



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	Christy Chalfant Principal	cchalfant@campbellusd.org (408) 364-4279

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.

At Forest Hill School, we believe every child deserves the opportunity to succeed.

Our Vision is: At Forest Hill, we work together to build a caring school climate that is positive, predictable, consistent and safe. Our motto is "We are Respectful. We are Responsible. We are Safe. And we Care!"

Our Mission is: Forest Hill inspires learning and problem solving by creating educational experiences that address the academic, social, and emotional needs of our students.

The population at Forest Hill school is diverse. Currently, we serve students in a TK-5th grade school system. Forest Hill School serves 563 students and comprises 13% Hispanic, 46.2% Asian, 3.9% African American, 24.5% White, and the remaining 10.5% represent other ethnic groups. Of the total enrollment, 16.7% are English Language Learners, 12.1% are Socioeconomically Disadvantaged, and 9.8% of students have an Individualized Education Plan. (data pulled from Dataquest from CDE)

At Forest Hill we believe in educating the whole child and work to teach the academic, behavioral and social-emotional aspects of children. We celebrate inclusion and have 3 moderate-severe ESN classes on our campus. We provide music, yoga, art and STEM teachers for students to experience at various times throughout their career at Forest Hill. Several grade levels put on theater performances at least once per year. We have a robust parent community and a highly active PTA who supports many social and school events on campus. We have many parents who volunteer in classrooms and for the school and work collaboratively to ensure our students are learning, safe, and thriving.

Reflections: Annual Performance

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

In examining our California Dashboard data, there was a lot to be proud of regarding student achievement. Our successes, indicated by blue or green indicators, include statewide testing results in ELA and Math for the following groups: Asian, Socioeconomically Disadvantaged, English Learners, and White. In terms of the suspension rate indicator, our greatest successes were with our English Learners and Asian subgroups, which were blue and green, respectively.

Our areas for improvement, where indicators were red on the California School Dashboard, was the Suspension rate for Students with Disabilities.

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

- Red Indicator: Suspension

Reflections: Technical Assistance

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

Forest Hill was not identified for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Forest Hill 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.

Forest Hill was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Forest Hill was not identified CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	The site holds 4 or 5 School Site Council meetings per year. Assessment data and survey data are shared. Members are asked to provide input into the actions and services of the LCAP as well as ask questions of the school site personnel who serve on the council.
English Language Acquisition Group (ELAC)	The 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. The school site holds four ELAC meetings annually where parents are allowed to provide input on action items in the LCAP that support emerging bilingual students. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. The committee works to actively gather feedback on actions that will support newcomer and second language families. Various community partners are present at the meetings to inform parents of resources available in our school/community.
Students	The Superintendent meets five times a year with the Student advisory group made up of students from all 12 of our schools. The group is diverse and represents the ethnic groups we serve. Students are asked about issues at their schools that are going well and those that are in need of improvement. Students are actively engaged at the school levels as well with focus groups and school related surveys.

	<p>The Studer/Huron annual survey is used to gain student input into a variety of topics related to school climate, engagement, etc. In addition, Forest Hill also has a student leadership program where students can share concerns as well as problem-solve to create a more conducive learning environment.</p>
<p>Teachers</p>	<p>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.</p> <p>Teachers are engaged through school leadership teams which meet monthly, staff meetings, and huddles on specific topics. Administrators have an open-door policy which provides another method for staff members to provide ideas, share concerns, or provide solutions to issues. Plus/Delta surveys are also given at the end of each staff meeting to ask for feedback.</p>
<p>Special Education</p>	<p>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 leadership teams (ELAC) at the school level.</p>

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	Forest Hill uses the following methods to engage and inform parents/guardians at the school and district level: Coffee/Pizza with the Principals meetings, School Site Council Meetings, PTA meetings, English Language Acquisition Committee (ELAC), Superintendent Parent Advisory Council which includes parents of students with an IEP and LCAP board updates. We utilize uniform LCAP slide decks 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. School data is also shared at PTA meetings and in School Board meetings. The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey (offered in Spanish and English), we communicate weekly during the survey window using Parent Square. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school based meetings. Parents of students who attended after school English Language Development classes were also asked for their input on the classes through a survey.
PTA	Monthly PTA meetings provide an opportunity for administrators and teachers to share with the community the wonderful things happening at Forest Hill. It also provides an avenue for parents/guardians to ask questions and provide feedback/suggestions.

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

Consultation from our staff and various educational partner groups 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 will continue our goals for our LCAP for the remaining two years of the 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 continued intervention support for students struggling academically. We will continue to allocate targeted funds for professional development to build the capacity of our teachers to provide tier 2 academic and social emotional support for students. Additionally, we will continue to fund math and reading intervention teachers as well as an English Language Development Instructional Assistant. The pandemic and resulting school closures created a greater need for counseling, social emotional learning and interventions. As a result, we will continue with district funded SKIPS counseling program, which includes social emotional lessons for every student as well as individual counseling for "few" students. A desire for more frequent communication was expressed in both parent and teacher surveys. Feedback from teachers and staff, ELAC, and SSC showed the desire to add the following action items: an additional noon duty to run a game room, cultural celebrations to foster family engagement, student-led Peace Patrol, and translation equipment for parent meetings. All of these items were added for 2024-2025.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting or Exceeding Standard on the Smarter	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"> • Grades 3-5 • Overall: 83% • Socioeconomically Disadvantaged : 66% • Students with Disabilities: 45% • English Learners: 12% • White: 78% • Asian: 91% • Hispanic/Latino : 69% • Black: * <p>*Student group too small to report</p>			<p>Exceeding Standard on the Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.2	<p>Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 SBAC Math Results</p> <ul style="list-style-type: none"> • Grades 3-5 • Overall: 85% • Socioeconomically Disadvantaged : 65% • Students with Disabilities: 64% • English Learners: 58% • White: 85% • Asian: 92% 			<p>80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15</p>	

		<ul style="list-style-type: none"> Hispanic/Latino : 69% Black: * <p>*Student group too small to report</p>			percentage points by 26-27.	
1.3	<p>Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 CAST Results</p> <ul style="list-style-type: none"> Grade 5 and/or 8 Overall: 82% Socioeconomically Disadvantaged : * Students with Disabilities: * English Learners: * White: 85% Asian: 90% Hispanic/Latino : * Black: * <p>*Student group too small to report</p>			<p>80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. 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</p>	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> Number of English Learners with a current and prior year 			<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>	

