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	Ted Cribari III Principal	tcribari@campbellusd.org 408-364-4235

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.

Rolling Hills Middle School, one of the district's two grade 6-8 middle schools, educates a diverse population of just over 800 students from the cities of Campbell, Los Gatos, Saratoga, and San Jose. Our student population is made up of many ethnicities representing a dozen spoken languages. The RHMS population consists of approximately 32% White, 26% Hispanic, 15% Asian, 11% Indian, 11% of mixed races, 3% African American, among others. Approximately 10% of students are classified as English Language learners, while just over 25% are classified as SES, low income and receive free or reduced lunch. We have several teachers and support staff who serve our students with IEPs, comprising approximately 11% of our student body. RHMS has the district's extensive support needs population of middle school learners, as well as those who qualify for its Therapeutic Day program.

In an effort to best support our community and keep our families informed, staff has leveraged technology, hosted introductory webinars, sought input from incoming sixth grade families on Google Forms, sent messages via Parent Square, mailed home customized RHMS postcards to students and families, and held counselor presentations. Administration visited all feeder school fifth grade classrooms twice throughout the year.

Our skilled staff works as a collaborative group and attends professional development to engage each other and our students in our collective learning. Over the last several years, this has included Writing with Design, GLAD, ELD, MidSchool Math, Studer Continuous Improvement Work, and those supporting our counseling department. Site administration provides targeted departments release days to continue the deep dives necessary to support teachers as they plan meaningful lessons that engage students. We are committed to fostering academic and personal growth, promoting individual creativity, and encouraging everyone to reach their full potential. Helping us fulfill these goals is our purpose:

We are advocates of a meaningful student-focused learning community, grounded in equity and inclusion.
>Collaborate toward inclusive and engaging learning.
>Prioritize SEL principles alongside instructional practices.

>Examine our biases toward a long-term goal of change.

The RHMS Leadership Team, with its members who represent all three grade levels, two instructional coaches, and site administration, meets to discuss academic and climate data at scheduled times throughout the year. It is this data, both quantified and anecdotal, that drives our direction. Recently, the Leadership Team has spent time examining its purpose, working to find the best practices related to PLC and instruction that will be leveraged across content and grade levels to support growth... academic and personal growth, promote individual creativity, and encourage students and staff to reach their full potential.

Members of the Leadership Team also meet with Focus Groups of students at calendared points throughout the year, as seeking student voice is important.

Engaging with our students, RHMS has well-established after school programs. As a member of the West Valley Athletic League, RHMS has a full slate of sports, including several where any student makes the team. Clubs have become a high-value offering, with two eight to ten week sessions featuring such activities as strength and conditioning, theater, speech and debate, ping pong, disc golf, and animation. Added during the '23-'24 school year were an array of HW Centers, including one that was math-centric and one aimed at all subjects for targeted students.

RHMS staff is excited to continue its work towards providing high quality first instruction for all students, providing quality social-emotional learning for all students, and engaging with parents/guardians in our community.

Reflections: Annual Performance

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

RHMS is proud that students have made significant growth in:
> our overall rate of chronic absenteeism, defined as 10% or more for any reason over the course of the academic school year.
> our overall ELA performance, as measured by SBAC
> our overall Math performance, as measured by SBAC

RHMS will continue to focus its commitment on instruction that engages and SEL principles. While continuing our focus on PLC time, RHMS will expand the offering of release days to departments that wish to take advantage and produce meaningful products, including curricular plans and maps that are connected to agreed upon standards and projects that incorporate deeper thinking. Within its budget and that of our RHMS PTA, RHMS will work to maintain a wide expanse of sports and clubs, both during lunch and after school, that engages 400 students over the course of the year.

While proud of overall movement for students, RHMS struggled to meet the needs of ELD learners as measured by the ELPAC. Though students have exited ELD, those who remain and those who enter have not made adequate growth within the ELPAC assessment. While there was inconsistency in staffing for ELD over the last two years, RHMS found stability in staffing for '23-'24 and is purchasing an ELD

supplementary curriculum. That staffing consistency will be maintained in the upcoming year, with continued EL training and PLC time. Coupled with small group instruction and ELPAC preparation, this will be integral to the ELD program's success.

Our students with disabilities faced challenges with chronic absenteeism, which may not be adequately addressed by the state's limited definition. Nevertheless, we will remain proactive and responsive to this issue. Our Community Liaison will take the lead in engaging with families to identify and address the root causes of absenteeism. Furthermore, our Adaptive PE and Leadership Class will empower students to develop innovative lunchtime activities that foster a sense of connection and community, promoting a more inclusive and supportive environment for all.

Reflections: Technical Assistance

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

N/A

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.

Rolling Hills was not identified for CSI.

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	RHMS administration engages with its parent community at calendared times throughout the year during School Site Council meetings. A district provided template helps facilitate discussions of our School Safety Plan, student academic progress, and site's LCAP, all with a focus on student achievement, well-being, and community engagement.
English Language Acquisition Group (ELAC)	The district holds four DELAC meetings annually where parents are given the opportunity to provide input on action items in the LCAP that support emerging bilingual students. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. Community Liaisons regularly engage with this committee as well as parents who are not part of the committee to actively gather feedback on actions that will support newcomer and second language families. RHMS has an ELAC group that is able to provide feedback at our local school level. Five meetings are facilitated by Community Liaison and site administration, and members will travel to an elementary feeder school to create a strong connection.
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. RHMS students are actively engaged at our school level through sitewide school related surveys, as well

	through focus groups. Focus Groups, that meet every 6-8 weeks, consist of approximately 30 students at all three grade levels. Hosted by administration, TOSA and our Community Liaison, students have an opportunity to discuss how RHMS is going from their perspective.
Teachers	Teachers are engaged through the RHMS Leadership Team which meets at calendared times throughout the year, at staff meetings, in experience surveys and a process called Leader Rounding where teachers are asked a series of questions to understand their experience with different district/school services and processes. Teachers also have the opportunity to communicate questions/concerns/input to the Superintendent through Faculty Senate meetings held 6 times per year. Teacher feedback is also solicited after each professional development session and through the process of negotiations with the district annually.
Special Education	CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process (CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in '23-'24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students.Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level.
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff members	Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.

