendance Rate: <ul style="list-style-type: none"> <li>Castlemont: 92.76%</li> </ul>	2022.2023 Annual Attendance Rate: <ul style="list-style-type: none"> <li>Castlemont: 93.36%</li> </ul>	Metric Added. 2023.2024 Attendance Rate Desired Outcome <ul style="list-style-type: none"> <li>Castlemont: At least 98%</li> </ul>
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate Castlemont <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>	N/A	2021.2022 Expulsion Rate Castlemont <ul style="list-style-type: none"> <li>Overall: 0.20%</li> <li>EL: 0.0%</li> <li>SWD: *</li> <li>SED: *</li> <li>Black/African American: 0.0%</li> <li>Hispanic/Latino: 0.40%</li> <li>Two or More Races: 0.0%</li> </ul> * Data are suppressed	2022.2023 Expulsion Rate Castlemont <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: *</li> <li>SED: *</li> <li>Black/African American: 0.0%</li> <li>Hispanic/Latino: 0.0%</li> <li>Two or More Races: 0.0%</li> </ul> * Data are suppressed (*) on the DataQuest	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Castlemont <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> <li>Two or More Races: 0.0%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			(*) on the DataQuest Discipline Reports if the cell size within a selected student population (cumulative enrollment) is 10 or less.	Discipline Reports if the cell size within a selected student population (cumulative enrollment) is 10 or less.	

## Goal Analysis

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

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

For the 2023-2024 school year, actions were implemented as planned, with the exception of Action 2.4 as shared below to reach the goal of providing high quality social emotional learning for all students.

Action 2.4: Our site counselor position was increased from part to full-time and adding the the support of a Universal Education (UE) Coach from the Seneca program. These increased services are both funded by the district as planned. These personnel changes have successfully increased student SEL support by starting a chess club and an art club both of which support students in positive social and friendship building skills. Additionally, our UE coach has provided staff professional development around trauma informed practices which has helped increase teacher understanding of their students' unique social emotional needs and how to support them in positive, encouraging ways.

In addition to the above, in response to our low results to "Sense of Belonging" from our Panorama Survey, and to support our goal of decreasing our suspension rates from 2022-23, we added an additional Multi-Tiered Systems of Support (MTSS) aide who works small groups of students not only in academics but also with friendship building, social skills, and positive peer-to-peer relationships.

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.

Action 2.4: Castlemont was able to increase our site counselor from a half to a full-time position during the 2023-24 school year. This has led to an increase in the number of students receiving counseling services. The increase in the budget/position has also allowed time for the counselor to partner with our contracted mental health team to provide classroom PBIS lessons regarding topics such as race, social media, and friendships. The counselor also now has the capacity to help triage mental health referrals for our Coordination of Service team.

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

We did not meet our desired outcome for chronic absenteeism; however, we reduced the overall rate in 2022-23. Two of our subgroups did reduce in chronic absenteeism. Our SWD (Students with Disabilities) dropped from 30.30% to 27.7 and our SED (Socially Economically Disadvantage) dropped from 27.5% to 22.1%. We attribute this to the fact that case managers were involved in parent contact regarding absenteeism. Our community liaison also continues to closely monitor and communicate with affected families.

Our Panorama survey participation rates for students and staff did not meet the desired outcome of 95% participation.

We saw improvement in our suspension rate goal as measured by the California School Dashboard. English Learner suspensions dropped from "Medium" to "Very Low." Students with Disabilities and Socio-Economically Disadvantaged rates both dropped from "High" to "Medium." We attribute this to strengthening of our PBIS systems by adding counseling and MTSS aide support and working with our new Universal Education coach. All are providing strategic support in SEL expectations and skills for students. We continue to hold the schoolwide expectation for daily community circles within classrooms. This year and subsequently, new staff receive support in implementation from our Equity TOSA and UE Coach.

Our annual attendance rate in 2022-23 showed growth over 2021-22; however, we did not meet our desired outcome of 98%.

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.

To address this deficit in student and staff participation in our 2024-25 Panorama Survey, we will monitor and share participation rates for each grade level on a daily basis -- similar to what our Teaching and Learning department does for individual school sites regarding SBAC completion rates. We will also monitor and update individual staff members regarding their completion. Certificated employees will take their survey during a scheduled staff meeting to ensure completion.

In response to our annual attendance rates and chronic absenteeism, in 2024-25 we are adding the support of our counselor and UE coach to give an additional social-emotional lens when looking at individual reasons for chronic absenteeism. Our PBIS Safety and Support staff member will also work with students and their families in adding specific incentives to successfully coming to school. This data will be tracked in our SWIS system. Additionally, updated health guidelines have loosened in regard to when students are required to stay home with illness symptoms, and we anticipate that our absence rates will benefit from the changes.