	<p>Progress Indicator (ELPI) on the California School Dashboard.</p> <p>Source: California School Dashboard</p>	<p>ELPAC score: 45</p> <ul style="list-style-type: none"> Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 60% 				
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"> County Number of ELs as of CalPads Census Date: 54266 <ul style="list-style-type: none"> Number of ELs redesignated: 7087 Percent of ELs redesignated: 31.5% School Number of ELs as of CalPads Census Date: 69 <ul style="list-style-type: none"> Number of ELs redesignated (excludes K): 19 Percent of ELs redesignated (excludes K): 28% <p>2023.2024 Number of</p>			<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>	

		<p>Long Term English Learners (LTELs) in 8th grade as of Census Day:</p> <ul style="list-style-type: none"> • Not Applicable, Metric applicable only to sites 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"> • Grades 2-5 • Overall: 81% • Socioeconomically Disadvantaged : 48% • Students with Disabilities: 56% • English Learners: 32% • White: 81% • Asian: 86% • Hispanic/Latino : 58% • Black: * <p>*Student group too small to report</p>			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.7	<p>Percent of students achieving Early On, Mid or Above Grade Level on</p>	<p>2023.2024: Winter i-Ready Math Results</p> <ul style="list-style-type: none"> • Grades 2-5 			<p>80% of students in grades 2-8 achieving Early On, Mid or Above</p>	

	<p>i-Ready Math in grades 1-8.</p> <p>Source: i-Ready</p>	<ul style="list-style-type: none"> • Overall: 72% • Socioeconomically Disadvantaged : 41% • Students with Disabilities: 40% • English Learners: 44% • White: 68% • Asian: 88% • Hispanic/Latino : 34% • Black: 36% 			<p>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 percentage points by 26-27.</p>	
1.8	<p>Percent of students scoring At or Above Benchmark on DIBELS in grades K-2.</p> <p>Source: DIBELS/Amplify</p>	<p>2023.2024: Middle of Year DIBELS Results</p> <ul style="list-style-type: none"> • Grades K-2 • Overall: 86% • Socioeconomically Disadvantaged : 59% • Students with Disabilities: * • English Learners: 66% • White: 84% • Asian: 92% • Hispanic/Latino : 63% • Black: * <p>*Student group too small to report</p>			<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.</p>	

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"> • 2022.2023 Number of teachers misassigned: 0 • 2023.2024 Number of vacant teacher positions: 0 			<p>Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant</p>	
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"> • 100% 			<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 Result</p> <ul style="list-style-type: none"> • 99.8% 			<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</p>	<p>Not Applicable, District Level Metric.</p>			<p>Not Applicable, District Level Metric.</p>	

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

		Implementatio n)				
--	--	---------------------	--	--	--	--

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	ELD Instructional Aide	Hourly work in small designated ELD groups.	\$30,834.00	Yes
1.2	Professional Development	Professional development and teacher conferences. This amount is conference attendance fees.	\$10,000.00	No
1.3	Literacy Intervention Teacher (K-2)	1 district funded teacher to work in small groups of students K-2.	\$75,047.00	Yes

1.4	Teacher Collaboration Days	This funding provides subs or stipends for teachers to participate in but not limited to: New Family Orientation, Roundup, Goal Setting, Grade Level Release Days, DIBLES Release Days, Tech Planning Days	\$19,500.00	No
1.5	Math Intervention (Grades 3-5)	Hourly teacher for 8 hours/week of math intervention for 26 weeks.	\$12,750.00	Yes
1.6	Assistant Principal	One district funded Assistant Principal to support site MTSS and Special Education	\$108,820.00	No
1.7	STEM Materials	To allow materials to be purchased to support our STEM program.	\$1,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate • 95.35%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates • Overall: 9.7%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	<ul style="list-style-type: none"> • Socioeconomic ally Disadvantaged : 23.4% • Students with Disabilities: 38% • English Learners: 13% • White: 4.9% • Asian: 4.2% • Hispanic/Latino : 30.6% • Black: 28% 			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates <ul style="list-style-type: none"> • Overall: 1.5% • Socioeconomic ally Disadvantaged : 4.1% • Students with Disabilities: 7.1% • English Learners: 1% • White: 1.4% • Asian: 0% • Hispanic/Latino : 3.3% • Black: 12% 			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	
2.4	Not Applicable, Middle School Metric. Middle School Drop Out Count	Not Applicable, Middle School Metric.			Not Applicable, Middle School Metric.	

	Source: CalPads					
2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate <ul style="list-style-type: none">0%			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">Grades 3-5Overall: 73%Students with Disabilities: 79%English Learners: 67%			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 (or 90%).	
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">I feel safe at school.My school is clean. Source: Annual Student Survey Results.	2023.2024 Ratings <ul style="list-style-type: none">Grades 3-5Overall RatingI feel safe at school: 4.14My school is clean: 3.46Top Box Percent:I feel safe at school: 35.48%My school is clean: 10.86%			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.	

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	SEL Materials	To fund any SEL curriculum, PBIS or supplies needed to support social emotion learning.	\$2,500.00	No
2.2	Counseling	Counseling services provided by SKIPS This action supports improvement of the student group indicator which is "red" for Students with Disabilities for Suspension by providing counseling support to help students with social emotional learning and behavior regulation.	\$25,500.00	No

2.3	MTSS Instructional Aides	Two MTSS instructional aides being provided to support MTSS efforts on campus.	\$96,208.00	No
2.4	Student Leadership	Provide funding for student directed activities that align to school goals, including Peace Patrol.	\$1,300.00	No
2.5	Game Room Lunch Support	To provide an extra noon duty who will hold an alternative, calm location for students during lunch time as a way to meet additional social-emotional needs.	\$6,100.00	No
2.6	Art Program	PTA funded art program, pays hourly teacher.	\$38,374.00	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"> Overall Satisfaction Rating: 3.92 Top Box Percent: 36.65% 			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"> • Overall Rating: 3.39 • Top Box Percent: 20.65% 			<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"> • 4 (Full Implementation) 			<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"> • 4 (Full Implementation) 			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 - Seeking Input for Decision Making.</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> • 3 (Initial Implementation) 			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	

	<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 reporting that the school district facilitated parent</p>	<p>2022.2023 Results</p> <ul style="list-style-type: none"> • 100% 			100% of parents of students with IEPs reporting that the school district	

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Coffee/Pizza with the Principals	Provide parent education classes for parents. Pay for guest speakers/professional to come and speak to our parent community.	\$4,533.00	No

3.2	Parent Engagement/Attendance	To provide translation support for parents to increase attendance of meetings and events.	\$2,650.00	Yes
3.3	Cultural Celebrations	To provide welcoming, inclusive events to celebrate the cultures found on our campus.	\$4,422.00	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
\$313,847.00	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: ELD Instructional Aide</p> <p>Need: According to state and local data our EL students underperform in ELA and Math compared to EO students.</p>	This positional allows additional support for teachers for designated ELD. This position can support a class while the teacher teaches designated ELD or this position can execute a designated ELD lesson as provided by the classroom teacher.	CAASPP data, ELPAC data, iReady and DIBLES.