Parents/Guardians	The district uses the following methods to engage and inform parents/guardians at the school and district level: new parent orientations, Back to School Night, Parent/Teacher conferences, counselor (mental health) presentations, College and Career Day, School Site Council Meetings, PTA meetings, English Language Acquisition Committee (ELAC), and Superintendent Parent Advisory Council which includes parents of students with an IEP and LCAP board updates. We utilize uniform LCAP slide decks which are prepared by the Teaching and Learning Department for all parent school site council meetings. The slides present LCAP information in small pieces all throughout the year. Topics included in the presentations are: data sharing of LCAP metrics, budget updates, dashboard data discussions, parent surveys and local indicators. At the end of each parent meeting we use a Plus/Delta process to gather input from parents. School data is also shared at PTA meetings and in School Board meetings. The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey (offered in Spanish and English), we communicate weekly during the survey window using Parent Square. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school based meetings.
PTA	RHMS administration engages with its parent community at calendared times throughout the year during PTA meetings. The RHMS PTA Board voted to move meetings to Zoom to provide an opportunity for more families to participate. Meetings provide an opportunity for parent leaders to engage with each other and school administration in the best interest of RHMS students.

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

Consultation from our various stakeholders, students, staff, and parents, consistently came back with themes that included:

> Students believe learning is important
> Students enjoy electives and after school clubs
> Students report the principal is a good leader

> Staff reports feeling proud to work here
> Staff believes its work has a positive impact on our students

> Staff has a clear understanding of expectations

> Parents believe materials are present to ensure learning
> Parents feel respected
> Parents feel teachers, staff, and administration genuinely cares about students

After school clubs and sports are something our community seeks. The West Valley Athletic League features dozens of sports, and we find coaches for all sports, going so far as to offer a few A and B teams in volleyball as well as a wrestling club. RHMS continued our club offerings to include those that are physical, such as pickle ball and ping-pong, as well as others that are more academic based such as math and homework support, along with speech and debate and theater. RHMS is committed to funding extensive club offerings.

RHMS continues to have 2 full time counselors and with the support of CUSD funds additional counseling through an organization called SKiPs to round out the equivalent of a third counselor. Both full time counselors are active participants in creating and presenting engaging presentations for our students with topics relating to time management, goal setting, stress management, and anti-bullying. Counselors are also members of our our MTSS Team, whose role it is to identify struggling students and brainstorm supports. Our TOSA and our Community Liaison work to support students who demonstrate need as well.

Input from stakeholders also points to a desire for more academic support/challenges as well as reaching out to families regarding how their children are doing academically and socially. To that end, RHMS is committed to spending funds on staff who wish to run HW Center and on teachers who wish to leverage release days as they plan engaging units and projects steeped in critical thinking and problem solving that provide multiple onramps and are directly related to standards. While CUSD has a renewed focus on math achievement, RHMS is committed to providing appropriate support for its learners. RHMS will keep IXL in place as a supplement to its math curriculum, and CUSD will provide the Math Support Team to help guide curricular discussion around this subject.

So that families hear from us, RHMS will calendar time on Wednesdays to perform targeted outreach regarding academic and SEL progress in classrooms. Student names will be monitored to ensure a larger percentage of families and students are addressed.

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	

	Balanced Assessment: English Language Arts in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	Results • Grades 6-8 • Overall: 71% • Socioeconomically Disadvantaged: 43% • Students with Disabilities: 20% • English Learners: 4% • White: 77% • Asian: 88% • Hispanic/Latino: 43% • Black: 40%			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.	
1.2	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	2022.2023 SBAC Math Results • Grades 6-8 • Overall: 61% • Socioeconomically Disadvantaged: 27% • Students with Disabilities: 19% • English Learners: 4% • White: 64% • Asian: 87% • Hispanic/Latino: 29% • Black: 40%			80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.	

1.3	Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	2022.2023 CAST Results • Grade 8 • Overall: 59% • Socioeconomically Disadvantaged: 30% • Students with Disabilities: 17% • English Learners: 0% • White: 65% • Asian: 87% • Hispanic/Latino: 26% • Black: N/A			80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.	
1.4	Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard. Source: California School Dashboard	2022.2023 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 51 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on			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.	

		the ELPAC: 37.3%				
1.5	Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP). Number of Long Term English Learners (LTELS) in 8th grade as of Census Day. Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs).	2022.2023 Redesignation Results • County • Number of ELs as of CalPads Census Date: 54266 • Number of ELs redesignated: 7087 • Percent of ELs redesignated: 31.5% • School • Number of ELs as of CalPads Census Date: 90 • Number of ELs redesignated (excludes K): 36 • Percent of ELs redesignated (excludes K): 40% 2023.2024 Number of 8th Grade English Learners who are Long Term English Learners (LTELS) as of Census Day: • Number of LTELS as of Census Day: 36			Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27. Decrease the number of LTELS in 8th grade by 26-27.	

		• Number of LTELS in 8th Grade as of Census Day: 12				
1.6	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8. Source: i-Ready	2023.2024: Winter i-Ready Reading Results • Grades 6-8 • Overall: 66% • Socioeconomically Disadvantaged: 33% • Students with Disabilities: 20% • English Learners: 4% • White: 73% • Asian: 86% • Hispanic/Latino: 33% • Black: 35%			80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.	
1.7	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8. Source: i-Ready	2023.2024: Winter i-Ready Math Results • Grades 6-8 • Overall: 59% • Socioeconomically Disadvantaged: 23% • Students with Disabilities: 12%			80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or	

		• English Learners: 16% • White: 64% • Asian: 88% • Hispanic/Latino : 22% • Black: 30%			Above Grade Level by 15 percentage points by 26-27.	
1.8	Not Applicable, Elementary Metric. Percent of students scoring At or Above Benchmark on DIBELS in grades K-2. Source: DIBELS/Amplify"	Not Applicable, Elementary Metric.			Not Applicable, Elementary Metric.	
1.9	Number of teachers misassigned and number of vacant teacher positions. Source: Human Resources Department	2022.2023 and 2023.2024 Results • 2022.2023 Number of teachers misassigned: 1 • 2023.2024 Number of vacant teacher positions: 0			Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	
1.10	Percent of students with access to standards aligned instructional materials.	2023.2024 Result • 100%			Maintain 100% of students having access to standards aligned instructional materials.	

