# 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 |
|---|---|---|
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# Plan Summary [2024-25]

## General Information

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

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

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

school success. Our preschool programs proudly partner with our Special Education department to allow for inclusion opportunities for students in the general education setting.  With state funding to support Universal Pre-Kindergarten, the district will begin the process to expand it for all four year olds by the year 2026.  That timeline for eligible four year olds looks like this:
2023-24: 4 years old from September 1-April 2nd
2024-25: 4 years old from September 1-June 2nd
2025-26: 4 years old from September 1-August 30

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

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

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

positive impact on student learning.  We celebrate success as an organization and focus on knowing our impact on the overall learning process for adults and students alike. In the 2023-24 school year we saw a rise in the number of Newcomer English Language learners and an increase in the number of students qualifying for free and/or reduced price meals.

Located in the West portion of Santa Clara County, Campbell Union School District serves more than 7,600 students from the communities of Campbell, San Jose, Saratoga, Santa Clara, Monte Sereno and Los Gatos.

Village School, a dependent charter and parent participation school in the Campbell Union School District, educates 220 students in Kindergarten through 5th grade. In 2024-2025, VIllage plans to add a transitional kindergarten class.  The Village School student population is made up of many ethnicities and represents over 20 languages, other than English spoken. Our student population consists of 16% Hispanic Latino, 47% White, 16% Asian, and 15% Two or More Races.  Our student population consists of 16% English language learners, 8% students with disabilities and 23% of all Village School students are classified as Socio-economically Disadvantaged. Currently there are no identified foster youth attending Village School.  We believe that education cannot be prescribed as a one-size-fits-all formula, and we take a holistic approach to education, helping our students develop socially, emotionally and intellectually. The arts are an integral part of the curriculum, with music and art classes every week. Cross-age activities and frequent field trips support the core curriculum and California Common Core Standards. Our Positive Discipline philosophy permeates the school, creating a warm, respectful place where children can thrive.

# Reflections: Annual Performance

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

A review of the California School Dashboard shows Village has no indicators in the red, overall or for any student groups.  Village does, however, fall into the orange category for Chronic Absenteeism, indicating that this is an area of concern that will be addressed through additional social emotional supports, as well as through parent education, during the 2024-2025 school year.  The California School Dashboard shows that Village is in the blue, overall and for all student groups, for Suspension and in the green, overall, for Language Arts and Math.

# 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.

Village 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.

Village 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.

Village was not identified for 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) | Village School held six School Site Council meetings, during the 2023-2024 school year, where parents were given the opportunity to provide input on action items in the LCAP and approve the final LCAP. |
| District English Language Acquisition Group (DELAC) | 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. The Village DELAC representative is able to provide feedback to the Village ELAC at the local school level. |
| 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. Village School has two representatives who regularly attend these meetings.<br>At the school site, student leaders in the Student Council offer input and feedback on implementation of the Village. Values (PBIS). |

| | Students in 3rd-5th Grade participate in the annual experience survey. The data from this survey is used to identify areas of strength as well as areas that require additional support. |
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| Teachers | Teachers are engaged through school leadership teams which meet monthly, staff meetings, experience surveys and a process called Leader Rounding where teachers are asked a series of questions to understand their experience with different district/school services and processes. Teachers also have the opportunity to communicate questions/concerns/input to the Superintendent through Faculty Senate meetings held 6 times per year. Teacher feedback is also solicited after each professional development session and through the process of negotiations with the district annually. |
| Special Education | CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process (CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 23.24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students. Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level. |
| Principals/Administrators | School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions. |
| Classified Staff members | Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process. |
| Parents/Guardians | Village School uses the following methods to engage and inform parents/guardians at the school level: Coffee with the Principal |

| | meetings, School Site Council Meetings, PTA meetings, English Language Acquisition Committee (ELAC), which includes parents of students with an IEP. Slides prepared by the Teaching and Learning Department 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. |
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| English Learner Advisory Committee (ELAC) | Village School holds four ELAC 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. School administration and staff 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. The Village DELAC representative provides feedback, from the district DELAC meetings, to the Village ELAC at the local school level. |

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

Village School Site Council reviewed the LCAP. During the meetings throughout the year, there were discussions and updates on local metrics and the budget. The LCAP was supported and approved.

Consultation from our district leaders and various stakeholders consistently came back with a theme for the need to add additional social-emotional learning and behavioral supports for our students. Because this is an instrumental part of a high quality multi-tiered system of support we created new goals for our LCAP for the next three-year cycle. There is one intentional goal for academics, one for social-emotional and behavioral learning. Within each goal we will be able to intentionally and transparently identify actions and services to support "all" children, "some" children and "few" children. This also allows us to look at equity of funding and ensure that our resources are aligned to areas where data tells us we need additional support. A theme from our teacher and administrative staff stakeholder groups indicated the need for more intervention supports for students struggling academically. This need will lead us to allocate targeted funds for professional development to build the capacity of our teachers to provide tier 2 academic and social emotional supports for students. Additionally, we are

going to hire math intervention teachers since currently we only have identified reading intervention provided by specialists. The pandemic and resulting school closures really created a greater need for counseling, social-emotional learning and interventions. Feedback from stakeholders obtained through the annual online Thought Exchange process also stated the desire to provide for safety protocols to meet all public health guidelines related to COVID. Parents requested more tutoring in out of school time for students.

