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	Shelly Viramontez Superintendent	sviramontez@campbellusd.org 408-364-4200

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	No teachers are mis-assigned, no positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score Rosemary 96.38	2021.2022 • 1 teacher is mis-assigned, 0 positions are vacant. • 100% of students have access to standards aligned instructional materials (source: 2020.2021 School Accountability Report Card). Rosemary: • 0 teachers are mis-assigned, 0	2022.2023 District: • 0 teachers are mis-assigned, 0 positions are vacant. • 100% of students have access to standards aligned instructional materials (source: 2021.2022 School Accountability Report Card). Rosemary:	2023.2024 District: • For 2022.2023, 2 teachers were mis-assigned. For 2023.2024, 0 positions are vacant. • 100% of students have access to standards aligned instructional materials (source: 2022.2023 School Accountabilit	Maintain 0% of Misassigned teachers. Maintain 100% of student access to standards aligned instructional materials. Rosemary Maintain a FIT score of 95% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		positions are vacant. • 100% of students have access to standards aligned instructional materials (source: 2020.2021 School Accountability Report Card). • FIT Score: 95.58.	• 0 teachers are mis-assigned, 0 positions are vacant. • 100% of students have access to standards aligned instructional materials (source: 2021.2022 School Accountability Report Card). • FIT Score: 97.14%	y Report Card). Rosemary: • For 2022.2023, 0 teachers are mis-assigned. For 2023.2024, 0 positions are vacant. • 100% of students have access to standards aligned instructional materials. • FIT Score: 99.74%	
Summary of 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	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	Maintain 100% of student access to broad course of study as evidenced by Powerschool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			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.	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.	
Individual school sites will make annual growth on the CUSD Professional Learning Community (PLC) rubric with the goal of scoring at Sustainability in all three areas: • Focus on Learning • Focus on Collaborative Culture • Focus on Results	Baseline rubric scores will be determined in the 2021-2022 school year following the first PLC Institute in October 2021.	Metric removed. In 2021.2022, PLC Rubric scores were not collected. CUSD monitors PLC progress locally through PLC Institutes held three times per year.	Metric removed.	Metric removed.	Metric Removed. 2023.2024 PLC Desired Outcome: All schools will score at the Sustaining Stage in all three areas on CUSD's PLC Rubric • Focus on Learning • Focus on Collaborative Culture • Focus on Results
Individual school sites will create a measurable goal to intentionally advance the work of CUSD's Profile of a Graduate	Baseline goals will be set in 2021.2022.	Metric removed. In 2021.2022, POG goals were not developed. CUSD monitors POG	Metric removed.	Metric removed.	Metric Removed. 2023.2024 POG Desired Outcome: • All schools will meet

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(POG) competencies: Self-Directed, Innovative, a Critical Thinker, Collaborative, and Empathetic		competencies internally.			baseline goals set in 2021.2022
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	Overall District Professional Learning for teaching academic standards: ELA: 4 (Full implementation) Math: 4 (Full implementation) ELD: 4 (Full implementation) Rosemary: ELA: 3 (Initial implementation) Math: 3 (initial implementation) ELD: 3 (Initial implementation)	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results: 2021.2022 Overall District Professional Learning for teaching academic standards: - ELA: 4 (Full implementation) - Math: 3 (Initial Implementation) - ELD: 3 (Initial Implementation) Rosemary: - ELA: 4 (Full implementation) - Math: 3 (Initial	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results: 2022.2023 Overall District Professional Learning for teaching academic standards: - ELA: 4 (Full implementation) - Math: 3 (Initial Implementation) - ELD: 3 (Initial Implementation) Rosemary: - ELA: 3 (Initial Implementation) - Math: 3 (Initial	Instructional Leadership Teams (ILTs) at each CUSD school completed the LCFF Priority 2 Self-Reflection tool with the following results: 2023.2024 Overall District Professional Learning for teaching academic standards: - ELA: 4 (Full implementation) - Math: 4 (Full implementation) - ELD: 4 (Full implementation) Rosemary: - ELA: 3 (Initial Implementation) - Math: 3 (Initial Implementation)	District: Improve rubric score to 5 in all areas. Rosemary: Improve rubric score to 4 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Implementation) • ELD: 3 (Initial Implementation)	Implementation) • ELD: 3 (Initial Implementation)	• ELD: 3 (Initial Implementation)	
Literacy: Increase the number of 3rd and 6th grade students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.	2018.2019 SBAC Reading Claim Results District 3rd Grade: • Overall: 75% • EL: 33% • SWD: 41% • SED: 57% District 6th Grade: • Overall: 70% • EL: 17% • SWD: 34% • SED: 53% Rosemary 3rd Grade: Overall: 47% EL:19% SWD:* SED:47% Rosemary does not have 6th grade.	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric removed.	Metric removed.	Metric Removed. 2023.2024 SBAC Reading Claim Desired Outcome District 3rd Grade: • Overall: 84% • EL: 42% • SWD: 66% • SED: 66% District 6th Grade: • Overall: 79% • EL: 26% • SWD: 43% • SED: 62% Rosemary 3rd Grade: • Overall: 59% • EL: 31% • SWD: * • SED: 55% Note: Rosemary does not have 6th Grade. *10 or fewer students tested, no data available.