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>Scope: Schoolwide</p>		
<p>1.3</p>	<p>Action: Literacy Intervention Teacher (K-2)</p> <p>Need: DIBELS, iReady and other measures demonstrate there is an identified achievement gap between student groups. Some students require more academic support.</p> <p>Scope: Schoolwide</p>	<p>A reading intervention teacher works with identified students on needed skills.</p>	<p>DIBELS, iReady, and other classroom assessments.</p>
<p>1.5</p>	<p>Action: Math Intervention (Grades 3-5)</p> <p>Need: iReady and other measures demonstrate there is an identified achievement gap between student groups. Some students require more academic support.</p> <p>Scope: Schoolwide</p>	<p>A math intervention teacher works with identified students on areas of need.</p>	<p>iReady and other local assessments</p>
<p>3.2</p>	<p>Action: Parent Engagement/Attendance</p> <p>Need: Need to increase parent engagement and attendance of non-English speaking parents.</p>	<p>To provide translation support on an as need basis for the parent community.</p>	<p>Attendance sign-in sheets</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
	Scope: Schoolwide		

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.

Forest Hill Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 5.35%. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The planned actions, informed by stakeholder engagement, are outlined in the table above.

Additional Concentration Grant Funding

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

No additional concentration grant add-on funding received.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		313,847.00		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	\$208,755.00	\$190,876.00	\$39,907.00		\$439,538.00	\$349,259.00	\$90,279.00

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	ELD Instructional Aide	English Learners	Yes	Schoolwide	English Learners	Specific Schools: Forest Hill TK-5	2024-2025							\$30,834.00
1	1.2	Professional Development	All	No				2024-2025	\$30,834.00	\$0.00	\$30,834.00				\$10,000.00
1	1.3	Literacy Intervention Teacher (K-2)	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Hill K-2	2024-25							\$75,047.00
1	1.4	Teacher Collaboration Days	All	No				2024-2025	\$0.00	\$10,000.00	\$10,000.00				\$19,500.00
1	1.5	Math Intervention (Grades 3-5)	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Hill 3-5	2024-2025	\$75,047.00	\$0.00	\$75,047.00				\$12,750.00
1	1.6	Assistant Principal	All	No				2024-2025	\$19,500.00	\$0.00	\$19,500.00				\$108,820.00
1	1.7	STEM Materials	All	No				2024-2025							\$1,000.00
1	1.9								\$12,750.00	\$0.00	\$12,750.00				
1	1.11							2024-2025							
1	1.16								\$108,820.00	\$0.00		\$108,820.00			

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	1.22								\$0.00	\$1,000.00	\$1,000.00				
2	2.1	SEL Materials	All	No				2024-2025	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00
2	2.2	Counseling	All Students with Disabilities	No				2023-2024	\$0.00	\$25,500.00		\$25,500.00			\$25,500.00
2	2.3	MTSS Instructional Aides	All	No				2024-2025							\$96,208.00
2	2.4	Student Leadership	All	No				2024-2025							\$1,300.00
2	2.5	Game Room Lunch Support	All	No				2024-2025	\$96,208.00	\$0.00	\$39,652.00	\$56,556.00			\$6,100.00
2	2.6	Art Program	All	No				2024-2025	\$0.00	\$1,300.00	\$1,300.00				\$38,374.00
2	2.7							2024-2025							
2	2.8								\$6,100.00	\$0.00	\$6,100.00				
2	2.9								\$0.00	\$38,374.00			\$38,374.00		
3	3.1	Coffee/Pizza with the Principals	All	No				2023-2024	\$0.00	\$4,533.00	\$3,000.00		\$1,533.00		\$4,533.00
3	3.2	Parent Engagement/Attendance	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Hill TK-5	2024-2025	\$0.00	\$2,650.00	\$2,650.00				\$2,650.00
3	3.3	Cultural Celebrations	All	No				2024-2025	\$0.00	\$4,422.00	\$4,422.00				\$4,422.00

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]
	313,847.00		0.000%		\$121,281.00	0.000%	0.000 %	Total:	\$121,281.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$121,281.00

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	ELD Instructional Aide	Yes	Schoolwide	English Learners	Specific Schools: Forest Hill TK-5		
1	1.3	Literacy Intervention Teacher (K-2)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Hill K-2		
1	1.5	Math Intervention (Grades 3-5)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Forest Hill 3-5	\$75,047.00	
3	3.2	Parent Engagement/Attendance	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Forest Hill TK-5	\$2,650.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$465,352.00	\$371,026.19