# 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 | |

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| | Balanced Assessment: English Language Arts in grades 3-8.<br><br>Source: California Assessment of Student Performance and Progress (CAASPP) Results. | Results<br><br>• Grades 3-5<br>• Overall: 74%<br>• Socioeconomically Disadvantaged: 54%<br>• Students with Disabilities: *<br>• English Learners: 31%<br>• White: 77%<br>• Asian: 94%<br>• Hispanic/Latino: 40%<br>• Black: *<br><br>*Student group size too small to report. | | | 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.<br><br>Source: California Assessment of Student Performance and Progress (CAASPP) Results. | 2022.2023 SBAC Math Results<br><br>• Grades 3-5<br>• Overall: 63%<br>• Socioeconomically Disadvantaged: 38%<br>• Students with Disabilities: *<br>• English Learners: 14%<br>• White: 74%<br>• Asian: 79%<br>• Hispanic/Latino: 19% | | | 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 | |

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| | | • Black: *<br><br>*Student group size too small to report. | | | 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.<br><br>Source: California Assessment of Student Performance and Progress (CAASPP) Results. | 2022.2023 CAST Results<br><br>• Grade 5 and/or 8<br>• Overall: 70%<br>• Socioeconomically Disadvantaged: *<br>• Students with Disabilities: *<br>• English Learners: *<br>• White: 88%<br>• Asian: *<br>• Hispanic/Latino: *<br>• Black:*<br><br>*Student group size too small to report. | | | 80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27. | |
| 1.4 | Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner | 2022.2023 English Learner Progress<br><br>• Number of English Learners with a current and prior year | | | 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. | |

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| | Progress Indicator (ELPI) on the California School Dashboard.<br><br>Source: California School Dashboard | ELPAC score: 14<br>• Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 71.4% | | | | |
| 1.5 | Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP).<br><br>Number of Long Term English Learners (LTELS) in 8th grade as of Census Day.<br><br>Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs). | 2022.2023 Redesignation Results<br><br>• County<br>• Number of ELs as of CalPads Census Date: 54266<br>• Number of ELs redesignated: 7087<br>• Percent of ELs redesignated: 31.5%<br><br>• School<br>• Number of ELs as of CalPads Census Date: 24<br>• Number of ELs redesignated (excludes K): 4<br>• Percent of ELs redesignated (excludes K): 17%<br><br>2023.2024 Number of | | | Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27.<br><br>LTEL Target Outcome: Not Applicable, does not currently meet LTEL enrollment threshold. | |

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| | | Long Term English Learners (LTELS) in 8th grade as of Census Day:<br>• Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold. | | | | |
| 1.6 | Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8.<br><br>Source: i-Ready | 2023.2024: Winter i-Ready Reading Results<br><br>• Grades 2-5<br>• Overall: 59%<br>• Socioeconomically Disadvantaged: 43%<br>• Students with Disabilities: 33%<br>• English Learners: 6%<br>• White: 67%<br>• Asian: 53%<br>• Hispanic/Latino: 29%<br>• Black: *<br><br>*Student group size too small to report. | | | 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 | 2023.2024: Winter i-Ready Math Results | | | 80% of students in grades 2-8 achieving Early | |

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| | i-Ready Math in grades 1-8.<br><br>Source: i-Ready | • Grades 1-5<br>• Overall: 53%<br>• Socioeconomic ally Disadvantaged : 26%<br>• Students with Disabilities: 50%<br>• English Learners: 23%<br>• White: 60%<br>• Asian: 59%<br>• Hispanic/Latino : 8%<br>• Black: *<br><br>*Student group size too small to report. | | | On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27. | |
| 1.8 | Percent of students scoring At or Above Benchmark on DIBELS in grades K-2.<br><br>Source: DIBELS/Amplify | 2023.2024: Middle of Year DIBELS Results<br><br>• Grades K-2<br>• Overall: 76%<br>• Socioeconomic ally Disadvantaged : 62%<br>• Students with Disabilities: *<br>• English Learners: 56%<br>• White: 68%<br>• Asian: 95%<br>• Hispanic/Latino : 60%<br>• Black: * | | | 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. | |

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| | | *Student group size too small to report. | | | | |
| 1.9 | Number of teachers misassigned and number of vacant teacher positions.<br><br>Source: Human Resources Department | 2022.2023 and 2023.2024 Results<br><br>• 2022.2023 Number of teachers misassigned: 0<br>• 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.<br><br>Source: School Accountability Report Cards (SARCs) | 2023.2024 Result<br><br>• 100% | | | Maintain 100% of students having access to standards aligned instructional materials. | |
| 1.11 | Facilities Inspection Tool (FIT) Score<br><br>A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good.<br><br>Source: Final FIT Evaluations | 2023.2024 Rating<br><br>• 100% | | | Maintain a FIT Score of at least 95%. | |

| 1.12 | Not Applicable, District Level Metric.<br><br>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).<br><br>Source: PowerSchool and SIRAS | Not Applicable, District Level Metric. | | | Not Applicable, District Level Metric. | |
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| 1.13 | Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards.<br><br>Ratings by subject for the practice, ""Professional Learning for Teaching Academic Standards.""<br><br>Source: Annual Self Reflection | 2023.2024 Ratings<br><br>- English Language Arts: 4 (Full Implementation)<br>- English Language Development: 3 (Initial Implementation)<br>- Math: 4 (Full Implementation)<br>- Next Generation | | | Reach and maintain a rating of 5 (Full Implementation and Sustainability). | |

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| | | Science Standards: 3 (Initial Implementation) <ul><li>History/Social Studies: 4 (Full Implementation)</li></ul> | | | | |

# 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 | Hourly Intervention | Hourly Certificated or Classified employees will provide Tier 2 intervention to to students identified as needing additional support. | $4,000.00 | No |

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| **1.2** | Kinder Round Up | Kindergarten and TK teachers will attend one day prior to first day of school to assess students | $1,200.00 | No |
| **1.3** | Curriculum Materials | Supplemental curriculum materials will be purchased to support high quality lesson design and hands on learning opportunities. | $3,322.00 | No |
| **1.4** | Reading Intervention | .4 FTE Reading support for students scoring below benchmark goals | $68,202.00 | 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<br><br>Source: CUSD Monthly Attendance Statistics Report | 2022.2023 Rate<br><br>• 94.27% | | | Increase the Annual Attendance Rate to at least 98%. | |
| 2.2 | Chronic Absenteeism Rate | 2022.2023 Rates | | | Decrease the Chronic | |