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: • Kindergarten PSF (Phonemic Awareness) • 1st NWF (Decoding) • 2nd ORF (Reading Fluency)	Winter 2021 DIBELS Performance District • Overall: 60% • EL: 40% • SWD: 31% • SED: 38% District by Grade Level • K: 57% • 1: 57% • 2: 66% District by Subtest • K PSF: 27% • 1st NWF: 58% • 2nd ORF: 67% Rosemary DIBELS Data Overall: 26% EL:21% SWD:24% SED:22% Rosemary by Subtest K: PSF: 6% 1st: NWF:37% 2nd: ORF 33%	Metric adjusted. Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments. Winter 2022 DIBELS Performance District • Overall: 61% • EL: 33% • SWD: Data not available for this student group at this time. • SED: 38% Grade Level removed, CUSD reports on K-2 Overall and for each student group. Grade level results are monitored locally. Grade Level: Winter 2022 DIBELS Performance • K: 55% • 1: 62% • 2: 65%	Winter 2023 DIBELS Performance CUSD reports and monitors subtest and grade level locally. District • Overall: 62% • EL: 33% • SWD: 35% • SED: 39% Rosemary • Overall: 43% • EL: 34% • SWD: 20% • SED: 40%	Winter 2024 DIBELS Performance CUSD reports and monitors subtest and grade level locally. District • Overall: 62% • EL: 38% • SWD: 30% • SED: 42% Rosemary • Overall: 36% • EL: 30% • SWD: 10% • SED: 34%	Metric Adjusted. CUSD reports and monitors subtest and grade level locally. Winter 2024 DIBELS Performance Desired Outcome: District • Overall: 81% • EL: 61% • SWD: 52% • SED: 59% Winter 2024 DIBELS Performance Desired Outcome: Rosemary Overall: 47% EL:42% SWD:45% SED: 43% Retired: District by Grade Level • K: 78% • 1: 78% • 2: 87% Retired: District by Subtest • K PSF: 48% • 1st NWF: 79% • 2nd ORF: 88%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Subtest: Winter • K PSF: 56% • 1st NWF: 63% • 2nd ORF: 65% Rosemary: Winter 2022 DIBELS Performance • Overall: 29% • EL: 26% • SWD: Data not available for this student group at this time. • SED: 26% Grade Level and Subtest: Winter 2022 DIBELS Performance • K: 25%; K PSF: 13% • 1: 23%; 1st NWF: 38% • 2: 38%; 2nd ORF: 33%			Retired: Rosemary by Subtest K: PSF:27% 1st: NWF: 58% 2nd: ORF: 54%
Literacy and Mathematics: Increase the percent of students who reach	iReady: Reading District Winter: Grades 6-8 • Overall: 52%	iReady: Reading District Winter 2021.2022: Grades 6-8	Metric adjusted. CUSD reports Winter results on LCAP. Fall	CUSD reports Winter results on LCAP. Fall and Spring results are monitored locally.	Metric adjusted. CUSD reports Winter results on LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
"Early On" and "Mid or Above Grade Level" to at least 80% in iReady. Literacy: Grades 6-8: 9.4% annually; +28% by 2023.2024 Grades 2-5: 7% annually; +21% by 2023.2024 Mathematics: Grades 6-8: 11.4% annually; +34% by 2023.2024 Grades 2-5: 9% annually; +26% by 2023.2024	• EL: 8% • SWD: 22% • SED: 29% District iReady Spring: Grades 2-5: • Overall: 59% • EL: 22% • SWD: 26% • SED: 35% iReady: Mathematics District Winter: Grades 6-8 • Overall: 46% • EL: 8% • SWD: 14% • SED: 25% • Spring: Grades 1-5: • Overall: 54% • EL: 26% • SWD: 25% • SED: 30% Rosemary: Reading Overall: 21% SED: 19% ELL: 6% SWD: 5% Rosemary: Math Overall: 17% SED: 13%	• Overall: 48% • EL: 5% • SWD: 13% • SED: 26% District iReady Spring 2021.2022:: Grades 2-5: • Overall: 58% • EL: 20% • SWD: 20% • SED: 37% iReady: Mathematics District Winter 2021.2022: Grades 6-8 • Overall: 40% • EL: 5% • SWD: 13% • SED: 18% • Spring 2021.2022: Grades 1-5: • Overall: 51% • EL: 18% • SWD: 22% • SED: 28% Rosemary iReady Reading Spring 2021.2022: Grades 2-5: • Overall: 28% • EL: 14%	and Spring results are monitored locally. District iReady: Reading Winter Winter 2022.2023: Grades 6-8 • Overall: 50% • EL: 2% • SWD: 14% • SED: 28% iReady: Reading Winter Winter 2022.2023: Grades 2-5 • Overall: 52% • EL: 11% • SWD: 14% • SED: 28% iReady: Math Winter Winter 2022.2023: Grades 6-8 • Overall: 42% • EL: 5% • SWD: 12% • SED: 18% iReady: Math Winter Winter 2022.2023: Grades 1-5 • Overall: 39% • EL: 5% • SWD: 12%	District iReady: Reading Winter Winter 2023.2024: Grades 6-8 • Overall: 49% • EL: 2% • SWD: 13% • SED: 25% iReady: Reading Winter Winter 2023.2024: Grades 2-5 • Overall: 50% • EL: 11% • SWD: 17% • SED: 27% iReady: Math Winter Winter 2023.2024: Grades 6-8 • Overall: 41% • EL: 4% • SWD: 23% • SED: 17% iReady: Math Winter Winter 2023.2024: Grades 1-5 • Overall: 39% • EL: 10% • SWD: 21% • SED: 27%	Outcomes for Grades 2-5 adjusted to Winter. iReady: Reading Performance Desired Outcome District Winter: Grades 6-8 • Overall: 80% • EL: 36% • SWD: 50% • SED: 57% District Winter: Grades 2-5: • Overall: 80% • EL: 42% • SWD: 47% • SED: 56% iReady: Mathematics District Winter: Grades 6-8 • Overall: 80% • EL: 42% • SWD: 48% • SED: 59% • Winter: Grades 2-5: • Overall: 80% • EL: 52% • SWD: 51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELL: 6% SWD:6%	• SWD: 15% • SED: 25% Rosemary iReady Math Spring 2021.2022: Grades 2-5: • Overall: 24% • EL: 14% • SWD: 11% • SED: 23%	• SED: 39% Rosemary iReady: Reading Winter Winter 2022.2023: Grades 2-5 • Overall: 21% • EL: 7% • SWD: 12% • SED: 19% Rosemary iReady: Math Winter Winter 2022.2023: Grades 1-5 • Overall: 10% • EL: 4% • SWD: 3% • SED: 10%	Rosemary iReady: Reading Winter Winter 2023.2024: Grades 2-5 • Overall: 21% • EL: 9% • SWD: 21% • SED: 18% Rosemary iReady: Math Winter Winter 2023.2024: Grades 1-5 • Overall: 36% • EL: 30% • SWD: 10% • SED: 34%	• SED: 56% Rosemary Winter: Reading Overall: 80% SED:47% ELL: 34% SWD:33% Rosemary Winter: Math Overall: 80% SED: 47% ELL: 40% SWD: 40%