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	Intervention Teacher - ELA	Yes	\$25,659.00	\$13,905.00
1	1.2	ELD Teacher	Yes	\$30,000.00	\$4,168.00
1	1.3	ELD Instructional Aide	Yes	0	\$29,146
1	1.4	Professional Development	No	\$4,250.00	\$2,933.00
1	1.5	Literacy Intervention Teacher (3rd-5th)	Yes	\$97,729.00	\$71,856.00
1	1.6	TK-Kinder Roundup	No	\$1,744.00	\$1,897.00
1	1.7	ELD After School Classes	Yes	10,000	3324.19
1	1.8	Planning Days	No	\$11,700.00	\$11,850.00
1	1.9	Math Intervention (Grades 2-5)		\$8,500.00	\$7,659.00
1	1.10	Math Intervention Primary Grades	Yes	\$9,000.00	\$215.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Goal Setting	No	\$225.00	\$225.00
1	1.12	Technology Support	No	\$900.00	\$900.00
1	1.16	Assistant Principal	No	\$104,428.00	\$108,820.00
1	1.19	Outside Contractor	No	\$1,000.00	\$5,436.00
1	1.20	Release Days	No	\$4,050.00	\$5250.00
1	1.22	STEM Materials	No	\$1,000.00	\$451.00
2	2.1	Toolbox Project materials	No	\$1,325.00	\$220.00
2	2.2	Counseling	No	\$25,500.00	\$25,500.00
2	2.3	PBIS	No	\$3,000.00	\$1,988.00
2	2.4	Allera Sports	No	\$12,500	\$17,250.00
2	2.5	MTSS Instructional Aides	No	\$99,902.00	\$50,789.00
2	2.6	Student Council Leadership	No	\$1,000.00	\$0
2	2.7	Professional Development	No	\$2,000.00	\$2933.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Staff Retreat	No	\$1,000.00	\$0.00
2	2.9	Game Room Noon Duty	No	\$6,100.00	\$0
3	3.1	Parent Education and Information	No	\$1,600.00	\$1,900.00
3	3.2	Orientation	No	\$240.00	\$1,411.00
3	3.3	Family Math Festival		\$1000.00	\$1000.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$162,388.00	\$90,104.00	\$72,284.00	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	Intervention Teacher - ELA	Yes	\$25,659.00	\$13,905.00		
1	1.2	ELD Teacher	Yes	\$30,000.00	\$4,168.00		
1	1.3	ELD Instructional Aide	Yes				
1	1.5	Literacy Intervention Teacher (3rd-5th)	Yes	\$97,729.00	\$71,856.00		
1	1.7	ELD After School Classes	Yes				
1	1.10	Math Intervention Primary Grades	Yes	\$9,000.00	\$175.00		

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%	\$90,104.00	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
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]
Campbell Union School District	Christy Chalfant Principal	cchalfant@campbellusd.org (408) 364-4279

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"> No teachers are missassigned, no positions are vacant 100% of students have access to standards aligned instructional materials. FIT Score: Forest Hill 97.99 	<p>2021.2022</p> <p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> 100% of students have access to standards aligned instructional materials. FIT Score: 97.83 	<p>2022.2023</p> <p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> 100% of students have access to standards aligned instructional materials. FIT Score: 97.01 	<p>2023.2024</p> <ul style="list-style-type: none"> For 2022.2023, 0 teachers were mis-assigned. For 2023.2024, 0 positions are vacant. 100% of students have access to standards aligned instructional materials. FIT Score: 99.78 	<p>Maintain 0% of Misassigned teachers.</p> <p>Maintain 100% of student access to standards aligned instructional materials.</p> <ul style="list-style-type: none"> FIT Score: Forest Hill 97.99