	Source: School Accountability Report Cards (SARCs)					
1.11	Facilities Inspection Tool (FIT) Score A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good. Source: Final FIT Evaluations	2023.2024 Rating • 99.51%			Maintain a FIT Score of at least 95%.	
1.12	Not Applicable, District Level Metric. Percent of English Learners with an ELPAC score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study through Specialized Academic Instruction (SAI). Source: PowerSchool and SIRAS	Not Applicable, District Level Metric.			Not Applicable, District Level Metric.	
1.13	Instructional Leadership Teams (ILTs) at each CUSD school complete	2023.2024 Ratings			Reach and maintain a rating of 5 (Full	

	the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards. Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards." Source: Annual Self Reflection	• English Language Arts: 4 • English Language Development: 3 • Math: 4 • Next Generation Science Standards: 4 • History/Social Studies: 3			Implementation and Sustainability).	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Improvement Coach (formerly Equity TOSA)	To further support our EL, SED, and foster youth via co-planning, modeling lessons, and check ins with these populations, the 1.0 FTE will be maintained. Funding will be directed from the district office. This action supports improvement of the student group indicators which are "red" for the ELPI by providing an Equity TOSA tasked with supporting continuous improvement efforts to close the achievement gap for English learners and long term English learners.	$172,000.00	Yes
1.2	Music Program	Provide equipment and instruction to fulfill music instruction, instrumental and choral.	$16,000.00	No
1.3	Art Supplies	Provide technology in the form of iPads and traditional art supplies as RHMS works to provide a broader spectrum of art instruction.	$36,000.00	No
1.4	School Supplies	Department supplies to support instruction.	$30,000.00	No
1.5	ELD Support	Provide curricular supplement to those who are in ELD. This action supports improvement of the student group indicators which are "red" by providing ELD support to help English learners and long term English learners progress toward English language proficiency as measured by the ELPI indicator.	$3,000.00	
1.6	Science Department	Provide supplies for science department as it relates to experiments and labs, as well as a 7th grade citizen scientist field trip.	$14,000.00	No

1.7	Media Specialist/Librarian	Staff library so that those students who prefer a quieter space may have a safe place before school and during lunch, and all students may have access to high quality and engaging literature. Funding will be directed from the district office.	$59,000.00	No
1.8	STEAM Supplies	Provide supplies for STEAM class as it relates to projects and	$6,000.00	No
1.9	EdPuzzle	Contract with EdPuzzle so to engage students in interactive video lessons.	$3,000.00	No
1.10	Contracted Services	Maintenance of machines, including copier, fax, and printer.	$11,000.00	No
1.11	IXL Contract	Contract with IXL to support math instruction in grades 6-8.	$9,000.00	No
1.12	Release Days	Provide 50 release days during the school year to provide targeted departments time to plan engaging units with a final product, allowing students the opportunity to	$15,000.00	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 • 95.49%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates • Overall: 8.7%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	• Socioeconomically Disadvantaged: 16.4% • Students with Disabilities: 27.8% • English Learners: 11.5% • White: 8.4% • Asian: 1.3% • Hispanic/Latino: 16.4% • Black: 5.6%			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates • Overall: 2.2% • Socioeconomically Disadvantaged: 4.5% • Students with Disabilities: 10.1% • English Learners: 5.1% • White: 1.1% • Asian: 1.3% • Hispanic/Latino: 5% • Black: 0%			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	
2.4	Middle School Drop Out Count Source: CalPads	2022.2023 Count • 0			Maintain a Middle School Drop Out Count of 0.	

2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate • 0.11%			Decrease the Expulsion Rate to 0.0%.	
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8) Source: Panorama	2023.2024 Results • Grades 6-8 • Overall: 51% • Students with Disabilities: 47% • English Learners: 57%			Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.	
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8): • I feel safe at school. • My school is clean. Source: Annual Student Survey Results.	2023.2024 Ratings • Grades 6-8 • Overall Rating: • I feel safe at school: 3.57 • My school is clean: 2.8 • Top Box Percent: • I feel safe at school: 12.92% • My school is clean: 4.70%			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.	

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	SKIPs Agreement	Contract with SKIPS to offer additional counseling (SEL) services for students. Fully funded by CUSD. This action supports improvement of the "red" student group indicator for Chronic Absenteeism by increasing Counseling support to address social/emotional needs and increase engagement for Students with Disabilities.	$44,000.00	No
2.2	Two School Counselors	The funding of 2.0 FTE counselors to support the Social Emotional Learning needs of our students. Fully funded by CUSD. This action supports improvement of the "red" student group indicator for Chronic Absenteeism by increasing Counseling support to address social/emotional needs and increase engagement for Students with Disabilities.	$285,000.00	No
2.3	Athletic Director	Stipend for AD who supports after school athletic program (SEL).	$7,000.00	No

2.4	After School Coaches	Stipends going towards coaches for after school sports.	$33,000.00	No
2.5	Student Recognition	Postcards and postage, along with recognition in the form of treats and extrinsic items at calendared times throughout the year to provide positive recognition for improvement and achievement.	$3,600.00	No
2.6	PBIS Safety and Support .475	Schoolwide Tier I and Specific Tier II support of students. Fully funded by CUSD.	$38,000.00	No
2.7	Clubs	To support belonging and the SEL needs of students, funds used to pay for supplies and stipends.	$26,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey. Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings • Overall Satisfaction Rating: 3.89 • Top Box Percent: 27.74%			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school." Source: Annual Parent/Caregiver Survey Results	2023.2024 Ratings • Overall Rating: 3.21 • Top Box Percent: 15.32%			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.	
3.3	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families. Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children." Source: Annual Self Reflection	2023.2024 Rating • 3 (Initial Implementation)			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	