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



# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete self-reflection tool for LCFF Priority 3: Parent and Family Engagement.	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results:</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Castlemont: 4 (Full Implementation)</p> <p>LEA's progress in providing families with information and resources to support student learning and</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2021.2022: Castlemont LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2022.2023: Castlemont LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 3 (Initial Implementation)</li> </ul> <p>LEA's progress in</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2023.2024: Castlemont LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> <li>• Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in</p>	Castlemont: Rubric score of 5: (Full implementation and sustainability) in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>development in the home: Castlemont: 5 (full implementation and sustainability)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Castlemont: 4 (full implementation)</p>	<p>providing families with information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> <li>Outcome: 5 (Full Implementation &amp; Sustainability)</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>Outcome: 5 (Full Implementation &amp; Sustainability)</li> </ul>	<p>providing families with information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> <li>Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>Outcome: 3 (Initial Implementation)</li> </ul>	<p>providing families with information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> <li>Outcome: 4 (Full Implementation)</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>Outcome: 5 (Full Implementation and Sustainability)</li> </ul>	
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	Metric Removed.	Metric Removed.	Metric Removed.  2023.2024 Parent/Guardian Fall Conference

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		identify strengths and focal areas and Parent/Family Satisfaction locally.			Participation Desired Outcome: TBD based on Fall 2021 Baseline
<p>Annually, 100% of school staff will receive professional development in the area of family engagement as measured by staff sign in sheets and feedback forms.</p> <p>Source: Sign in sheets and feedback forms.</p>	Note: Baseline set in Fall 2021.	<p>Metric Removed.</p> <p>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.</p> <p>Parent and Family Engagement Strategies Training:</p> <ul style="list-style-type: none"> <li>In January 2022, school staff participated in trainings offered by the Family Engagement Institute. Training topics were</li> </ul>	Metric Removed.	Metric Removed.	<p>Metric Removed.</p> <p>2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Fall 2021 Baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		site determined.			
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: <ul style="list-style-type: none"> <li>: TBD%</li> </ul>	Metric Adjusted. In 2021.2022, CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.  2021.2022 Parent/Family Satisfaction Survey Responses: School Name <ul style="list-style-type: none"> <li>69</li> </ul>	2022.2023 Parent/Family Satisfaction Survey Responses: Castlemont <ul style="list-style-type: none"> <li>69</li> </ul>	2023.2024 Parent/Family Satisfaction Survey Responses: Castlemont: <ul style="list-style-type: none"> <li>124</li> </ul>	Metric Adjusted. 2023.2024 Desired Outcome: <ul style="list-style-type: none"> <li>At least 85 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey</li> </ul> Spring 2024 Thought Exchange Participation Desired Outcome: <ul style="list-style-type: none"> <li>: TBD%</li> </ul>
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	N/A	N/A	2022.2023 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.	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as part of the IEP process. <ul style="list-style-type: none"> <li>• Castlemont: 100%</li> </ul>			<ul style="list-style-type: none"> <li>• Castlemont: 100%</li> </ul>	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.

For the 2022.2023 school year, there were no substantive differences in planned versus 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.

Action 3.5 We did not spend as much as anticipated on our Dia de los Niños cultural event because a parent paid for the cost of the entertainment out-of-pocket.

Action 3.6 We also spent less than anticipated for our Dia de los Muertos cultural event because supplies were donated.

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

Our actions were successful, including the meeting or exceeding desired outcomes for: parent satisfaction survey responses; and percentage 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.

In 2024-25 we will follow the input from our community in expanding our cultural recognition and learning for students and staff by building more opportunity for parent involvement during the events. We will also again ask parents from our ELAC parent group to participate as volunteers at our Spring Festival. This started in April 2023-24, with seven parents volunteering at a face painting booth.

In the area of School Site Council (SSC) and English Learner Advisory Committees (ELAC) LCFF Priority 3 Self-Reflection, our results for the LCFF Priority 3 Self-Reflection had a desired outcome of 5 in all areas. We demonstrated growth over last year in LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children with a score of 4 (Full

Implementation). We remained status quo in LEA's progress in providing families with information and resources to support student learning and development in the home with an outcome of 4 (Full Implementation). We met the desired outcome in LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making with an outcome of 5 (Full Implementation and Sustainability)

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.

In 2024-25 we will follow the input from our community in expanding our cultural recognition and learning for students and staff. We plan to accomplish this by building more opportunity for parent involvement during the events. We will also again ask parents from our ELAC parent group to participate as volunteers at our Spring Festival. This started in April 2023-24, with seven parents volunteering at a face painting booth. In the area of progress in providing families with information and resources to support student learning and development in the home, we strive to reach an outcome of sustainability by hosting more parent events, including a Mental Health Awareness Night and a Math Night.

**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.**