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|---|---|---|---|---|---|---|
| | Source: DataQuest | • Overall: 13.0%<br>• Socioeconomic ally Disadvantaged : 15.6%<br>• Students with Disabilities: 23.5%<br>• English Learners: 6.1%<br>• White: 12.6%<br>• Asian: 17.8%<br>• Hispanic/Latino : 10.3%<br>• Black: *<br><br>*Student group size too small to report. | | | Absenteeism Rate Overall and for all student groups to 6%. | |
| 2.3 | Suspension Rate<br><br>Source: DataQuest | 2022.2023 Rates<br><br>• Overall: 0.0%<br>• Socioeconomic ally Disadvantaged : 0.0%<br>• Students with Disabilities: 0.0%<br>• English Learners: 0.0%<br>• White: 0.0%<br>• Asian: 0.0%<br>• Hispanic/Latino : 0.0%<br>• Black: * | | | Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27. | |

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| 2.4 | Not Applicable, Middle School Metric<br><br>Middle School Drop Out Count<br><br>Source: CalPads | Not Applicable, Middle School Metric | | | Not Applicable, Middle School Metric | |
| 2.5 | Expulsion Rate<br><br>Source: DataQuest | 2022.2023 Rate<br><br>• 0.0% | | | 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)<br><br>Source: Panorama | 2023.2024 Results<br><br>• Grades 3-5<br>• Overall: 72%<br>• Students with Disabilities: 59%<br>• English Learners: 70% | | | 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):<br>• I feel safe at school.<br>• My school is clean.<br><br>Source: Annual Student | 2023.2024 Ratings<br><br>• Grades 3-5<br>• Overall Rating<br>• I feel safe at school: 4.03<br>• My school is clean: 3.2<br>• Top Box Percent:<br>• I feel safe at school: 37.5% | | | 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. | |

| | Survey Results. | • My school is clean: 12.36% | | | | |
|---|---|---|---|---|---|---|

# 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 | Positive Discipline & No Bully Training | Staff will receive initial or refresher training in both Positive Discipline and No Bully. LCFF Funding will be spent on training materials and resources. | $200.00 | No |
| 2.2 | SEL/PBIS Curriculum Materials | SEL and PBIS curriculum and materials will be purchased to support a positive school climate. | $3,000.00 | No |

| 2.3 | MTSS Aide | 1.5 FTE MTSS Aide will support academic intervention and social emotional learning and behaviors of all students. | $93,195.00 | No |
|---|---|---|---|---|
| 2.4 | Library/Media Specialist | The library/media specialist supports Social Emotional development through weekly read alouds focused on SEL and diversity. In addition, they curate a collection of books that represent student identity and experience. | $15,290.00 | 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.<br><br>Source: Annual Parent/Caregiver Survey Results | 2023.2024 Satisfaction Ratings<br><br>• Overall Satisfaction Rating: 4.56<br>• Top Box Percent: 69.19% | | | 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."<br><br>Source: Annual Parent/Caregiver Survey Results | 2023.2024 Ratings<br><br>• Overall Rating: 4.04<br>• Top Box Percent: 49.02% | | | 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.<br><br>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."<br><br>Source: Annual Self Reflection | 2023.2024 Rating<br><br>• 2 (Beginning Development) | | | Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27. | |

| | | 2023.2024 Rating | | | | |
|---|---|---|---|---|---|---|
| 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.<br><br>Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home."<br><br>Source: Annual Self Reflection | 2023.2024 Rating<br><br>• 2 (Beginning Development) | | | 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<br><br>• 5 (Full Implementation and Sustainability | | | 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."<br><br>Source: Annual Self Reflection | | | | | |
| 3.6 | Not Applicable, District Level Metric<br><br>Number of Parent Workshop Series Offered Annually<br><br>Source: Student Services Department | Not Applicable, District Level Metric | | | Not Applicable, District Level Metric | |
| 3.7 | Not Applicable, District Level Metric<br><br>Number of School-Linked Services Events Offered Annually<br><br>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 | 2023.2024 Results<br><br>• 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.<br><br>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 | Communication tools for ELs & Parents | Purchase 2 iPads and applications to be used as communication tools for newcomers and families of English Learners. | $1,045.00 | 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 |
|---|---|
| $136,693 | $$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 |
|---|---|---|---|
| | | | |

## 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 |
|---|---|---|---|
| | | | |
| 3.1 | **Action:**<br>Communication tools for ELs & Parents<br><br>**Need:**<br>With over 20 languages spoken in our community, we do not have interpreters available to support all languages. Parents and teachers report difficulty communicating during community meetings and conferences.<br><br>**Scope:**<br>  Limited to Unduplicated Student Group(s) | The iPads will have translation applications to be used by families and newcomer students to facilitate communication. | Parent and Family engagement metrics 3.4 and 3.5 |

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.

Village Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 6.17%. 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 |  | 136,693 |  | 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 | $143,203.00 | $46,251.00 |  |  | $189,454.00 | $181,887.00 | $7,567.00 |

| 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 | Hourly Intervention | All | No |  |  |  | 2024-2025 | $4,000.00 | $0.00 | $4,000.00 |  |  |  | $4,000.00 |
| 1 | 1.2 | Kinder Round Up | All | No |  |  |  | 2024-2025 | $1,200.00 | $0.00 | $1,200.00 |  |  |  | $1,200.00 |
| 1 | 1.3 | Curriculum Materials | All | No |  |  |  | 2024-2025 | $0.00 | $3,322.00 | $3,322.00 |  |  |  | $3,322.00 |
| 1 | 1.4 | Reading Intervention | All | No |  |  |  | 2024-2025 | $68,202.00 | $0.00 | $68,202.00 |  |  |  | $68,202.00 |
| 2 | 2.1 | Positive Discipline & No Bully Training | All | No |  |  |  | 2024-2025 | $0.00 | $200.00 | $200.00 |  |  |  | $200.00 |
| 2 | 2.2 | SEL/PBIS Curriculum Materials | All | No |  |  |  | 2024-2025 | $0.00 | $3,000.00 | $3,000.00 |  |  |  | $3,000.00 |
| 2 | 2.3 | MTSS Aide | All | No |  |  |  | 2024-2025 | $93,195.00 | $0.00 | $46,944.00 | $46,251.00 |  |  | $93,195.00 |
| 2 | 2.4 | Library/Media Specialist | All | No |  |  |  | 2024-2025 | $15,290.00 | $0.00 | $15,290.00 |  |  |  | $15,290.00 |
| 3 | 3.1 | Communication tools for ELs & Parents | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners |  | 2024-2025 | $0.00 | $1,045.00 | $1,045.00 |  |  |  | $1,045.00 |