3.4	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes. Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home." Source: Annual Self Reflection	2023.2024 Rating • 3 (Initial Implementation)			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	
3.5	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making.	2023.2024 Rating • 4 (Full Implementation)			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	

	Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making." Source: Annual Self Reflection					
3.6	Not Applicable, District Level Metric Number of Parent Workshop Series Offered Annually Source: Student Services Department	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.7	Not Applicable, District Level Metric Number of School-Linked Services Events Offered Annually Source: Student Services Department	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.8	Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means	2023.2024 Results • 98.4%			100% of parents of students with IEPs reporting that the school district facilitated parent	

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

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent/Community Outreach	Periodic meetings with administration and counselors to discuss RHMS goals and gain input from stakeholders, including a Community Career Day event.	$900.00	No

3.2	Community Liaison	Increased or Improved Services: RHMS seeks a .5 Community Liaison to support families as they navigate through middle school. Needs include support through with medical referrals for mental health, Exchanges of Information, avenues to locate doctors who may provide physicals so that more students may participate in after school athletics, student check ins, and the like. Fully funded by CUSD.	$42,000.00	Yes

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
$410,323.00	$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	**Action:** Improvement Coach (formerly Equity TOSA) **Need:** Local iReady data and summative SBAC data demonstrates there is an identified achievement gap between student groups, English learners, those with low socio-	This is an LEA wide contributing action. CUSD is a district focusing on continual improvement through the use of improvement science techniques and research based best practices. Improvement coaches are tasked with supporting this.	iReady data and SBAC reading claim data.

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
	economic status, and students with disabilities and require more academic support. **Scope:** Schoolwide		
1.5	**Action:** ELD Support **Need:** Local iReady and state SBAC data indicates a lack of progress from our ELD population of students. **Scope:**	The English 3D supplement will help bolster designated academic instruction	iReady data and SBAC data, along with ELPAC movement and redesignation.
3.2	**Action:** Community Liaison **Need:** Rolling Hills serves a diverse population and data indicates an increased number of newcomer families who are English Language Learners. This creates an increased need to provide support to families through the use of Community Liaisons. **Scope:** Schoolwide	Strong home/school partnerships are essential in supporting the wellbeing of students and building the capacity of parents to support learning at home. Community Liaisons are able to welcome new families, communicate in the family's native language and align families with resources to help their student transition to school successfully. This action directly supports the chronic absenteeism and English Learner progress metrics.	Survey Data of families receiving support.

Limited Actions

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

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

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

Rolling Hills Middle School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 5.11%. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The planned actions, informed by stakeholder engagement, are outlined in the table above.

Additional Concentration Grant Funding

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

No additional concentration grant add-on funding received.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		410,323.00		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	$738,500.00	$90,400.00	$24,600.00		$853,500.00	$701,400.00	$152,100.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Improvement Coach (formerly Equity TOSA)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RHMS 6-8	2024-2025	$172,000.00	$0.00	$172,000.00				$172,000.00
1	1.2	Music Program	All	No				2024-2025	$8,000.00	$8,000.00		$16,000.00			$16,000.00
1	1.3	Art Supplies	All	No				2024-2025	$0.00	$36,000.00		$36,000.00			$36,000.00
1	1.4	School Supplies	All	No				2024-2025	$0.00	$30,000.00	$30,000.00				$30,000.00
1	1.5	ELD Support	English Learners			English Learners	Specific Schools: RHMS 6-8	2024-2025	$0.00	$3,000.00	$3,000.00				$3,000.00
1	1.6	Science Department	All	No				2024-2025	$5,400.00	$8,600.00	$6,000.00	$5,400.00	$2,600.00		$14,000.00
1	1.7	Media Specialist/Librarian	All	No				2024-2025	$59,000.00	$0.00	$59,000.00				$59,000.00
1	1.8	STEAM Supplies	All	No				2024-2025	$0.00	$6,000.00	$6,000.00				$6,000.00
1	1.9	EdPuzzle	All	No				2024-2025	$0.00	$3,000.00	$3,000.00				$3,000.00
1	1.10	Contracted Services	All	No				2024-2025							$11,000.00

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	1.11	IXL Contract	All	No				2024-2025	$11,000.00	$0.00	$11,000.00				$9,000.00
1	1.12	Release Days	All	No				2024-2025	$0.00	$9,000.00	$9,000.00				$15,000.00
1	1.15								$15,000.00	$0.00	$15,000.00				
2	2.1	SKIPs Agreement	Students with counseling needs. All	No				2024-2025	$0.00	$44,000.00	$44,000.00				$44,000.00
2	2.2	Two School Counselors	All	No				2024-2025	$285,000.00	$0.00	$285,000.00				$285,000.00
2	2.3	Athletic Director	All	No				2024-2025	$7,000.00	$0.00			$7,000.00		$7,000.00
2	2.4	After School Coaches	All	No				2024-2025	$33,000.00	$0.00		$33,000.00			$33,000.00
2	2.5	Student Recognition	All	No				2024-2025	$0.00	$3,600.00	$3,600.00				$3,600.00
2	2.6	PBIS Safety and Support .475	All	No				2024-2025							$38,000.00
2	2.7	Clubs	All	No				2024-2025	$38,000.00	$0.00	$38,000.00				$26,000.00
2	2.8							2024-2025	$26,000.00	$0.00	$11,000.00		$15,000.00		
2	2.9							2024-2025							
3	3.1	Parent/Community Outreach	All	No				2024-2025	$0.00	$900.00	$900.00				$900.00
3	3.2	Community Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rolling Hills 6-8	2024-2025	$42,000.00	$0.00	$42,000.00				$42,000.00