English Language Arts and Mathematics: Increase the percent of Overall students and Students With Disabilities proficient on SBAC Math and ELA by 3% annually. Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC	2018.2019 SBAC: English Language Arts District • Overall: 58% • Black/African American: 42% Hispanic/Latino: 37% • SED: 37% • SWD: 23% • EL: 7% 2018.2019 SBAC:	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021.2022 District SBAC: English Language Arts • Overall: 54% • Black/African American: 44% Hispanic/Latino: 34% • SED: 34% • SWD: 17% • EL: 11%	2022.2023 District SBAC: English Language Arts • Overall: 53% • Black/African American: 44% Hispanic/Latino: 32% • SED: 31% • SWD: 15% • EL: 10%	2023.2024 SBAC: English Language Arts Desired Outcome District • Overall: 67% • Black/African American: 57% • Hispanic/Latino: 52% • SED: 52% • SWD: 32% • EL: 22% 2023.2024 SBAC:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA and Math by 5% annually.	Mathematics District • Overall: 52% • Black/African American: 36% Hispanic/Latino: 29% • SED: 30% • SWD: 19% • EL: 11% Rosemary English Language Arts Overall: 30.81% Hispanic/Latino: 26.88% SED: 29.17% ELL: 5.61% SWD: 0% Rosemary Math Overall: 34.4% Hispanic/Latino: 31.61% SED: 32.49% ELL: 10.53% SWD: 4.17%		District SBAC: Mathematics • Overall: 45% • Black/African American: 33% Hispanic/Latino: 23% • SED: 23% • SWD: 16% • EL: 9% Rosemary SBAC: English Language Arts • Overall: 26% • Black/African American: N/A% Hispanic/Latino: 24% • SED: 23% • SWD: 9% • EL: 11% Rosemary SBAC: Mathematics • Overall: 21% • Black/African American: N/A% Hispanic/Latino: 17% • SED: 20% • SWD: 18% • EL: 10%	District SBAC: Mathematics • Overall: 45% • Black/African American: 30% Hispanic/Latino: 22% • SED: 22% • SWD: 16% • EL: 11% Rosemary SBAC: English Language Arts • Overall: 25% • Black/African American:*NA Hispanic/Latino: 21% • SED: 23% • SWD: 9% • EL: 10% Rosemary SBAC: Mathematics • Overall: 18% • Black/African American:*NA Hispanic/Latino: 15% • SED: 17% • SWD: 5% • EL: 10%	Mathematics Desired Outcome District • Overall: 61% • Black/African American: 51% • Hispanic/Latino: 44% • SED: 45% • SWD: 28% • EL: 26% Rosemary English Language Arts • Overall: 43% • Hispanic/Latino: 36% • SED: 38% • ELL: 15% • SWD: 9% Rosemary Math • Overall: 49% • Hispanic/Latino: 46% • SED: 47% • ELL: 26% • SWD: 19%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.	2018.2019 SBAC: Mathematics District Grade 4: 56% Rosemary Grade 4: 32.82% Note: Cohort established in 2021.2022, with goals in 2022.2023 using semi-matched cohort performance in mathematics.	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric removed.	Metric removed.	Metric Removed. 2023.2024 SBAC: Mathematics Desired Outcome District Grade 4: 69% Rosemary Grade 4: 44%
Science: Increase the number of 5th and 8th grade students who are proficient on the CAST assessment by 5% annually.	2018-2019 CAST Results District Grade 5 • Overall: 42% • EL: 3% • SWD: 22% • SED: 18% District Grade 8: • Overall: 41% • EL: 1% • SWD: 10% • SED: 17% Rosemary Grade 5 Overall: 15.85%	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021.2022 CAST Results District Grade 5 • Overall: 44% • EL: 5% • SWD: 15% • SED: 27% Grade 8 • Overall: 42% • EL: 1% • SWD: 19% • SED: 23%	2022.2023 CAST Results District Grade 5 • Overall: 43% • EL: 3% • SWD: 16% • SED: 18% Grade 8 • Overall: 43% • EL: 1% • SWD: 15% • SED: 24%	Updated to include Desired Outcomes for EL, SWD, and SED student groups. 2023.2024 CAST Desired Outcome District • Grade 5: 57% • EL: 18% • SWD: 37% • SED: 33% • Grade 8: 56% • EL: 16% • SWD: 25% • SED: 32%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: 12.68% ELL:0% Note: 5th grade students in 2018.2019 will be in 8th grade in 2021.2022.		Rosemary Grade 5 • Overall: 13% • EL: 3% • SWD: N/A% • SED: 15%	Rosemary Grade 5 • Overall: 10% • EL: 0% • SWD: *NA • SED: 9%	Rosemary Grade 5 • Overall: 56% • EL: 15% • SED: 28%
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	2019 English Learner Progress • Number of ELs who had current and prior year ELPAC scores: 206 • Percent of ELs making at least one level of progress: 37.9% Note: Due to COVID-19 the Summative ELPAC for 2019.2020, student data is not available to demonstrate annual progress of ELs in English language acquisition. Performance of EL students is reported in	Metric on hold. CUSD uses the California State Dashboard measure for English Learner Progress for this metric. Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition. A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.	