# 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] |
| | 136,693 | | 0.000% | | $1,045.00 | 0.000% | 0.000 % | **Total:** | $1,045.00 |
| | | | | | | | | **LEA-wide Total:** | $0.00 |
| | | | | | | | | **Limited Total:** | $1,045.00 |
| | | | | | | | | **Schoolwide Total:** | $0.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| This table is automatically generated and calculated from this LCAP. | | | | | | | | |
| 3 | 3.1 | Communication tools for ELs & Parents | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $1,045.00 | |

# 2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| | [AUTO-CALCULATED] | [AUTO-CALCULATED] |
| **Totals** | $96,546.00 | $85,254.42 |

| 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** | Grade Level Release Days | No | $10,000.00 | $5698.94 |
| **1** | **1.2** | Stipend for After School ELD Class | Yes | $11,000.00 | $0 |
| **1** | **1.3** | Supplies | No | $10,000.00 | $13,445 |
| **1** | **1.4** | Stipend for Kinder Round Up | No | $800.00 | $588.48 |
| **1** | **1.5** | 3 Release Days for 504s and IEP meetings - No longer Funding | | | 0 |
| **2** | **2.1** | Funding a part time Librarian/Media Specialist | No | $13,829.00 | $15,165 |
| **2** | **2.2** | SWIS | No | $500.00 | $460.00 |
| **2** | **2.3** | MTSS Aide | No | $50,217.00 | $49,697.00 |
| **3** | **3.1** | Principal Chats and Community Meetings | No | $200.00 | $200.00 |

# 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) |
|---|---|---|---|---|---|---|
| | | | | | | |
| | $11,000.00 | $0.00 | $11,000.00 | 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 | 1.2 | Stipend for After School ELD Class | Yes | $11,000.00 | $0.00 | | |

# 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% | $0.00 | 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 | Alicia Mommer<br>Principal | amommer@campbellusd.org<br>(408) 341-7042 |

# 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:<br>• No teachers are misassigned, no positions are vacant<br>• 100% of students have access to standards aligned instructional materials.<br>• FIT Score Village 95.58 | 2021.2022<br>0 teachers are mis-assigned, 0 positions are vacant<br>• 100% of students have access to standards aligned instructional materials.<br><br>• FIT Score: 94.98 | 2022.2023 SARC:<br>• No teachers are misassigned, no positions are vacant<br>• 100% of students have access to standards aligned instructional materials.<br><br>FIT Score: 97.14% | 2023.2024<br><br>• For 2022.2023, 0 teachers were mis-assigned. For 2023.2024, 0 positions are vacant.<br><br>• 100% of students have access to standards aligned instructional materials.<br><br>FIT Score:100% | Maintain 0% of Misassigned teachers.<br><br>Maintain 100% of student access to standards aligned instructional materials.<br><br>• FIT Score Village 95.58 |