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]
	410,323.00		0.000%		$214,000.00	0.000%	0.000 %	**Total:**	$214,000.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$214,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	**1.1**	Improvement Coach (formerly Equity TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RHMS 6-8	$172,000.00	
1	**1.5**	ELD Support			English Learners	Specific Schools: RHMS 6-8	$3,000.00	
3	**3.2**	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Rolling Hills 6-8	$42,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$714,400.00	$714,840.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	**1.1**	Equity TOSA	Yes	$97,000.00	$103,000.00
1	**1.3**	Digital Art Supplies	No	$5,000.00	$8,500.00
1	**1.4**	Department Supplies	No	$40,000.00	$40,000.00
1	**1.5**	Traditional Art Supplies - Funding in Action 1.4			
1	**1.6**	Science Department Supplies	No	$14,000.00	$15,300.00
1	**1.7**	Media Specialist/Librarian	No	$54,000.00	$58,000.00
1	**1.8**	Writing with Design Consultant			
1	**1.9**	EdPuzzle	No	$2,700.00	$2,740.00
1	**1.10**	Site Reading Factory	No	$500.00	$250.00
1	**1.11**	Math TOSA	Yes	$78,000.00	$84,200.00

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	**1.12**	IXL Contract	No	$9,000.00	$9,600.00
1	**1.15**	1.0 Instructional Aide			
2	**2.1**	SKIPs Agreement	No	$14,700.00	$14,700.00
2	**2.2**	Two School Counselors	No	$253,000.00	$210,000.00
2	**2.3**	Athletic Director	No	$7,000.00	$7,000.00
2	**2.4**	After School Coaches	No	$40,000.00	$40,000.00
2	**2.5**	Activities/Leadership Stipends			
2	**2.6**	Increase Health Clerk .250	No	$23,500.00	$19,500.00
2	**2.7**	PBIS Safety and Support .475	No	$26,000.00	$35,800.00
2	**2.8**	Clubs	No	$12,000.00	$26,000.00
3	**3.1**	Parent/Community Outreach	No	$2,500.00	$750.00
3	**3.2**	Community Liaison		$35,500.00	$39,500.00

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)
	$175,000.00	$187,200.00	($12,200.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	**1.1**	Equity TOSA	Yes	$97,000.00	$103,000		
1	**1.11**	Math TOSA	Yes	$78,000.00	$84,200		

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%	$187,200.00	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	Ted Cribari III Principal	tcribari@campbellusd.org 408-364-4235