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete narrative summary for LCFF Priority 7: Access to a Broad Course of Study	Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	2021.2022 Powerschool data indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	2022.2023 Powerschool data indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	2023.2024 Powerschool data indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	Maintain 100% of student access to broad course of study as evidenced by Powerschool.
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	Overall Professional Learning for teaching academic standards: ELA: 5 (Full implementation and Sustainability) Math: 4 (Full implementation) ELD: 4 (Full implementation)	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results: 2021.2022 Overall Professional Learning for teaching academic standards:	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results: 2022.2023 Overall Professional Learning for teaching academic standards:	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results: 2023.2024 Overall Professional Learning for teaching academic standards:	Forest Hill: Improve rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • ELA: 5 (Full implementation and Sustainability) • Math: 5 (Full implementation and Sustainability) • ELD: 5 (Full implementation and Sustainability) 	<ul style="list-style-type: none"> • ELA: 4 (Full implementation and Sustainability) • Math: 4 (Full implementation and Sustainability) • ELD: 3 (Full implementation and Sustainability) 	<ul style="list-style-type: none"> • ELA: 4 (Full implementation and Sustainability) • Math: 4 (Full implementation and Sustainability) • ELD: 4 (Full implementation and Sustainability) 	
<p>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>	<p>2018.2019 SBAC Reading Claim Results Forest Hill 3rd Grade:</p> <ul style="list-style-type: none"> • Overall: 86% • EL: 31% • SWD: 79% • SED: 59% 	<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>	<p>Metric removed.</p>	<p>Metric removed.</p>	<p>Metric removed.</p> <p>2023.2024 SBAC Reading Claim Desired Outcome District 3rd Grade:</p> <ul style="list-style-type: none"> • Overall: 90% • EL: 60% • SWD: 85% • SED: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Literacy: Increase the percent of students who reach “At or Above Benchmark” Overall on DIBELS assessment by 7% each year and on each subtest:</p> <ul style="list-style-type: none"> Kindergarten PSF (Phonemic Awareness) 1st NWF (Decoding) 2nd ORF (Reading Fluency) 	<p>Winter 2021 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 88% EL: 84% SWD: 80% SED: 63% <p>Forest Hill by Grade Level</p> <ul style="list-style-type: none"> K: 89% 1: 78% 2: 87% <p>Forest Hill by Subtest</p> <ul style="list-style-type: none"> K PSF: 40% 1st NWF: 76% 2nd ORF: 90% 	<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"> Overall: 82% EL: 74% SWD: SED: 59% <p>Grade Level</p> <ul style="list-style-type: none"> K: 78% 1: 85% 2: 84% <p>Subtest</p> <ul style="list-style-type: none"> K PSF: 71% 1st NWF: 80% 2nd ORF: 86% 	<p>Winter 2023 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 87% EL: 68% SWD: 75% SED: 69% <p>Grade Level</p> <ul style="list-style-type: none"> K: 84% 1: 85% 2: 91% 	<p>Winter 2024 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 86% EL: 66% SWD: * SED: 59% <p>* Data for less than 11 students is suppressed to protect student privacy</p>	<p>Metric adjusted.</p> <p>Winter 2024 DIBELS Performance Desired Outcome</p> <ul style="list-style-type: none"> Overall: 90% EL: 85% SWD: 90% SED: 80% <p>District by Grade Level</p> <ul style="list-style-type: none"> K: 95% 1: 95% 2: 95% <p>District by Subtest</p> <ul style="list-style-type: none"> K PSF: 75% 1st NWF: 90% 2nd ORF: 95%
<p>Literacy and Mathematics: Increase the percent</p>	<p>iReady: Reading Forest Hill Spring: Grades 2-5:</p>	<p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 83% 	<p>Metric adjusted. CUSD reports Winter</p>	<p>Metric adjusted. CUSD reports Winter</p>	<p>iReady: Reading Performance Desired Outcome</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy: Grades 6-8: 9.4% annually; +28% by 2023.2024 Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics: Grades 6-8: 11.4% annually; +34% by 2023.2024 Grades 2-5: 9% annually; +26% by 2023.2024</p>	<ul style="list-style-type: none"> Overall: 83% EL: 64% SWD: 73% SED: 66% <p>iReady: Mathematics Forest Hill Spring: Grades 1-5:</p> <ul style="list-style-type: none"> Overall: 83% EL: 84% SWD: 50% SED: 59% <p>Note: ELE Reading reports 2-5 as DIBELS/IDEL is used at K and 1.</p>	<ul style="list-style-type: none"> EL: 54% SWD: 23% SED: 77% <p>iReady Math Spring: Grades 1-5:</p> <ul style="list-style-type: none"> Overall: 82% EL: 62% SWD: 40% SED: 62% 	<p>results on LCAP. Fall and Spring results are monitored locally.</p> <p>iReady Reading Winter 2023: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 82% EL: 39% SWD: 50% SED: 70% <p>iReady Math Winter 2023: Grades 1-5:</p> <ul style="list-style-type: none"> Overall: 74% EL: 48% SWD: 33% SED: 49% 	<p>results on LCAP. Fall and Spring results are monitored locally.</p> <p>iReady Reading Winter 2024: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 81% EL: 32% SWD: 56% SED: 48% <p>iReady Math Winter 2024: Grades 1-5:</p> <ul style="list-style-type: none"> Overall: 72% EL: 44% SWD: 40% SED: 41% 	<p>Forest Hill Winter: Grades 2-5</p> <ul style="list-style-type: none"> Overall: 90% EL: 80% SWD: 85% SED: 85% <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 90% EL: 90% SWD: 80% SED: 85% <p>iReady: Mathematics Forest Hills Winter: Grades 2-5</p> <ul style="list-style-type: none"> Overall: 90% EL: 90% SWD: 80% SED: 85% <p>• Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 90% EL: 80% SWD: 80% SED: 80%
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC</p>	<p>2018.2019 SBAC: English Language Arts Forest Hill</p> <ul style="list-style-type: none"> Overall: 58% Black/African American: 	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state</p>	<p>2021.2022</p> <p>SBAC: English Language Arts Forest Hill</p> <ul style="list-style-type: none"> Overall: 81% 	<p>2022.2023</p> <p>SBAC: English Language Arts Forest Hill</p> <ul style="list-style-type: none"> Overall: 83% 	<p>Metric on hold.</p> <p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> Overall: 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Math and ELA by 3% annually. Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.</p>	<p>No data is available since there were less than 10 students</p> <p>Hispanic/Latino: 55%</p> <ul style="list-style-type: none"> • SED: 59% • EL: 31% <p>2018.2019 SBAC: Mathematics Forest Hill</p> <ul style="list-style-type: none"> • Overall: 86% • Black/African American: No data is available since there were less than 10 students <p>Hispanic/Latino: 47%</p> <ul style="list-style-type: none"> • SED: 56% • EL: 31% 	<p>testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<ul style="list-style-type: none"> • Black/African American: No data is available since there were less than 10 students <p>Hispanic/Latino: 58%</p> <ul style="list-style-type: none"> • SED: 78% • EL: 50% <p>*SWD: * No data is available since there were less than 10 students</p> <p>2021.2022 SBAC: Mathematics Forest Hill</p> <ul style="list-style-type: none"> • Overall: 77% • Black/African American: No data is available since there were less than 10 students <p>Hispanic/Latino: 50%</p> <ul style="list-style-type: none"> • SED: 59% • EL: 50% <p>*SWD: * No data is available since there were less than 10 students</p>	<ul style="list-style-type: none"> • Black/African American: No data is available since there were less than 10 students <p>Hispanic/Latino: 69%</p> <ul style="list-style-type: none"> • SED: 66% • EL: 12% <p>*SWD: 45%</p> <p>2021.2022 SBAC: Mathematics Forest Hill</p> <ul style="list-style-type: none"> • Overall: 85% • Black/African American: No data is available since there were less than 10 students <p>Hispanic/Latino: 69%</p> <ul style="list-style-type: none"> • SED: 65% • EL: 58% <p>*SWD: 64%</p>	<ul style="list-style-type: none"> • Black/African American: 80% • Hispanic/Latino: 75% • SED: 80% • EL: 70% <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 90% • Black/African American: 80% • Hispanic/Latino: 80% • SED: 80% • EL: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Forest Hill</p> <ul style="list-style-type: none"> Grade 4: 85% (-7% from 2017.2018) <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 administered i-Ready in lieu of SBAC.</p>	Metric removed.	Metric removed.	<p>Metric removed.</p> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> Grade 4: 92%
Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually.	<p>2018-2019 CAST Results Forest Hill Grade 5</p> <ul style="list-style-type: none"> Overall: 70% EL: ? there was an * SWD: ? there was an * SED: 55% <p>Note: 5th grade students in 2018.2019 will be in 8th grade in</p>	<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 CAST Results Forest Hill Grade 5</p> <ul style="list-style-type: none"> Overall: 71% EL: *No data is available since there were less than 10 students SWD: * No data is available since there 	<p>2022-2023 CAST Results Forest Hill Grade 5</p> <ul style="list-style-type: none"> Overall: 82% EL: * SWD: * SED: * <p>*Data for less than 11 students is suppressed to protect student privacy</p>	<p>2023.2024 CAST Desired Outcome</p> <ul style="list-style-type: none"> Grade 5: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2021.2022.		were less than 10 students • SED: 67%		
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 47 Percent of ELs making at least one level of progress: 48.9% 	<p>Metric on hold.</p> <p>CUSD uses the California State Dashboard measure for English Learner Progress for this metric.</p> <p>Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition.</p> <p>A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.</p>	<p>2021-2022 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 29 Percent of ELs making at least one level of progress: 58.6% 	<p>2022-2023 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 45 Percent of ELs making at least one level of progress: 60% 	<p>With the resumption of CA School Dashboard reporting, the English Learner progress desired outcome (goal) has been determined.</p> <p>2023.2024 ELPAC desired outcome * The percentage of EL students making at least 1 level of progress on the ELPAC will meet or exceed the state of CA percentage.</p> <p>Retired 2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> Increase the percent of EL students making at least one level progress on the ELPAC based on an analysis of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					2020.2021 Summative ELPAC results.
Increase the percent of Redesignated ELs by at least 3% annually.	2019.2020 Redesignation <ul style="list-style-type: none"> Total Number of ELs: 83 Redesignated: <ul style="list-style-type: none"> Number: 18 Percent: 22% 	2020.2021 Redesignation <ul style="list-style-type: none"> Total Number of ELs: 70 Number Redesignated: 0 Percent Redesignated: 0% Note: Total number of ELs as of 2021.11.20.	2021.2022 Redesignation <ul style="list-style-type: none"> Total Number of ELs: 73 Number Redesignated: 24 Percent Redesignated: 33% Note: Total number of ELs as of 2021.10.6	2022.2023 Redesignation <ul style="list-style-type: none"> Total Number of ELs: 69 Number Redesignated: 19 Percent Redesignated: 28% Note: Total number of ELs as of 2022.10.5	2023.2024 Redesignation Desired Outcome <ul style="list-style-type: none"> Total Percent of ELs Redesignated: 45%

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 all actions we implemented as planned with the exception of:

Action 1.1 Due to staffing changes, this became a site funded hourly position that serves 3-5th grade students. The staff member started in November 2023 due to time taken to find a qualified candidate.