| 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: 4 (Full implementation) Math: 5 (Full implementation and Sustainability) ELD: 4 (Full 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: | 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: | 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: | 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><li>ELA: 5 (Full implementation and Sustainability)</li><li>Math: 5 (Full implementation and Sustainability)</li><li>ELD: 4 (Full implementation)</li></ul> | <ul><li>ELA: 5 (Full implementation and Sustainability)</li><li>Math: 5 (Full implementation and Sustainability)</li><li>ELD: 4 (Full implementation)</li></ul> | <ul><li>ELA: 4 (Full implementation)</li><li>Math: 4 (Full implementation and Sustainability)</li><li>ELD: 3 (Initial Implementation)</li></ul> | |
| 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<br>3rd Grade:<ul><li>Overall: 89%</li><li>EL: *</li><li>SWD: *</li><li>SED: *</li></ul> | Metric removed.<br><br>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.<br>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,<br><br>2023.2024 SBAC Reading Claim Desired Outcome<br>3rd Grade:<ul><li>Overall: 92%</li><li>EL: 42%</li><li>SWD: 66%</li><li>SED: 66%</li></ul> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Literacy: Increase the percent of students who reach "At or Above Benchmark" Overall on DIBELS assessment by 7% each year and on each subtest:<br>• Kindergarten PSF (Phonemic Awareness)<br>• 1st NWF (Decoding)<br>• 2nd ORF (Reading Fluency) | Winter 2021 DIBELS Performance<br>• Overall: 66%<br>• EL: 70%<br>• SWD: 0<br>• SED: 78%<br><br>By Grade Level<br>• K: 65%<br>• 1: 54%<br>• 2: 71%<br><br>By Subtest<br>• K PSF: 55%<br>• 1st NWF: 38%<br>• 2nd ORF: 74% | Metric adjusted.<br><br>Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments.<br><br>Winter 2022 DIBELS Performance<br>• Overall: 79%<br>• EL: 44%<br>• SWD: Data not available for this student group at this time.<br>• SED: 89%<br><br>Grade Level: Winter<br>• K: 75%<br>• 1: 77%<br>• 2: 83%<br><br>Subtest: Winter<br>• K PSF: 75%<br>• 1st NWF: 66%<br>• 2nd ORF: 85% | Winter 2023 DIBELS Performance<br>• Overall: 68%<br>• EL: 36%<br>• SWD: *<br>• SED: 80%<br><br>Grade Level: Winter<br>• K: 69%<br>• 1: 71%<br>• 2: 65%<br><br>In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested. | Metric adjusted. CUSD monitors grade level results locally through beginning, middle and end of year assessments.<br><br>Winter 2024 DIBELS Performance<br>• Overall: 76%<br>• EL: 56%<br>• SWD: *%<br>• SED: 62%<br><br>In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested. | Metric adjusted.<br><br>Winter 2024 DIBELS Performance Desired Outcome<br>• Overall: 81%<br>• EL: 61%<br>• SWD: 52%<br>• SED: 80%<br><br>By Grade Level<br>• K: 78%<br>• 1: 78%<br>• 2: 87%<br><br>By Subtest<br>• K PSF: 48%<br>• 1st NWF: 79%<br>• 2nd ORF: 88% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.<br><br>Literacy: Grades 2-5: 7% annually; +21% by 2023.2024<br><br>Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024 | iReady: Reading<br><br>• Spring: Grades 1-5:<br>• Overall: 81%<br>• EL: 73%<br>• SWD: 25%<br>• SED: 55%<br><br>iRead: Math<br>• Spring: Grades 1-5:<br>• Overall: 80%<br>• EL: 80%<br>• SWD: 50%<br>• SED: 63% | iReady Reading Spring: Grades 2-5:<br>• Overall: 87%<br>• EL: *<br>• SWD: 57%<br>• SED: 88%<br><br>iReady Math Spring: Grades 1-5:<br>• Overall: 78%<br>• EL: 57%<br>• SWD: 67%<br>• SED: 67%<br><br>In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested. | Metric adjusted. Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.<br><br>iReady Reading Winter: Grades 2-5:<br>• Overall: 69%<br>• EL: 26%<br>• SWD: *<br>• SED: 37%<br><br>iReady Math Spring: Grades 1-5:<br>• Overall: 57%<br>• EL: 33%<br>• SWD: 45%<br>• SED: 41%<br><br>In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested. | Metric adjusted. Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.<br><br>iReady Reading Winter: Grades 2-5:<br>• Overall: 59%<br>• EL: 6%<br>• SWD: 33%<br>• SED: 43%<br><br>iReady Math Spring: Grades 1-5:<br>• Overall: 53%<br>• EL: 23%<br>• SWD: 50%<br>• SED: 26%<br><br>In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested. | iReady: Reading Performance Desired Outcome<br><br>Spring: Grades 2-5:<br>• Overall: 83%<br>• EL: 75%<br>• SWD: 47%<br>• SED: 56%<br><br>• Spring: Grades 2-5:<br>• Overall: 80%<br>• EL: 80%<br>• SWD: 51%<br>• SED: 63% |
| English Language Arts and Mathematics:<br><br>Increase the percent of Overall students proficient on SBAC | 2018.2019 SBAC: English Language Arts<br>• Overall: 74%<br>• Black/African American: | Metric on hold.<br><br>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state | 2021-2022 SBAC: English Language Arts<br>• Overall: 82%<br>• Black/African American: | 2022-2023 SBAC: English Language Arts<br>• Overall: 74%<br>• Black/African American: *<br>Hispanic/Latino: 40% | 2023.2024 SBAC: English Language Arts Desired Outcome<br>• Overall: 78%<br>• Black/African American: 57% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 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. | *fewer than 10<br>Hispanic/Latino: 33%<br>• SED: *fewer than 10<br>• EL: *fewer than 10<br><br>2018.2019 SBAC: Mathematics<br>• Overall: 74%<br>• Black/African American: *<br>Hispanic/Latino: 41.6%<br>• SED: *<br>• EL: * | testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC. | *fewer than 10<br>Hispanic/Latino: 64%<br>• SED: 75%<br>• EL: *fewer than 10<br>• SWD: 27.27%<br><br>2021-2022 SBAC: Mathematics<br>• Overall: 75%<br>• Black/African American: *<br>Hispanic/Latino: 27%<br>• SED: 75%<br>• EL: *<br>• SWD: 54.55%<br><br>In order to protect student privacy, data is suppressed because fewer than 11 students tested. | • SED: 54%<br>• EL: 31%<br>• SWD: *%<br><br>2022-2023 SBAC: Mathematics<br>• Overall: 63%<br>• Black/African American: *<br>Hispanic/Latino: 19%<br>• SED: 38%<br>• EL: 14%<br>• SWD: *<br><br>* In order to protect student privacy, data is suppressed because fewer than 11 students tested. | • Hispanic/Latino: 52%<br>• SED: 52%<br>• EL: 22%<br><br>2023.2024 SBAC: Mathematics Desired Outcome<br>• Overall: 61%<br>• Black/African American: 51%<br>• Hispanic/Latino: 44%<br>• SED: 45%<br>• EL: 26% |
| Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually. | 2018.2019 SBAC: Mathematics<br>• Grade 4: 84% (+3% from 2017.2018) | Metric removed.<br><br>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.<br>For 2021.2022, there are no updates to state assessment | Metric removed. | Metric removed. | Metric removed.<br><br>2023.2024 SBAC: Mathematics Desired Outcome<br>• Grade 4: 85% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC. | | | |
| Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually. | 2018-2019 CAST Results by Grade 5<br>• Overall: 80%<br>• EL: *<br>• SWD: *<br>• SED: *<br><br>Note: 5th grade students in 2018.2019 will be in 8th grade in 2021.2022. | Metric on hold.<br><br>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 by Grade 5 Overall: 65%<br>• EL: *<br>• SWD: *<br>• SED: *<br><br>*In order to protect student privacy, data is suppressed because fewer than 11 students tested. | 2022-2023 CAST Results by Grade 5 Overall: 70%<br>• EL: *<br>• SWD: *<br>• SED: *<br><br>*In order to protect student privacy, data is suppressed because fewer than 11 students tested. | 2023.2024 CAST Desired Outcome<br>• Grade 5: 57% |
| Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC). | 2019 English Learner Progress<br><br>• Number of ELs who had current and prior year ELPAC scores: 15<br>• Percent of ELs making at least one | Metric on hold.<br><br>CUSD uses the California State Dashboard measure for English Learner Progress for this metric.<br><br>Dashboard measures were suspended as a result of COVID, and | 2021-2022 English Learner Progress<br><br>• Number of ELs who had current and prior year ELPAC scores: 11<br>• Percent of ELs making at least one | 2022-2023 English Learner Progress<br><br>• Number of ELs who had current and prior year ELPAC scores: 14<br>• Percent of ELs making at least one | Updated 2023.2024 ELPAC Desired Outcome<br><br>• The percentage of EL students making at least one level progress on |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | level of progress: 46.7% | the measure is not available to demonstrate annual progress of ELs in English language acquisition.<br><br>A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures. | level of progress: 64% | level of progress: 71% | the ELPAC will meet or exceed the State of California percentage.<br><br>2023.2024 ELPAC Desired Outcome<br>• 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. |
| Increase the percent of Redesignated ELs by at least 3% annually. | 2019.2020 Redesignation<br><br>• Total Number of ELs: 24<br>Redesignated:<br>• Number: 3<br>• Percent: 13% | 2020.2021 Redesignation<br><br>• Total Number of ELs: 20<br>• Number Redesignated: 0<br>• Percent Redesignated: 0% | Metric adjusted to reflect correct year. 2021-2022 Redesignation Desired Outcome<br>• Total Percent of ELs Redesignated: 32% | 2022-2023 Redesignation Desired Outcome<br>• Total Percent of ELs Redesignated: 17% | 2023.2024 Redesignation Desired Outcome<br>• Total Percent of ELs Redesignated: 17% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Note: Total number of ELs as of 2021.11.20. | | | |