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	As reported on each school's 2020.2021 SARC: • No teachers are missasigned, no positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score Rolling Hills 97.81	2021.2022 1 teacher is mis-assigned, 0 positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score: 98.49	2022.2023 • 0 teachers are mis-assigned, 0 positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score: 99.11%	2023.2024 1 teachers is mis-assigned, 0 positions are vacant • 100% of students have access to standards aligned instructional materials. FIT Score 99.51%	Maintain 0% of Misassigned teachers. Maintain 100% of student access to standards aligned instructional materials. • FIT Score Rolling Hills 97.81
Complete narrative summary for LCFF Priority 7: Access to a	Powerschool data indicates that 100% of students in TK-8 have access to core	2021.2022 Powerschool data indicates that 100% of students in TK-8 have	2022.2023 Powerschool data indicates that 100% of students, including	2023.2024 Powerschool data indicates that 100% of students, including	Maintain 100% of student access to broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	subjects including Language Arts, Math, Science, Social Studies, and PE.	access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.	as evidenced by Powerschool.
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	Overall Professional Learning for teaching academic standards: ELA: 4 (Full implementation) Math: 3 (Initial implementation) ELD: 3 (Initial implementation)	The Instructional Leadership Team (ILT) completed the LCFF Priority 2 Self-Reflection tool with the following results: 2021.2022 Overall Professional Learning for teaching academic standards: • ELA: 4 (Full implementation)	The Instructional Leadership Team (ILT) completed the LCFF Priority 2 Self-Reflection tool with the following results: 2022.2023 Overall Professional Learning for teaching academic standards: • ELA: 4 (Full implementation)	The Instructional Leadership Team (ILT) completed the LCFF Priority 2 Self-Reflection tool with the following results: 2023.2024 Overall Professional Learning for teaching academic standards: • ELA: 3 (Initial implementation)	Improve rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Math: 4 (Full implementation) • ELD: 4 (Full implementation)	• Math: 3 (Initial implementation) • ELD: 3 (Initial implementation)	• Math: 4 (Full implementation) • ELD: 1 (Exploring and researching implementation)	
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.	2018.2019 SBAC Reading Claim Results 6th Grade: • Overall: 80% • EL: 10% • SWD: 28% • SED: 53%	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric removed.	Metric removed.	Metric removed. 2023.2024 SBAC Reading Claim Desired Outcome 6th Grade: • Overall: 89% • EL: 19% • SWD: 37% • SED: 62%
Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level"	iReady: Reading Winter: Grades 6-8 • Overall: 66% • EL: 11% • SWD: 25% • SED: 36%	iReady: Reading Winter 2021.2022: Grades 6-8 • Overall: 64% • EL: 10% • SWD: 25%	iReady: Reading Winter 2022.2023: Grades 6-8 • Overall: 65% • EL: 6% • SWD: 20%	iReady: Reading Winter 2023.2024: Grades 6-8 • Overall: 66% • EL: 4% • SWD: 20%	iReady: Reading Performance Desired Outcome Winter: Grades 6-8 • Overall: 80% • EL: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to at least 80% in iReady. Literacy: Grades 6-8: 4.6% annually; +14% by 2023.2024 Mathematics: Grades 6-8: 6.3% annually; +19% by 2023.2024	iReady: Mathematics Winter: Grades 6-8 • Overall: 61% • EL: 16% • SWD: 21% • SED: 32%	• SED: 32% iReady: Mathematics Winter 2021.2022: Grades 6-8 • Overall: 57% • EL: 15% • SWD: 21% • SED: 22%	• SED: 32% iReady: Mathematics Winter 2022.2023: Grades 6-8 • Overall: 61% • EL: 6% • SWD: 17% • SED: 22%	• SED: 33% iReady: Mathematics Winter 2023.2024: Grades 6-8 • Overall: 59% • EL: 16 % • SWD: 12% • SED: 23%	• SWD: 39% • SED: 50% iReady: Mathematics Winter: Grades 6-8 • Overall: 80% • EL: 35% • SWD: 40% • SED: 51%
English Language Arts and Mathematics: Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually. Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.	2018.2019 SBAC: English Language Arts • Overall: 75% • Black/African American: 43% Hispanic/Latino: 49% • SED: 53% • EL: 10% 2018.2019 SBAC: Mathematics • Overall: 66% • Black/African American: 40% Hispanic/Latino: 34% • SED: 37% • EL: 16%	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021.2022 SBAC: English Language Arts • Overall: 74% • Black/African American: 53% Hispanic/Latino: 53% • SED: 47% • EL: 14% 2022.2023 SBAC: Mathematics • Overall: 59% • Black/African American: 11% Hispanic/Latino: 28% • SED: 25% • EL: 11%	2022.2023 SBAC: English Language Arts • Overall: 71% • Black/African American: 40% • Hispanic/Latino: 43% • SED: 43% • EL: 4% • SWD 20% • White 77% • Asian 88% 2022.2023 SBAC: Mathematics • Overall: 61%	2023.2024 SBAC: English Language Arts Desired Outcome • Overall: 84% • Black/African American: 58% • Hispanic/Latino: 64% • SED: 68% • EL: 25% 2023.2024 SBAC: Mathematics Desired Outcome • Overall: 75% • Black/African American: 55% • Hispanic/Latino: 49%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				• Black/African American: 40% • Hispanic/Latino: 29% • SED: 27% • EL: 4% • SWD 19% • White 64% • Asian 87%	• SED: 52% • EL: 31%
Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually. Rationale: In 2018.2019, 43.47% of 5th grade students were Level 2: Standard Nearly Met with a mean scaled score of 206.2. (Mean Scale Score range of 214-230 for Level 3: Standard Met).	2018-2019 CAST Results Grade 8: • Overall: 61% • EL: 6% • SWD: 23% • SED: 22%	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021-2022 CAST Results Grade 8: • Overall: 58% • EL: 4% • SWD: 32% • SED: 33%	2022.2023 CAST Results Grade 8: • Overall: 59% • Black/African American: * • Hispanic/Latino 26% • SED: 30% • EL: 0% • SWD: 17% • White 65% • Asian 87% * Data for less than 11 students suppressed to protect student privacy	2023.2024 CAST Desired Outcome • Grade 8: 76% • EL: 21% • SWD: 38% • SED: 37%
Increase the percentage of English Language Learners (ELs) making at least	2019 English Learner Progress	Metric on hold. CUSD uses the California State	2022 English Learner Progress	2023 English Learner Progress	Updated 2023.2024 ELPAC Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
one level of progress on the English Language Proficiency Assessments for California (ELPAC).	• Number of ELs who had current and prior year ELPAC scores: 77 • Percent of ELs making at least one level of progress: 48%	Dashboard measure for English Learner Progress for this metric. 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. A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.	• Number of ELs who had current and prior year ELPAC scores: 66 • Percent of ELs making at least one level of progress: 74.2%	• Number of ELs who had current and prior year ELPAC scores: 51 • Percent of ELs making at least one level of progress: 37%	• The percentage of EL students making at least one level progress on the ELPAC will meet or exceed the State of California percentage. Retired 2023.2024 ELPAC Desired Outcome • Increase the percent of EL students making at least one level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of Redesignated ELs by at least 3% annually.	2019.2020 Redesignation • Total Number of ELs: 102 Redesignated: • Number: 19 • Percent: 19%	2020.2021 Redesignation • Total Number of ELs: 90 • Number Redesignated: 6 • Percent Redesignated: 7% Note: Total number of ELs as of 2021.11.20.	2021.2022 Redesignation • Total Number of ELs: 105 • Number Redesignated: 31 • Percent Redesignated: 30% Note: Total number of ELs as of 2021.10.6.	2022.2023 Redesignation • Total Number of ELs: 90 • Number Redesignated: 36 • Percent Redesignated: 40% Note: Total number of ELs as of 2022.10.5.	2023.2024 Redesignation Desired Outcome • Total Percent of ELs Redesignated: 28%
Performance Indicator Review (PIR): Special Education Performance: • Increase CAASPP ELA Performance for Special Education students by at least 15.9% at PIR identified schools as measured by the 2021.2022 SBAC.	2018.2019 SBAC ELA: Performance PIR Identified Schools • Rolling Hills: 28% 2018.2019 SBAC Mathematics: Performance PIR Identified Schools • Rolling Hills: 20%	Metric Removed. CUSD tracks and reports student group performance from the the California School Dashboard as required in 'Reflections: Identified Need.' Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was	Metric Removed.	Metric Removed.	Metric Removed. 2021.2022 SBAC ELA: Performance PIR Identified Schools • Rolling Hills: 76% 2021.2022 SBAC Mathematics: Performance PIR Identified Schools • Rolling Hills: 48%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Increase CAASPP Mathematics Performance for Special Education students by at least 9.43% at PIR identified schools as measured by the 2021.2022 SBAC.		suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.			

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.

There were no substantive differences in planned actions and actual implementation.

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.

The expenditure for this action was higher than the planned allocation due to salary increases. This cahnge did not impact the RHMS budget.

1.3. Digital Art Supplies was increased from a planned budget of $5000 to $8500. iPads were purchased that serve a dual purpose, for our newcomers and an aspect of our after school clubs, namely Yearbook. The difference was paid for by grant money.

1.10 Site Reading Factory was to have cost $500, when in fact it came closer to only $250.

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

1.1 and 1.11 The support of the Equity and Math TOSA demonstrated benefit to student engagement and teacher instruction. Dedicated involvement in teacher collaboration during Release Days and professional development and minimum days. Coordinating SBAC, iReady, and ELPAC testing, along with checking in with students who have identifiable needs (ELD and multiple F grades) are another layer of evidence of the positive implementation of both roles.

1.12 IXL contract is being analyzed for efficacy. While many lessons are assigned to support instruction, the rate of completion varies as does the influence it has on instruction and achievement. Desmos was added this year to Math 7 to determine if there is qualified or quantified difference between the two online programs.

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.