Metric Adjusted. With the resumption of California School Dashboard reporting, the English Learner Progress Desired Outcome (goal) has been determined, using the California School Dashboard English Learner progress metric. For 2021.2022 the State of California percentage was 50.3% 2021.2022 English Learner Progress District • Number of ELs who had current and prior year	For 2022.2023, the State of California percentage was 48.7%. 2022.2023 English Learner Progress District • Number of ELs who had current and prior year ELPAC scores: 173 • Percent of ELs making progress towards English language proficiency: 43.4% Rosemary • Number of ELs who had	Metric Adjusted. With the resumption of California School Dashboard reporting, the English Learner Progress Desired Outcome (goal) has been determined. 2023.2024 ELPAC Desired Outcome • The percent of ELs making progress towards English language proficiency on the ELPAC will meet or exceed the State of California percentage.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	all other metrics, and a baseline goal will be established for this metric in the Fall of 2021		ELPAC scores: 186 • Percent of ELs making progress towards English language proficiency: 54.3% Rosemary • Number of ELs who had current and prior year ELPAC scores: 180 • Percent of ELs making progress towards English language proficiency: 55.6%	current and prior year ELPAC scores: 163 • Percent of ELs making progress towards English language proficiency: 44.8%	Retired: 2023.2024 ELPAC Desired Outcome • Increase the percent of EL students making at least one level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.
Increase the percent of Redesignated ELs by at least 3% annually.	2019.2020 Redesignation • Total Number of ELs: 1,798 Redesignated: • Number: 137 • Percent: 8%	2020.2021 Redesignation CUSD • Total Number of ELs: 1726 • Number Redesignated: 48	2021.2022 Redesignation District • Total Number of ELs: 1533 • Number Redesignated: 227	2022.2023 Redesignation District • Total Number of ELs: 1469 • Number Redesignated: 269	2023.2024 Redesignation Desired Outcome • Total Percent of ELs Redesignated: 17%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Rosemary Redesignated Number: 9 Percent: 3% Note: Total number of ELs as of 10.2.19	• Percent Redesignated: 3% Rosemary • Total Number of ELs: 212 • Number Redesignated: 1 • Percent Redesignated: 0% Note: Total number of ELs as of 2021.11.20.	• Percent Redesignated: 15% Rosemary • Total Number of ELs: 209 • Number Redesignated: 12 • Percent Redesignated: 6% Note: Total number of ELs as of 2021.10.06 (excluding Kindergarteners).	• Percent Redesignated: 18% Rosemary • Total Number of ELs: 197 • Number Redesignated: 20 • Percent Redesignated: 10% Note: Total number of ELs as of 2022.10.05 (excluding Kindergarteners).	Rosemary Redesignated • Total Percent of ELs Redesignated: 12%
Performance Indicator Review (PIR): Special Education Participation: • Increase CAASPP ELA and Mathematics Participation for Special Education students to 95% for PIR identified schools as measured by	2018.2019 SBAC: Participation PIR Identified Schools • Forest Hill: 90.32% • Rosemary: 93.80%	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state	Metric removed.	Metric removed.	Metric removed. 2021.2022 SBAC: Participation PIR Identified Schools Desired Outcome • Forest Hill: 95% • Rosemary: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the 2021.2022 SBAC. • Goal: + 4.68% for Forest Hill; +1.2% for Rosemary.		testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.			
Performance Indicator Review (PIR): Special Education Performance: • Increase CAASPP ELA Performance for Special Education students to at least 15.9% at PIR identified schools as measured by the 2022.2023 SBAC. • Goal: +4.23% for Lynhaven; +5.41% for Monroe; +15.9% for Rosemary	2018.2019 SBAC ELA: Performance PIR Identified Schools • Lynhaven: 11.67% • Monroe: 10.49% • Rosemary: 0%	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric removed.	Metric removed.	Metric removed. 2021.2022 SBAC ELA: Performance PIR Identified Schools • Lynhaven: 15.9% • Monroe: 15.9% • Rosemary:15. 9%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Performance Indicator Review (PIR): Special Education - Increase CAASPP Mathematics Performance for Special Education students by at least 9.43% at PIR identified schools as measured by the 2022.2023 SBAC. - Goal: +0.61% for Blackford; +5.26% for Monroe and Rosemary	2018.2019 SBAC Mathematics: Performance PIR Identified Schools - Blackford: 8.82% - Monroe: 4.17% - Rosemary: 4.17%	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric removed.	Metric removed.	Metric removed. 2021.2022 SBAC Mathematics: Performance PIR Identified Schools - Blackford: 9.43% - Monroe: 9.43% - Rosemary: 9.43%
California School Dashboard: Lynhaven and Rolling Hills: Move SWDs to at least Yellow for math Dashboard	2019 California School Dashboard: - Lynhaven: Orange - Rolling Hills: Orange	Metric Removed. CUSD tracks and reports student group performance from the the California School Dashboard as required in 'Reflections: Identified Need.'	Metric Removed.	Metric removed.	Metric removed. 2022 California School Dashboard: - Lynhaven: At least Yellow - Rolling Hills: At least Yellow