## *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.

Substantive difference include the following:
Action 1.1 - Reduced number of staff release days from 4 to 3 due to additional collaboration time being provided during AIM time.
Action 1.2  - Did not  implement after school ELD classes because designated ELD was taught during the regular school day.  A portion of this money was spent on afterschool enrichment targeted for English Learners.
Action 1.3 - Additional funds were spent to support Tier 1 instruction.

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

Action 1.1 - Reduced budgeted amount from $10,000 to $4,500 based on reduced number of release days
Action 1.2 - Reduced budgeted amount from $11,000 to $0 because designated ELD instruction was provided during the regular school day.
Action 1.3 - Increased budgeted amount to cover increased supplemental curriculum expenses.

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

The grade level release days were crucial in allowing time for teachers to create high quality lessons for our students and to reflect on best practices for student instruction.
Supplies and curriculum materials were ordered to support the learning needs of all students.  A substantial investment was made in the area of reading intervention curriculum materials.
The kinder round up allowed kindergarten teachers the time to build relationships and to assess students to ensure a successful classroom experience for kindergarten students. 83% of all incoming kindergarten students participated in the Kinder Round Up in August of 2023.

31% of our EL students performed at or above benchmark on the ELA section of the 2022-2023 SBAC. To further support ELD progress, which went from 64% making at least one year of progress to 71% making at least one year of progress, we shifted designated ELD instruction to take place during class time during the 2023-2024 school year.  Teachers were provided professional development and planning time with district leaders in the area of ELD to support implementation of both designated and integrated ELD in their classrooms. While redesignation rates declined, it is important to note that Village's EL population is very small so it is to be expected that redesignation rates may vary from year to year.  We will continue to focus on ELD instruction in the coming school year.

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.

During the 2023-2024 school year, we reduced the number of grade level release days because we had added an additional 2.5 hours of collaboration time every 3-4 weeks during AIM time.  Since AIM time was more focused on PLC discussions, it was noted that teachers needed additional time for planning and professional development.  We will consider adding additional release time during the 2024-2025 school year.