Action 1.2 This action funded an EL Instructional Aide in the beginning of the year, and a certificated ELD hourly teacher. The ELD hourly teacher worked from January 2024 through March of 2024.

Action 1.5 Due to staffing changes, this became a K-2 literacy intervention position to align with district provided services.

Action 1.9 Site funded math intervention teacher served students in grades 3-5. Services switched from grades 2-5 to grades 3-5 because of our intent to find a K-2 Math intervention teacher.

Action 1.10 Site hourly K-2 math intervention teacher started February 2024 due to time taken to find a quality candidate.

The district continues to provide a literacy intervention teacher to support K-2 literacy needs, a counselor, an MTSS instructional aide, an Assistant Principal, and behavior specialist support for general and special education. For the 23-24 school year, the district gave each site an additional MTSS IA and gave Forest Hill support from a Math TOSA as we needed. Due to hiring challenges, we got our second MTSS IA mid-year and the employee resigned a few weeks later.

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

In 2023.2024 the following differences occurred:

Action 1.1 Expenditure was lower than planned allocation due to the position being filled later in the school year.

Action 1.2 Expenditure was lower than planned allocation due to mobility in the position and use of funds to cover an instructional associate in the absence of an ELD teacher.

Action 1.4 Expenditure was lower than planned allocation due to staff not enrolling in PD outside of what the district offered.

Action 1.5 Expenditure was lower than planned allocation due to candidate placement on the salary schedule.

Action 1.7 Expenditure was lower than planned allocation due to action costing less than quoted, and final invoices have not been received.

Action 1.9 Expenditure was lower than planned allocation due to candidate not working all allocated hours in the 23-24 school year.

Action 1.10 Expenditure was lower than planned allocation due to candidate being hired later in the year and ending earlier than anticipated.

Action 1.16 Expenditure was higher than planned allocation due to salary increases for the 23-24 school year.

Action 1.19 Expenditure was higher than planned allocation due to the school PD chosen costing more than planned.

Action 1.20 Expenditure was higher than planned allocation due to the action costing more than planned.

Action 1.22 Expenditure was lower than planned allocation due to staff member not using all available funds.

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

Overall our academic scores are high when looking at CA Dashboard scores. Our local assessment results were largely unchanged from 2021.2022-2022.2023 in Math and ELA. However, when reviewing state test results, our overall scores in ELA were relatively unchanged but we had significant changes in our Math and CAST scores. In looking at our math data there was an 8% increase in scores and in our CAST data there was an 11% increase. When looking at our subgroup data, it shows that our scores decreased for students designated as EL and SED. In the last three school years we have had an increase of EL students with the majority of EL's being designated as newcomers. Due to this data, we have continued the focus our areas of professional development, PLC work and support in the area of comprehensive ELD instruction and exploring district tools and resources to respond to student need with instruction and MTSS supports.

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.

Due to the effectiveness of the above action items, for the 2024.2025 school year, the following changes will be made:

Action 1.1 Due to having K-2 Literacy Intervention support, we will eliminate the position for 3-5 Literacy support. We will allocate any additional support needed through the use of MTSS IA's.

Action 1.2 We will eliminate the ELD hourly Teacher position.

Action 1.3 We will continue to have support from an ELD instructional Assistant.

Action 1.4 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.5 Description will be updated to reflect the ELA Intervention Teacher will support grades K-2.

Action 1.6 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.8 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.9 We will update the site funded hourly math intervention teacher to reflect support for grades 3-5.

Action 1.10 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.11 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.12 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.19 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.20 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 1.22 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