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.			

Goal Analysis

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

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

District

In the 2023.2024 school year, all actions for Campbell's goal of High Quality First Instruction were fully implemented.
To support the analysis of this goal, actions are grouped by the following categories: Site-Based Instruction and Intervention Staff (Actions 1.1, 1.5, 1.6, 1.7, 1.16, 1.21, 1.24, 1.28, 1.29, 1.32, 1.33, 1.50), Instruction and Intervention Specialist and Support Staff (Actions 1.2, 1.3, 1.4, 1.9, 1.23, 1.30, 1.31), Professional Development and Planning (Actions 1.8, 1.12, 1.18, 1.35, 1.49), Programming and Materials (Actions 1.20, 1.22, 1.25, 1.27, 1.42), Consultation (Actions 1.11), and Assessment and Measurement (Actions 1.13, 1.14, 1.15, 1.26). Students received core instruction, targeted support, and enrichment. Expanding on work done in 2022.2023, sites engaged in delivering intervention during regular instructional time, reducing pull-out or out of classroom supports for students in the general education setting. This shift was supported through site-based instruction and intervention staff who provided in class intervention, and supported teachers by modeling management and instructional practices to deliver support and enrichment in the classroom. To further support teachers, instruction and intervention specialists and support staff worked in collaboration to support students in accessing core instruction. New teachers and their mentors participated in professional development from experts in the area of Improvement Science. Training included instruction in how to support student goal setting, Plan, Do, Study, Act cycles at the classroom and individual student level. Teacher teams at K-5 were provided

additional release time to plan for and reflect on common formative assessments as part of their Professional Learning Communities (PLCs), and teachers leveraged available resources from DIBELS/CKLA, i-Ready, the data warehouse, and other sources. To ensure a cohesive approach, math specialists, Multi-Tiered System of Support (MTSS) Staff, and English Language Development (ELD) staffing was increased at both the district and school level, and enrichment teachers were hired for K-8 schools along with two additional middle school teachers to support class size reduction. At the district and school level, improvement cycles focused on areas of need in alignment with Differentiated Assistance and Additional Targeted Support and Improvement identification.