During the 2023-2024 school year, we shifted from providing ELD instruction after school to full implementation of designated and integrated ELD in the classroom.  We recognize the need for additional professional development and building professional skill sets for teachers in ELD instruction.  In the 2024-2025 school year, we will allocate funds and identify actions to address this area.  Actions may include additional release days for planning and professional development in the area of ELD instruction.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain. Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain. | 2019.2020 Suspension Rate<br><br>• Overall: 0%<br>• EL: 0<br>• SWD: 0<br>• SED: 0<br>• Black/African American: 0<br>• Hispanic/Latino:0 | Metric Adjusted for 2022.2023<br><br>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'<br><br>2020.2021 Suspension Rate:<br>• Overall: 0.0%<br>• EL: 0.0%<br>• SWD: **<br>• SED: **<br>• Black/African American: *<br>• Hispanic/Latino: 0.0% | CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'<br><br>2022-2023 Suspension Rate:<br>• Overall: 0.0%<br>• EL: 0.0%<br>• SWD: **<br>• SED: **<br>• Black/African American: *<br>• Hispanic/Latino: 0.0%<br><br>In order to protect student privacy, an asterisk (*) is | CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'<br><br>2023-2024 Suspension Rate:<br>• Overall: 0.0%<br>• EL: 0.0%<br>• SWD: **<br>• SED: **<br>• Black/African American: *<br>• Hispanic/Latino: 0.0%<br><br>In order to protect student privacy, an asterisk (*) is | Metric Adjusted.<br><br>As needed, the suspension metric will be updated based on California School Dashboard results.<br><br>2023.2024 Suspension Rate Desired Outcome<br>• Overall: 0%<br>• EL: 0%<br>• SWD: 0%<br>• SED: 0%<br>• Black/African American: 0%<br>• Hispanic/Latino: 0% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested.<br><br>**DataQuest: Disabled Subgroup Filter<br>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. | displayed on results where 10 or fewer students had tested.<br><br>**DataQuest: Disabled Subgroup Filter<br>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. | displayed on results where 10 or fewer students had tested.<br><br>**DataQuest: Disabled Subgroup Filter<br>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. | |
| Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group.<br><br>• Overall reduce by | 2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression<br>• Overall: 23<br>• EL:<br>• SWD:<br>• SED:<br>• Hispanic/Latino: | Metric Removed. CUSD monitors ODRs locally.<br><br>2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:<br>• Overall: 14<br>• EL: 0 | Metric Removed | Metric Removed | Metric Removed.<br><br>2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome<br>• Overall: 128<br>• EL:<br>• SWD: |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 300; 100 annually.<br>• ELs and SWDs reduce by TBD; TBD annually.<br>• SED and Hispanic reduce by TBD; TBD annually. | | • SWD: 0<br>• SED: 0<br>• Hispanic/Lati no: 0 | | | • SED:<br>• Hispanic/Lati no: |
| Decrease the overall Chronic Absenteeism rate by 0.5% annually.<br><br>Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually. | 2019.2020 Chronic Absenteeism Rate<br>• Overall: 2.72%<br>• EL: 4.8%<br>• SWD: 4.6%<br>• SED: 8.7% | 2020.2021 Chronic Absenteeism Rate:<br>• Overall: 2.4%<br>• EL: 0.0%<br>• SWD: 5.3%<br>• SED: 4.3% | 2021-2022 Chronic Absenteeism Rate:<br>• Overall: 11%<br>• EL: 24.00%<br>• SWD: 35.30%<br>• SED: 22.5% | 2022-2023 Chronic Absenteeism Rate:<br>• Overall: 13%<br>• EL: 6.1%<br>• SWD: 23.5%<br>• SED: 15.6% | 2023.2024 Chronic Absenteeism Rate Desired Outcome<br>• Overall: 3.81%<br>• EL: 2.39%<br>• SWD: 5.7%<br>• SED: 4.17% |
| Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%.<br>• Students in grades 3-8 to 95%; 5.7% annually. | 2020.2021 Fall Panorama Survey Participation Rate<br>• Students Grades 3-8: 78%<br>• Teachers and Staff: 79% | Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results.<br><br>2021.2022 Panorama Survey Participation:<br>• Students Grades 3-8: | 2022.2023 Panorama Survey Participation:<br>• Students Grades 3-8: Fall 95%; Spring 90%<br>• Teachers and Staff: Fall 78%; Spring 80% | 2023-.2024 Panorama Survey Participation:<br>• Students Grades 3-8: Fall 98%<br>• Teachers and Staff: Fall 76% | Metric Adjusted.<br><br>Updated Desired Outcome for 2023.2024:<br>• 95% participation for staff and students in |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| • Teachers and Staff to 95%; 5.4% annually. | | Fall 93%; Spring 89%<br>• Teachers and Staff: Fall 77%; Spring 76% | | | Fall and Spring.<br><br>2023.2024 Fall Panorama Survey Participation Rate Desired Outcome<br>• Students Grades 3-8: 95%<br>• 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<br>• Emotional Regulation (grades 3-8): 45 | Metric Adjusted for 2022.2023<br>CUSD now includes Fall and Spring Panorama results.<br><br>2021.2022 Panorama Survey Student Responses:<br>• Emotional Regulation (grades 3-8):<br>• ELE: Fall 51%; Spring TBD% | Metric Adjusted.<br><br>CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.<br><br>2022.2023 Panorama Survey<br><br>Village Data (Grades 3-5):<br>• Sense of Belonging: Fall 75%; Spring 69% | Metric Adjusted.<br><br>2023-2024 Panorama Survey<br><br>Village Data (Grades 3-5):<br>• Supportive Relationships: Fall 87%<br>• Sense of Belonging: Fall 72% | Metric Adjusted.<br><br>2023.2024 Fall Panorama Survey Student Responses Desired Outcome<br>• Emotional Regulation (grades 3-8): 80%<br>• Sense of Belonging (grades 6-8): 80% |
| Complete narrative summary for LCFF | Analysis of Spring 2021 Panorama Survey (students) | Metric Adjusted for 2022.2023 | 2022.2023 Climate Survey Question Responses: | 2023.2024 Climate Survey Question Responses: | Metric Adjusted. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Priority 6: School Climate. | completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process. | CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.<br><br>The percent of students reporting a favorable response as represented by the Overall Top Box (the percent of students reporting a 5) score to School Climate Questions will increase by 10% annually.<br><br>2021.2022 Climate Survey Question Responses:<br><ul><li>I feel safe at my school: 4.18; 47.00%</li><li>School rules are fair: 4.29; 51.00%</li><li>My school is clean: 3.84; 20.00%</li><li>Students are nice to each other at my</li></ul> | <ul><li>I feel safe at my school: 4.22; 49.45%</li><li>School rules are fair: 3.78; 27.17%</li><li>My school is clean: 3.29; 11.96%</li><li>Students are nice to each other at my school: 3.69; 25.28%</li><li>I like going to my school each day: 3.90; 41.76%</li></ul> | <ul><li>I feel safe at my school: 4.03; 37.50%</li><li>School rules are fair: 3.59; 25.00%</li><li>My school is clean: 3.20; 12.36%</li><li>Students are nice to each other at my school: 3.34; 17.44%</li><li>I like going to my school each day: 3.84; 34.83%</li></ul> | Updated Desired Outcome:<br>The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline. The Overall Mean for questions will be at least 4.5 by 2023.2024.<br><br>The Overall Mean for questions will be at least 4.5 by 2023.2024.<br><br>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.<br><br>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 |
|---|---|---|---|---|---|
| | | school: 3.75; 22.22% <br> • I like going to my school each day: 4.25; 58.16% | | | |
| Annual Attendance Rate of at least 98%. | Metric Added. <br><br> 2020.2021 Annual Attendance Rate: <br> • Village: 98.79% | N/A | 2021.2022 Annual Attendance Rate: <br> • Village: 94.77% | 2022.2023 Annual Attendance Rate: <br> • Village: 94.27% | Metric Added. <br><br> 2023.2024 Attendance Rate Desired Outcome <br> • Village: At least 98% |
| Maintain Expulsion Rate of 0.0% Overall and for all student groups. | Metric Added. <br><br> 2020.2021 Expulsion Rate <br> Village <br> • Overall: 0.0% <br> • EL: 0.0% <br> • SWD: 0.0% <br> • SED: 0.0% | N/A | 2021.2022 Expulsion Rate <br> Village <br> • Overall: 0.0% <br> • EL: 0.0% <br> • SWD: 0.0% <br> • SED: 0.0% | 2021.2022 Expulsion Rate <br> Village <br> • Overall: 0.0% <br> • EL: 0.0% <br> • SWD: 0.0% <br> • SED: 0.0% | Metric Added. <br><br> 2023.2024 Expulsion Rate Desired Outcome: <br> Village <br> • Overall: 0.0% <br> • EL: 0.0% <br> • SWD: 0.0% <br> • 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 between planned and actual implementation of our actions.

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

There were no material differences.