As a result of an analysis of online math programs, IXL and Desmos, RHMS will consider a combination of programs for '24-'25. An RHMS Math 7 teacher and colleagues from CUSD are attending a Math Conference in late February in New Mexico to determine potential next steps. Providing department Release Days for '24-'25 is a priority, as those departments that took advantage of days this year produced units and assessment that met greater student needs, including projects, extensions, and support.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce the overall Suspension rate by at least 0.5% annually until at 1.2% and maintain. Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at prescribed percentages of 4.9, 2.1, .1, and 1.7 and maintain.	2019.2020 Suspension Rate • Overall: 2.7% • EL: 8.8% • SWD: 6% • SED: 3.2% • Black/African American: 5.6% • Hispanic/Latino: 4.9% Due to campus closure as a result of COVID 19, this is not an accurate measurement of suspensions.	Metric Adjusted for 2022.2023 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2020.2021 Suspension Rate: • Overall: 0.0% • EL: 0.0% • SWD: ** • SED: ** • Black/African American: 0.0% • Hispanic/Latino: 0.0%	2021.2022 RHMS Suspension Indicator Status • Overall: Low • EL: Low • SWD: Medium • SED: Low • Black/African American: No performance level, group size too small • Hispanic/Latino: Medium	2022.2023 RHMS Suspension Indicator Status • Overall: Medium • EL: Medium • SWD: High • SED: Medium • Black/African American: No performance level, group size too small • Hispanic/Latino: Medium • White: Low	Metric Adjusted. Updated 2023.2024 Suspension Desired Outcome • Status of Very Low or Low Overall and for all Student Groups. Retired 2023.2024 Suspension Rate Desired Outcome • Overall: 1.2% • EL: 4.9% • SWD: 2.1% • SED: .1% • Black/African American: 1.7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		**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.			• Hispanic/Latino: 1.0%
Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group. • Overall reduce by 300; 100 annually. • ELs and SWDs reduce by	2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression • Overall: 29 • EL: 2 • SWD: 7 • SED: 12 • Hispanic/Latino: 6 Due to campus closure as a result of COVID 19, this is not	Metric Removed. CUSD monitors ODRs locally. 2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression: • Overall: 3 • EL: 2 • SWD: 1 • SED: 3 • Hispanic/Latino: 2	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome • Overall: 20 • EL: 1 • SWD: 2 • SED: 6 • Hispanic/Latino: 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TBD; TBD annually. • SED and Hispanic reduce by TBD; TBD annually.	an accurate measurement of Office Discipline Referrals (ODRs).				
Decrease the overall Chronic Absenteeism rate by 0.5% annually. Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	2019.2020 Chronic Absenteeism Rate • Overall: 4.08% • EL: 10.0% • SWD: 13.2% • SED: 8.0%	2020.2021 Chronic Absenteeism Rate: • Overall: 1.4% • EL: 3.3% • SWD: 4.5% • SED: 3.3%	2021.2022 Chronic Absenteeism Rate: • Overall: 10.3% • EL: 20.3% • SWD: 21.7% • SED: 22.5%	2022.2023 Chronic Absenteeism Rate: • Overall: 8.7% • EL: 11.5% • SWD: 27.8% • SED: 16.4%	2023.2024 Chronic Absenteeism Rate Desired Outcome • Overall: 2.58% • EL: 6.1% • SWD: 9.3% • SED: 4.1%
Increase participation on annual Fall Panorama survey to students in grades 6-8 and teachers and staff to 95%. • Students in grades 6-8 to 95%; 5.7% annually. • Teachers and Staff to 95%; 5.4% annually.	2020.2021 Fall Panorama Survey Participation Rate • Students Grades 6-8: 77% • Teachers and Staff: 74%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Participation: • Students Grades 6-8: Fall 88%; Spring 83% • Teachers and Staff: Fall	2022.2023 Panorama Survey Participation: • Students Grades 6-8: Fall 91%; Spring 90% • Teachers and Staff: Fall 81%; Spring 88%	2023.2024 Panorama Survey Participation: • Students Grades 6-8: Fall 91%; Spring is no long a metric. • Teachers and Staff: Fall 88%; Spring is no longer a metric.	Metric Adjusted. Updated Desired Outcome for 2023.2024: • 95% participation for staff and students in Fall and Spring. 2023.2024 Fall Panorama Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		85%; Spring 88%			Participation Rate Desired Outcome • Students Grades 6-8: 95% • Teachers and Staff: 95%
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).	2020.2021 Fall Panorama Survey Student Responses • Emotional Regulation (grades 6-8): N/A% • Sense of Belonging (grades 6-8): 47%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Student Responses: • Emotional Regulation (grades 3-8): • ELE: Fall %; Spring % • MS: Fall 49%; Spring 46% • Sense of Belonging (grades 6-8): Fall 57%; Spring 60%	Metric Adjusted for 2023.2024. CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally. 2022.2023 Panorama Survey Student Responses: • Sense of Belonging (Grades 6-8): Fall 50%; Spring 50%	2023.2024 Panorama Survey Sense of Belonging, Fall 51%	Metric Adjusted. Updated Desired Outcome for 2023.2024: • Emotional Regulation (grades 3-8): 80% for Fall and Spring • Sense of Belonging (grades 6-8): 80% for Fall and Spring 2023.2024 Fall Panorama Survey Student Responses Desired Outcome • Emotional Regulation (grades 6-8): 80% • Sense of Belonging