Rosemary
In the 2023.2024 school year, all actions for Rosemary's goal of High Quality First Instruction were fully implemented.
To support the analysis of this goal, actions are grouped by the following categories: Site-Based Instruction and Intervention Staff (Actions 1.37, 1.43, 1.48), Professional Development and Planning (Actions 1.41), and Programming and Materials (Actions 1.34, 1.45). Expanding on work done in 2022.2023, Rosemary engaged in delivering instruction focused around promoting opportunities for students to utilize 'conversation cues' to support students talking and sharing their learning with one another. This shift was supported through site-based instruction and intervention Staff who provided in class intervention, and supported teachers by modeling conversation cue exemplars to deliver support and enrichment in the classroom. To further support teachers, instruction and intervention specialists and support staff worked in collaboration to support students in accessing core instruction by providing tier 2 supports in small group settings to review their learning. Teacher teams at K-5 were provided additional release time during our 'Art, Innovation and Music' blocks to plan for and reflect on common formative assessments as part of their Professional Learning Communities (PLCs), and teachers leveraged available resources from DIBELS, i-Ready, the data warehouse, and other sources. Improvement cycles focused on areas of need within each grade level.

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.

District

In 2023.2024, the following differences occurred:
- Action 1.3 - Teaching and Learning Department Staff: The expenditure for this action was higher than the planned allocation due to position funding out of different budgets.
- Action 1.4 - MTSS Coordinator (Formerly called Administrator of Accountability and Learning Coordinator): The expenditure for this action was higher than the planned allocation due to salary increases.
- Action 1.6 - Math Intervention Teachers: The expenditure for this action was higher than the planned allocation due to salary increases.
- Action 1.14: i-Ready Instruction: Additional license costs were funded through other sources, resulting in a planned allocation that was higher than the actual expenditure.
- Action 1.18 - Speakers and Resources for Anti- Racism Training/Stipends for teacher leaders: The expenditure for this action was lower than the planned allocation as state grant funds for anti-bias work was used to cover the planned allocation.

- Action 1.20 - Middle School Social Studies Adoption: The expenditure for this action was lower than the planned allocation due to lower than anticipated curriculum adoption expenditures.
- Action 1.22 Intervention Programs for Identified Students: Expenditures for this action were offset by funding from Expanded Learning, resulting in expenditures that were lower than the planned allocation.
- Action 1.27 - AVID Implementation: The expenditure for this action was lower than anticipated as site budgets were used for this action.
- Action 1.29 - Innovation Teachers: The expenditure for this action was higher than the planned allocation due to salary increases.
- Action 1.35 - Professional Development for Special Education Staff: The expenditure for this action was lower than the planned allocation as costs for this action were offset by Educator Effectiveness funds.
- Action 1.49 - Professional Development for Administrators: The expenditure for this action was lower than the planned allocation due to a reduced number of contracted days used.

Rosemary
In 2023.2024, the following differences occurred:
- Action 1.34 - Library Assistant: The expenditure for this action was lower than the planned allocation due to personnel's placement on the salary schedule.
- Action 1.37 - Education Associates: The expenditure for this action was higher than the planned allocation due to increased personnel.
- Action 1.41 - EL Education Conference: The expenditure for this action was higher than the planned allocation due to increased attendance at conferences as a result of new personnel needing to receive training on EL Education.
- Action 1.43 - Intervention Support: The expenditure for this action was higher than the planned allocation due to increased intervention support provided to students.
- Action 1.45 - Field Trip: The expenditure for this action was higher than the planned allocation due to increased field trips in place of Science Camp for 5th graders.
- Action 1.48 - Copy Machine: The expenditure for this action was higher than the planned allocation due to the increased amount of supplemental materials needed for the EL Module Lessons.

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

District

Over the course of our LCAP cycle from 2021.2022 through 2023.2024, the categorized actions for this goal improved outcomes on some metrics for High Quality First Instruction to Campbell students, and highlighted other categorized actions to strengthen, adjust, and improve. The percent of students scoring well below and below benchmark on DIBELS decreased by 3% from baseline to 2023.2024, with Kinder decreasing by 4% and 1st grade decreasing by 7%. Campbell's English Learner Redesignation rate increased over the course of the three

year LCAP cycle, going from 8% in 2019.2020 to 18% in 2022.2023. These shifts are the result of Site-Based Instruction and Intervention Staff and Instruction and Intervention Specialist and Support Staff working on Campbell's Every Child a Reader by 3rd Grade initiative, including Professional Development and Planning in the science of reading, and the launch of progress monitoring for DIBELS in 2023.2024, as well as delivery of intervention in the classroom, shifting away from pull out and extended day supports as the sole responses to student academic need. In addition to Professional Development and Planning in early literacy, ongoing training in Guided Language Acquisition and Design (GLAD) and effective English Language Development instructional access strategies, coupled with increased district-level staff for ELD, was in direct response to a review of English Learner performance on state and local assessments, as well as results from the English Learner Progress Indicator (ELPI). Teachers have requested additional support to meet the needs of the increasing number of students entering the system not speaking English. While i-Ready results remained largely unchanged from baseline to present, it is important to note that student participation in these assessments increased significantly from baseline to 2023.2024, with over 96% of students now participating in i-Ready diagnostic assessments. In addition, limited growth in i-Ready reading and math assessments continue to reflect the impact of interrupted instruction resulting from campus closures due to Covid. Assessment and Measurement remains core to our ability to capture, understand, and respond to student performance at the individual, student group, and overall level. DIBELS and i-Ready serve as local measures that allow us to evaluate student progress in complement to state summative assessments, and both the DIBELS and i-Ready platforms contain resources to support instructional planning for teachers. A review of i-Ready math results indicate a need to focus on 1st and 2nd grade performance.