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

Our library/media specialist was integral in providing our students access to a wide variety of library resources. Every student (K-5) attended weekly library sessions where they participated in read alouds focused on SEL topics. Our library/media specialist purchased additional book titles to enhance our collection and provide books that represented our diverse student population. We use the SWIS database to record office referrals. This year we are leveraging the SWIS data to help us analyze and understand student behavior challenges and needs. As a staff we have analyzed the SWIS data to identify times of day and locations on campus where the majority of behaviors leading to office referrals are taking place. In response to this data, student leaders created a video to remind and reinforce school-wide expectations. Although we had hoped to hire two MTSS instructional aides, as of May, 2024, we have only hired one aide. By providing literacy intervention to K-2 students who fell below benchmark in the area of phonemic awareness, our MTSS aide helped maintain 76% of our K-2 students meeting or exceeding grade level benchmarks in literacy. In addition, using Zones of Regulation and other SEL strategies, the MTSS aide supported the social emotional and behavioral needs of students across all grade levels.

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.

For 2024-2025, based on SWIS data and our goal of maintaining a positive school climate, as reflected in our panorama survey results, we will add actions and fund additional PBIS materials including new expectations signs and expectations training materials. Although the Village M&Ms (Model Respect, Make Good Choices, Solve Problems) have been taught to all students, we recognize the need to spend additional time and effort on calibrating our understanding and expectations aligned with these values.

**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:<br><br>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:<br>Village: 5 (Full Implementation and sustainability)<br><br>LEA's progress in providing families with information and resources to support | The School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 Self-Reflection tool with the following results:<br><br>2021.2022<br>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:<br><br>• Outcome: 4 (Full implementation)<br><br>LEA's progress in providing families with information and | The School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 Self-Reflection tool with the following results:<br><br>2022.2023<br>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:<br><br>• Outcome: 5 (Full Implementation and sustainability)<br><br>LEA's progress in | The School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 Self-Reflection tool with the following results:<br><br>2023.2024<br>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:<br><br>• Outcome: 2 (Beginning Development)<br><br>LEA's progress in providing families with information and | 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 |
|---|---|---|---|---|---|
| | student learning and development in the home:<br>Village: 5 (full implementation and sustainability)<br><br>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:<br>Village: 5 (full implementation and sustainability) | resources to support student learning and development in the home:<br><ul><li>Outcome: 3 (Initial Implementation)</li></ul><br>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:<br><ul><li>Outcome: 4 (Full implementation)</li></ul> | providing families with information and resources to support student learning and development in the home:<br><ul><li>Outcome: 4 (Full implementation)</li></ul><br>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:<br><ul><li>Outcome: 5 (Full Implementation and sustainability)</li></ul> | resources to support student learning and development in the home:<br><ul><li>Outcome: 2 (Beginning Development)</li></ul><br>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:<br><ul><li>Outcome: 5 (Full Implementation and sustainability)</li></ul> | |
| Parent/Guardian participation in Fall Conferences will increase by 10% annually. | Note: Baseline set in Fall 2021. | Metric Removed.<br><br>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and | Metric Removed. | Metric Removed. | Metric Removed.<br><br>2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome:<br>TBD based on Fall 2021 Baseline |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | Parent/Family Satisfaction locally. | | | |
| 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.<br><br>Source: Sign in sheets and feedback forms. | Note: Baseline set in Spring 2021. | Metric Removed.<br><br>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.<br><br>Parent and Family Engagement Strategies Training: Village<br>• In January 2022, staff participated in the training, "Establish A Shared Vision, Language Of Family & Community Engagement Through An | Metric Removed. | Metric Removed. | Metric Removed.<br><br>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 |
|---|---|---|---|---|---|
| | | Empathy Lens Of Well-Being & Care," offered by the Family Engagement Institute. | | | |
| Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange | Spring 2021 Thought Exchange Participation:<br>• : TBD% | Metric Adjusted.<br><br>CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.<br><br>2021.2022 Parent/Family Satisfaction Survey Responses:<br>• 53 | 2022-2023 Outcome: 50 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey | 2023-2024 Outcome: 63% (102) Parents/Guardians participating in Annual Parent/Family Satisfaction Survey | Metric Adjusted.<br><br>2023.2024 Desired Outcome:<br>• At least 65 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey<br><br>Spring 2024 Thought Exchange Participation Desired Outcome:<br>• : TBD% |
| 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving | Metric Added.<br><br>2021.2022 Percent of parents of students with IEPs report that the school district | N/A | N/A | Metric Added.<br><br>2022-2023 Percent of parents of students with IEPs report that the school district | Metric Added<br><br>2023.2024 Desired Outcome: 100% of parents of students with IEPs report that |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| services and results as part of the IEP process. | facilitated parent involvement as a means of improving services and results as part of the IEP process.<br>• Village: 100% | | | facilitated parent involvement as a means of improving services and results as part of the IEP process.<br>• Village: 100% | 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 between planned and actual implementation of our actions.

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

There were no material difference between budgeted expenditures and estimated actual expenditures.

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

With a new principal at the school site, providing multiple opportunities to hear from the school community was necessary to help understand the priorities of the community. We offered 5 "Coffee with the Principal" meetings throughout the year. Each meeting had a topic of focus along with time for general questions and discussion to give families time to bring up topics of importance to them. In addition to Coffees with the Principal, information was shared at regular School Site Council (SSC) meetings, English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA) meetings. The decision was made to shift all communication to Parent Square this year to address concerns about too much communication coming from the various school communication tools. Baseline data used to guide our improvement work around communication was gathered during a School Site Council and ELAC Meeting. Early feedback indicates that streamlining communication to use Parent Square, the district's communication platform, has resulted in a more consistent method of receiving information from the school office but some families have found the Parent Square app to be difficult or confusing to use. Survey

results indicate that, although the majority of communication from the school office is going out through Parent Square, there is still a significant amount of communication from teachers and PTA that is being sent via different platforms and this continues to be a challenge for families.

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 parent-particiaption school, our community holds ourselves to a very high standard of communication.  Families are accustomed to having an active voice in decision-making as part of the school community.  Feedback from School Site Council indicates that we can do better at engaging traditionally underserved families, including families who speak languages other than English and socio-economically disadvantaged families.  In the coming year, we will focus on providing language support in meetings and written communication for all of our families so that their voices are included in discussions and decison-making.  We are also working on setting up support systems for newcomer families such as pairing them up with veteran families and connecting them with our parent liaison who can help connect them to community resources as needed.

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