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(grades 6-8): 80%
Complete narrative summary for LCFF Priority 6: School Climate.	Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.	Metric Adjusted for 2022.2023 CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate. The 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. 2021.2022 Climate Survey Question Responses: • I feel safe at my school: 3.74; 21.63% • School rules are fair: 3.58; 18.87% • My school is clean: 3.58; 18.87%	2022.2023 Climate Survey Question Responses: • I feel safe at my school: 3.64; 15.52% • School rules are fair: 3.48; 13.97% • My school is clean: 2.96; 4.88% • Students are nice to each other at my school: 3.10; 7.52% • I like going to my school each day: 3.20; 12.64%	2023.2024 Climate Survey Question Responses: • I feel safe at my school: 3.57; 12.92% • School rules are fair: 3.3; 11.08% • My school is clean: 2.8; 4.7% • Students are nice to each other at my school: 2.94; 6.56% • I like going to my school each day: 3.09; 11.23%	Metric Adjusted. Desired outcome updated: Studer Education School Student Engagement Survey: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will increase by 5% in 2023.2024 from the 2021.2022 baseline. The Overall Mean for questions will be at least 4.5 by 2023.2024. 2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		• Students are nice to each other at my school: 3.19; 8.50% • I like going to my school each day: 3.44; 19.27%			
Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: • RHMS: 99.01%	N/A	2021.2022 Annual Attendance Rate: • RHMS: 95.65%	2022.2023 Annual Attendance Rate: • RHMS: 95.49%	Metric Added. 2023.2024 Attendance Rate Desired Outcome • RHMS: At least 98%
Maintain Middle School Drop Out Count of 0.	Metric Added. 2020.2021 Middle School Drop Out Count • RHMS: 0	N/A	2021.2022 Middle School Drop Out Count • RHMS: 0	2022.2023 Middle School Drop Out Count • RHMS: 0	Metric Added. 2023.2024 Middle School Drop Out Desired Outcome • RHMS: 0
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate RHMS • Overall: 0.0% • EL: 0.0%	N/A	2021.2022 Expulsion Rate RHMS • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%	2022.2023 Expulsion Rate RHMS • Overall: 0.11% • EL: 0%	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: RHMS • Overall: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SWD: 0.0% • SED: 0.0%			• SWD: Cannot report • SED: Cannot report	• 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.

There were no substantive differences in planned actions and actual implementation.

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

2.2. Two school counselors were over-budgeted. While there was a contractually agreed upon 7% pay increase, an intern counselor came in at a lower step. This was budgeted at $253,000 and came in closer to $210,000. Since funding came from CUSD, it does not affect the RHMS budget.

2.6. Health Clerk was budgeted at $23,500 and came in at $19,500. Since funding came from CUSD, it does not affect the RHMS budget.

2.7 PBIS Safety and Support was budgeted at $26,000 and came in $35,800. Since funding came from CUSD, it does not affect the RHMS budget.

2.8. The hourly rate of club sponsors increased from $40 per teacher hour to $50 per teacher hour. While we budgeted $12,000, we added a Howework Center component. Total cost is closer to $26,000. PTA donated $10,000 to support, and RHMS asked for a $20 donation per child per club to offset costs.

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

2.1 and 2.2 Counselors and SKIPS were critical in providing students emotional support. Whether in TIer I activitles at lunch or in classrooms, or Tier II academic or behavioral check ins and mediation, or Tier III safety plans and wellness assessments, these positions

supported the emotional well being of students. Counselors and SKIPS also led 6 parent meetings that discussed aspects of parenting teenagers and the challenges that presents.

2.3 and 2.4 and 2.8 Athletic Director, After School Coaches, and Clubs supported over 500 individual students during lunch and after school. Creating a safe space, connections between school and with each other was fostered.

2.7. Our Community Liaison and PBIS position served families and students in an array of ways. Leading ELAC meetings and finding resources for families, coordinating lunch activities including three evening dances and two concerts, and coordinating Career Day, our students and families benefited.

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.

A Leadership Component of a particular class is being explored to build student connections during lunch. RHMS seeks to increase structured activities and events during our lunch period.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete self-reflection tool for LCFF Priority 3: Parent and Family Engagement.	School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Rolling Hills: 4 (full Implementation) LEA's progress in providing families with information and resources to support student learning and	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: Rolling Hills: 2021.2022 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: 4 LEA's progress in providing families with information and resources to support	Rolling Hills: 2022.2023 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: 4 LEA's progress in providing families with information and resources to support student learning and development in the home: • Outcome: 3 LEA's progress in building the capacity of supporting principals and staff to effectively engage	Rolling Hills: 2023.2024 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: 3 (initial implementation) LEA's progress in providing families with information and resources to support student learning and development in the home: • Outcome: 3 (initial implementation)	Rubric score of 5: Full implementation and sustainability in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	development in the home: Rolling Hills: 3 (initial implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Rolling Hills: 3 (initial implementation)	student learning and development in the home: • Outcome: 4 LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: 3	families in advisory groups with decision-making: • Outcome: 4	LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: 4 (Full Implementation)	
Two schools will be identified Common Sense Media certified in 2021 and we will increase the number of school certifications annually.	Zero Schools Certified in 2020-2021	Metric Removed. Desired Outcome Achieved in 2021.2022.	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Common Sense Media certification Desired Outcome: • At least two schools certified
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline set in Fall 2021.	Metric Removed. CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome:

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. Source: Sign in sheets and feedback forms.	Note: Baseline set in Spring 2021.	Metric Removed. CUSD uses the Studer Education Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally. Parent and Family Engagement Strategies Training: • In January 2022, school staff participated in trainings offered by the Family Engagement Institute. Training topics were site determined.	Metric Removed.	Metric Removed.	2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Spring 2021 Baseline

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: • : TBD%	Metric Adjusted. CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange. 2021.2022 Parent/Family Satisfaction Survey Responses: • 132	2022.2023 Parent/Family Satisfaction Survey Responses: • 98	2023.2024 Parent/Family Satisfaction Survey Responses: • 225	Metric Adjusted. 2023.2024 Desired Outcome: • At least 159 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey Spring 2024 Thought Exchange Participation Desired Outcome: • : TBD%
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. • RHMS: 100%	N/A	N/A	N/A	Metric Added 2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

Goal Analysis

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

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

There were no substantive differences in planned actions and actual implementation.

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.

3.1 Parent Outreach was budgeted for $2500 and will come in closer to $1000. Money was spent on light food and beverages at an array of counselor presentations and Career Day.

3.2 Community Liaison was budgeted at $35,500 and came in at $39,500. The increase, due in large part to a 7% contractual pay increase, does not affect the RHMS budget as the position is funded by CUSD.

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

3.2 Community Liaison is instrumental in connecting families to resources and facilitating a school to home connection. Our Community Liaison serves as an interpreter, Site Intervention Team member, and connects with students. She coordinated College and Career Day, bringing 35 speakers from the community to discuss their college and career journeys. She hosts ELAC meetings and the half dozen counseling presentations to which 50 parents have come to engage in middle school parenting topics.

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.

There are no planned changes.

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