Rosemary
For the LCAP cycle from 2021.2022 through 2023.2024, the categorized actions for this goal improved outcomes on some metrics for High-Quality First Instruction for Rosemary students and highlighted other categorized actions to strengthen, adjust, and improve.
The percent of students scoring well below and below benchmark on iReady Reading decreased by 8% from Fall 2023 to the most recent iReady benchmark. Our Multi-lingual learners formerly known as English Language Learners demonstrated an increase of 4% in at or above grade level and a reduction of 12% of students who were below or far below.
The percent of students scoring well below and below benchmark on iReady math decreased by 14%. The percent of students scoring at or above in iReady Mathematics grew, however the overall result of 10% indicates a need to continue to focus on professional development for teachers in the area of Mathematics.
The percent of students scoring well below and below benchmark on DIBELS decreased by 5% from baseline in 2023.2024 for 2nd graders. These shifts are the result of Site-Based Instruction and Intervention Staff and Instruction and Intervention Specialist and Support Staff working on promoting the usage of student discourse in all content areas, as well as delivery of intervention in the classroom, shifting away from pull out and extended day supports as the sole responses to student academic need. Teachers have requested additional support to meet the needs of the increasing number of students entering each grade level performing below grade level in local assessments.
Assessment and Measurement remains core to our ability to capture, understand, and respond to student performance at the individual, student group, and overall level. DIBELS and i-Ready serve as local measures that allow us to evaluate student progress in complement to state summative assessments, and both the DIBELS and i-Ready platforms contain resources to support instructional planning for teachers. A review of our DIBELs, i-Ready reading and i-Ready math results indicate a need to focus on our Multi-lingual learners in 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.

The following actions have changed based on reflection, data analysis and input from educational partners:
District Actions:
- Action 1.1 has been updated from Intervention Support Teachers to Intervention and Improvement Coach Teachers on Special Assignment (TOSAS). This is a name change that more closely aligns to our continuous improvement work.
- Action 1.6: We are continuing funding for Math Specialists and will be supplementing with a new Content Specialist Administrator Position to guide the work of the math intervention teachers. This action supports the need to improve our math achievement scores and teacher confidence levels in implementing the new math framework.
- Action 1.9: We are continuing funding for the Director of Data, Assessment and Accountability but the salary for this position is being grouped with the overall teaching and learning staff that is hired from year to year. In the 2024-2027 LCAP this position will be reflected under action 1.3 and will no longer be a contributing action as the positions support all students district wide.
- Action 1.14: We are continuing with iReady but the 70,000 portion that was considered a contributing action will now be combined with the iReady Assessment action in 1.13. The instructional component and assessments are used by all schools and students.
- Action 1.17: We are hiring ELD Teachers and will add this action back to the LCAP to support Newcomer and Long Term English Learners. This action is based on ELPAC and local and state assessment data indicating a need for additional academic support for students and training support for staff.
- Action 1.20: This action is being removed as staff survey data indicates that we are not at a readiness level to engage in a curriculum adoption for the 2024-2025 school year. We will wait until the state releases more instructional materials to choose from for Social Studies curriculum.
- Action 1.21, Additional Reading Intervention Teachers, has been removed from this action and added to the overall intervention staff item in 1.1. The number of reading intervention teachers has not decreased, we have just added this item to the staffing allocation in action 1.2 moving forward.
- Action 1.23: This action reflects a title change for the position from Literacy Administrator on Special Assignment to Coordinator, Literacy. This position was made permanent to support the Every Child a Reader by 3rd Grade initiative in the district.
- Action 1.26: This action is being deleted from the LCAP moving forward. This is an action that will continue being funded moving forward but it does not need to be accounted for in the LCAP. It is not a contributing action.
- Action 1.30: This position will continue to be funded but it will move to action 1.3 where we will combine all Teaching and Learning Department staff.
- Action 1.31: These positions will continue to be funded but in the new LCAP will move to action 1.3 where all Teaching and Learning Department staff will be combined.
- Action 1.35: This action is being combined with the professional development as listed in action 1.12 in the 2024 LCAP.