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"> Overall: .6% EL: 0% SWD: 2.7% SED: 3.5% Black/African American: 9.1% Hispanic/Latino: 0% 	<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"> Overall: 0.2% EL: 0.0% SWD: ** SED: ** Black/African American: 0.0% Hispanic/Latino: 0.0% 	<p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2021.2022 Suspension Indicator Status</p> <ul style="list-style-type: none"> Overall: Low EL: Low SWD: Medium SED: Low Black/African American: **Group size too small Hispanic/Latino: Medium 	<p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2022.2023 Suspension Indicator Status</p> <ul style="list-style-type: none"> Overall: Medium EL: Low SWD: Very High SED: High Black/African American: **Group size too small Hispanic/Latino: High 	<p>Metric Adjusted for 2022.2023</p> <p>Updated 2023.2024 Suspension Desired Outcome</p> <ul style="list-style-type: none"> Status of Very Low or Low Overall and for all Student Groups. <p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>Retired 2023.2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>**DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>			<p>Suspension Rate Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 0% • EL: 0% • SWD: % • SED: 0% • Black/African American: 0% • Hispanic/Latino: 0%
<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"> • Overall reduce by 300; 100 annually. • ELs and SWDs reduce by 	<p>2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression</p> <ul style="list-style-type: none"> • Overall: 15 • EL: 3 • SWD: 1 • SED: 3 • Hispanic/Latino: 4 • Black African American: 2 	<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"> • Overall: 12 • EL: 0 • SWD: 1 • SED: 0 • Hispanic/Latino: 0 	<p>Metric Removed.</p>	<p>Metric Removed.</p>	<p>Metric Removed.</p> <p>2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 5 • EL: 0 • SWD: 0 • SED: 0 • Hispanic/Latino: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>TBD; TBD annually.</p> <ul style="list-style-type: none"> • SED and Hispanic reduce by TBD; TBD annually. 					
<p>Decrease the overall Chronic Absenteeism rate by 0.5% annually.</p> <p>Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.</p>	<p>Corrected Rates: 2019.2020 Chronic Absenteeism Rate for FH</p> <ul style="list-style-type: none"> • Overall: 3.9% • EL: 12.2% • SWD: 11.59% • SED: 15.48% <p>(Adjustment made due to reporting error)</p> <p>Initial Rate: 2019.2020 Chronic Absenteeism Rate for FH</p> <ul style="list-style-type: none"> • Overall: 12.2% • EL: • SWD: • SED: <p>Note: Chronic Absenteeism data not reported publicly for 2019.2020.</p>	<p>2020.2021 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> • Overall: 2.1% • EL: 2.7% • SWD: 11.9% • SED: 8.8% 	<p>2021.2022 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> • Overall: 11.2% • EL: 14.2% • SWD: 44% • SED: 28.8% 	<p>2022.2023 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> • Overall: 9.7% • EL: 13% • SWD: 38.5% • SED: 23.4% 	<p>Updated Desired Outcome for 2023.2024: 2023.2024 Chronic Absenteeism Rate Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 2.4% • EL: 8.3% • SWD: 7.69% • SED: 11.58% <p>(Update made as Baseline was updated.)</p> <p>2023.2024 Chronic Absenteeism Rate Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 8% • EL: • SWD: • SED:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%.</p> <ul style="list-style-type: none"> Students in grades 3-8 to 95%; 5.7% annually. Teachers and Staff to 95%; 5.4% annually. 	<p>2020.2021 Fall Panorama Survey Participation Rate for FH</p> <ul style="list-style-type: none"> Students Grades 3-8: 50% Teachers and Staff: 57% 	<p>Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results.</p> <p>2021.2022 Panorama Survey Participation:</p> <ul style="list-style-type: none"> Students Grades 3-8: Fall 56%; Spring 89% Teachers and Staff: Fall 54%; Spring 85% 	<p>2022.2023 Panorama Survey Participation:</p> <ul style="list-style-type: none"> Students Grades 3-8: Fall 95%; Spring 82% Teachers and Staff: Fall 75%; Spring 63% 	<p>2023.2024 Panorama Survey</p> <p>Metric Adjusted, Panorama Only Administered in Fall</p> <p>Participation:</p> <ul style="list-style-type: none"> Students Grades 3-8: Fall 83% Teachers and Staff: Fall 65% 	<p>Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> 95% participation for staff and students in Fall and Spring. <p>2023.2024 Fall Panorama Survey Participation Rate Desired Outcome</p> <ul style="list-style-type: none"> Students Grades 3-5: 95% Teachers and Staff: 95%
<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 Forest Hill</p> <ul style="list-style-type: none"> Emotional Regulation (grades 3-5): 41% 	<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"> Emotional Regulation (grades 3-8): Fall 46%; Spring 51% 	<p>Metric Adjusted. CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.</p> <p>2022.2023 Panorama Survey Student Responses:</p> <ul style="list-style-type: none"> Emotional Regulation not measured in 2022.2023 	<p>2023.2024 Panorama Survey Student Responses:</p> <p>Metric Adjusted, Panorama Only Administered in Fall</p> <ul style="list-style-type: none"> Supportive Relationships 2023.2024 (grades 3-8): Fall 93% 	<p>Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> Emotional Regulation (grades 3-8): 80% for Fall and Spring <p>2023.2024 Fall Panorama Survey Student Responses Desired Outcome</p> <ul style="list-style-type: none"> Emotional Regulation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<ul style="list-style-type: none"> Supportive Relationships added in 2022.2023 (grades 3-8): Fall 90%; Spring 91% 		(grades 3-5): 80%
<p>Complete narrative summary for LCFF Priority 6: School Climate.</p>	<p>Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.</p>	<p>Metric Adjusted for 2022.2023 CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.</p> <p>Overall Mean of at least 4.5 for questions; Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome to be set in 2022.2023.</p> <p>2021.2022 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> I feel safe at my school: 3.91; 32.51% School rules are fair: 3.90; 28.69% 	<p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> I feel safe at my school: 4.07; 34.86% School rules are fair: 3.83; 23.81% My school is clean: 3.44; 15% Students are nice to each other at my school: 3.48; 12.19% I like going to my school each day: 3.88; 33.61% 	<p>2023.2024 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> I feel safe at my school: 4.14; 35.48% School rules are fair: 3.76; 21.01% My school is clean: 3.46; 10.86% Students are nice to each other at my school: 3.56; 17.51% I like going to my school each day: 3.95; 40% 	<p>Updated Desired Outcome: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline.</p> <p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>Metric Adjusted.</p> <p>The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • My school is clean: 3.37; 10.74% • Students are nice to each other at my school: 3.31; 13.99% • I like going to my school each day: 3.94; 38.27% 			<p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>Retired: 2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>
Annual Attendance Rate of at least 98%.	<p>Metric Added.</p> <p>2020.2021 Annual Attendance Rate:</p> <ul style="list-style-type: none"> • Forest Hill: 98.78% 	N/A	<p>2021.2022 Attendance Rate: Forest Hill: 95.41%</p>	<p>2022.2023 Attendance Rate: Forest Hill: 95.35%</p>	<p>Metric Added.</p> <p>2023.2024 Attendance Rate Desired Outcome</p> <ul style="list-style-type: none"> • Forest Hill: At least 98%
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	<p>Metric Added.</p> <p>2020.2021 Expulsion Rate Forest Hill</p> <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0% 	N/A	<p>2021.2022 Expulsion Rate Forest Hill</p> <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0% 	<p>2022.2023 Expulsion Rate Forest Hill</p> <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0% 	<p>Metric Added.</p> <p>2023.2024 Expulsion Rate Desired Outcome: Forest Hill</p> <ul style="list-style-type: none"> • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%

Goal Analysis

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

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

For the 2023.2024 school year all actions we implemented as planned with the exception of:

Action 2.4 Action was added to support SEL and behaviors during lunch recess, using SWIS data.

Action 2.5 We had 1 MTSS IA for the 23-24 school year. Student Services actively worked all year to find a candidate. One was hired in early January 2024 and resigned on January 31, 2024.

Action 2.9 Action did not occur due to not finding a candidate.

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

In 2023.2024 the following differences occurred:

Action 2.1 Expenditure was lower than planned allocation due to materials purchased according to teacher reported needs. Some teachers had materials available for re-use from the previous year. Books were going to be purchased for each classroom, but teachers requested that book only be purchased one per grade level span to check out from the school library.

Action 2.3 Expenditure was lower than planned allocation due to PBIS and positive school culture items costing less than anticipated. Items continue to be purchased for the remainder of the school year.

Action 2.4 Expenditure was higher than planned allocation due to stakeholder request at the end of the school year to add more Allera Sports days to lunchtime.

Action 2.5 Expenditure was lower than planned allocation due to candidate being hired later in the year and ending earlier than anticipated.

Action 2.6 Expenditure was lower than planned allocation due to student leadership group not requesting any purchases this year. Expense will be used for an end of year pizza party.

Action 2.7 Expenditure was higher than planned allocation due to additional PD opportunities taken by staff.

Action 2.8 Expenditure was not used due to the staff retreat not having a fee.

Action 2.9 Expenditure was lower than planned allocation due to no applicants.

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

Over the course of our LCAP cycle from 2021.2022 through 2023.2024, the categorized actions for this goal improved outcomes on many metrics for high quality social emotional learning for all students, although the impact of COVID on campus education continued to impact other metrics.

Rates of Chronic Absenteeism reduced from 2021.2022 to 2022.2023, falling from 11.2% to 9.1% Overall, with English Learners going from 14.2% to 13% and Socioeconomically Disadvantaged students going from 44% to 38.5%. Attendance rates remained stable, going from 95.41% to 95.31%. While attendance data is not yet at pre-Covid levels, these shifts are an early indicator of the impact of Staff to Support Social-Emotional Well Being and Behavior, Notification of Attendance, Professional Development for Staff, and Student Transportation. We made several changes at our site this year to help change that pattern for next year, including parent education during ELAC and Pizza with the Principals events, standardized SARB parent meeting presentations, staff outreach specific to SWD and rigor of the Independent Study application approval process.

Student participation in the Fall Panorama survey grew to 83% in 2023.2024, an increase from 56% in 2021.2022. Student self-perception of Supportive Relationships increased slightly from 90% to 93%. Student Climate Survey responses reached an overall mean score of 4.05, closer to our goal of 4.5. Improvements were made specifically in the areas of: I feel safe at my school: 4.14; 35.48%, Students are nice to each other at my school: 3.56; 17.51%, and I like going to my school each day: 3.95; 40%. Students still identify areas of need in: School rules are fair: 3.76; 21.01% and My school is clean: 3.46; 10.86%. This data indicates a need to support students as to increase the use of improvement cycles to explicitly focus on the areas of equity of school rules and campus cleanliness.

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.

Due to the effectiveness of the above action items and feedback from input groups, for the 2024-2025 school year, the following changes will be made:

Action 2.1 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 2.3 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 2.4 Allera Sports will not be included in the 24-25 budget at this time. It's possible it may be added back after we determine the amount that will be rolled over from this year's unspent funds.

Action 2.6 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 2.7 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Action 2.8 This item will be eliminated from the LCAP and will be supported through site discretionary funds.

Staff requested that an action item be added for 24-25 to include an additional Noon Duty who will supervise a lunchtime quiet game room in order to support the SEL needs of a wider variety of students. Staff also requested an action item be added to include bringing Peace Patrol back to our campus.

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: Forest Hill: 5 (full implementation and sustainability)</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: Forest Hill 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"> Outcome: 4 (Full Implementation) <p>LEA's progress in providing families with</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2022.2023: Forest Hill 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"> Outcome: 3 (Initial Implementation) <p>LEA's progress in providing families with</p>	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2023.2024: Forest Hill 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"> Outcome: 4 (Full Implementation) <p>LEA's progress in providing families with</p>	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: Forest Hill: 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: Forest Hill: 5 (full implementation and sustainability)</p>	<p>information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> Outcome: 5 (Full Implementation & Sustainability) <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"> Outcome: 5 (Full Implementation & Sustainability) 	<p>information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> Outcome: 3 (Initial Implementation) <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"> Outcome: 4 (Full Implementation) 	<p>information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> Outcome: 4 (Full Implementation) <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"> Outcome: 3 (Initial Implementation) 	
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline set in Fall 2021.	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and</p>	Metric Removed.	Metric Removed.	<p>Metric Removed.</p> <p>2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome:</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Parent/Family Satisfaction locally.			TBD based on Fall 2021 Baseline
Annually, 100% of school staff will receive professional development in the area of family engagement as measured by staff sign in sheets and feedback forms.	Note: Baseline set in Fall 2021.	<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"> In January 2022, school staff participated in trainings offered by the Family Engagement Institute. Training topics were site determined. 	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
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"> : TBD% 	Metric Adjusted. CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange. 2021.2022 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> 138 	2022.2023 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> 79 	2023.2024 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> 187 	Metric Adjusted. 2023.2024 Desired Outcome: <ul style="list-style-type: none"> At least 166 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey Retired: Spring 2024 Thought Exchange Participation Desired Outcome: <ul style="list-style-type: none"> 187 participants
100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	Metric Added. 2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. <ul style="list-style-type: none"> Forest Hill: 100% 	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. <ul style="list-style-type: none"> Forest Hill: 100% 	Metric Added 2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

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

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 all actions were implemented as planned.

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

In 2023.2024 the following differences occurred:

Action 3.1 Expenditure was higher than expected due to the guest speakers costing more than anticipated

Action 3.2 Expenditure was higher than expected due to additional funds for the number of teachers participating and attending orientation

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

Over the course of our LCAP cycle from 2021.2022 through 2023.2024, the categorized actions for this goal improved outcomes on many metrics for high parent and family engagement.

Rates of attendance at parent events ranged based on the type of event. Highest family participation was seen at whole-school events (ex., Spring STEAM Party). Attendance at Coffee/Pizza with the Principals ranged from 8-27 participants, with highest attendance seen at the meetings with guest speakers. Attendance at ELAC ranged from 1-5 participants, with highest attendance at the first meeting of the year. Both the Coffees and ELAC had similar attendance rates the year before.

187 parents/family members participated in this year's experience survey, a significant increase from 79 participants the year before. This participation increase is consistent with district-wide participation and a result of increased advertisement of the survey. The data from this survey indicates a need to support communication efforts from school to home.

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.

Due to the effectiveness of the above action items, for the 2024-2025 school year, the following changes will be made:

- Action 3.1: Next year, we will add in pilot a translation program using iPads to encourage attendance at all evening events for parents who are not English fluent. The program can accommodate a variety of languages and can be used at any parent event.
- Action 3.2: Action will be eliminated from the LCAP and be supported through discretionary funds.
- Action 3.3 We will add a budget for multicultural events next year that will invite parents from our wide variety of backgrounds to participate. Events will be held over the course of next school year.

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.