Rosemary Actions:
- Action 1.36: This action will not show up as a separate line item in the 2024 LCAP as it has been folded into the overall district support provided under action 1.1.
- Action 1.37: Education Associates - This action reflects a reduction in personnel due to a reduced budget.
- Action 1.41: This action reflects more personnel attending the EL Education conference due to hiring new personnel who require professional development around EL Education.
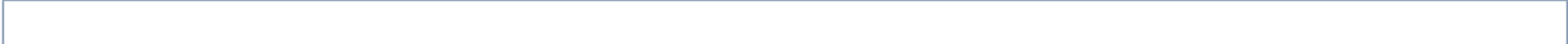
A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 District Suspension Rate • Overall: 1.4% • EL: 1.8% • SWD: 4.0% • SED: 2.3% • Black/African American: 3.3% • Hispanic/Latino: 2.1% Rosemary 2019-2020 Overall: 1.8% SED:2% ELL: 2% SWD: 7.4% Hispanic: 2%	Metric Adjusted for 2022.2023 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2020.2021 Suspension Rate: CUSD • Overall: 0.1% • EL: 0.1% • SWD: 0.2% • SED: 0.2% • Black/African American: 0.0% • Hispanic/Latino: 0.2%	2021.2022 District Suspension Indicator Status • Overall: Low • EL: Very Low • SWD: Medium • SED: Low • Black/African American: No Performance Level • Hispanic/Latino: Very Low Rosemary Suspension Indicator Status • Overall: Very Low • EL: Very Low	2022.2023 District Suspension Indicator Status • Overall: Low • EL: Low • SWD: Low • SED: Low • Black/African American: No Performance Level • Hispanic/Latino: Low Rosemary Suspension Indicator Status • Overall: Low • EL: Low • SWD: Medium	Metric Adjusted. 2023.2024 District and Rosemary Suspension indicator status Desired Outcome: Status of Very Low or Low Overall and for all Student Groups. Retired 2023.2024 District and Rosemary Suspension Rate Desired Outcome will be for all student groups to be less than 1% suspension rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2020.2021 Suspension Rate: Rosemary • Overall: 0.9% • EL: 0.9% • SWD: ** • SED: ** • Black/African American: * • Hispanic/Latino: 1.0% In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested. **DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for "Students with Disabilities" and "Program Subgroups" filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions	• SWD: Very Low • SED: Very Low • Black/African American: No Performance Level • Hispanic/Latino: Very Low CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'	• SED: Medium • Black/African American: No Performance Level • Hispanic/Latino: Low CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		or expulsions is less than 5.			
Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression from 2019.2020 by at least 50% Overall and for each Student Group by 2023.2024 (16.7% decrease annually).	2019.2020 District Number of Office Discipline Referrals (ODRs) for Physical Aggression • Overall: 421 • EL: 103 • SWD: 97 • SED: 223 • Hispanic/Latino: 210 Rosemary: Overall: 47 SED: 46 ELL: 38 SWD: 9 Hispanic/Latino: 47	Metric Removed. CUSD monitors ODRs locally. 2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression: CUSD • Overall: 14 • EL: 4 • SWD: 6 • SED: 8 • Hispanic/Latino: 6 2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression: Rosemary • Overall: 1 • SED: 0 • ELL: 0 • SWD: 0 • Hispanic/Latino: 0	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 District Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome • Overall: 211 • EL: 52 • SWD: 49 • SED: 112 • Hispanic/Latino:105 Rosemary: Overall: 24 SED: 23 ELL: 17 SWD: 4 Hispanic/Latino: 23
Decrease the overall Chronic Absenteeism rate by 0.5% annually.	2019.2020 District Chronic Absenteeism Rate	2020.2021 Chronic Absenteeism Rate: CUSD • Overall: 5.4%	2021.2022 District	2022.2023 District	2023.2024 District Chronic Absenteeism Rate Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	• Overall: 5.31% • EL: 6.29% • SWD: 9.6% • SED: 8.07% Rosemary: Overall: 7.1% SED: 6.9% ELL: 6.1% SWD: 9.3%	• EL: 7.3% • SWD: 9.9% • SED: 9.9% 2020.2021 Chronic Absenteeism Rate: Rosemary • Overall: 17.2% • SED: 16.6% • ELL: 16.1% • SWD: 27.5%	Chronic Absenteeism Rate • Overall: 18.00% • EL: 22.00% • SWD: 30.20% • SED: 27.00% Rosemary • Overall: 25.70% • EL: 23.60% • SWD: 36.70% • SED: 27.10%	Chronic Absenteeism Rate • Overall: 15.9% • EL: 19.0% • SWD: 29.2% • SED: 22.10% Rosemary • Overall: 25.2% • EL: 23.1% • SWD: 36.2% • SED: 26.6%	• Overall: 3.81% • EL: 2.39% • SWD: 5.7% • SED: 4.17% Rosemary: Overall: 5.1% SED: 2.9% ELL: 4.1% SWD: 7.3%
Increase participation on annual Panorama survey to students in grades 3-8 and teachers and staff to 95%. • Students in grades 3-8 to 95%; 5.7% annually. • Teachers and Staff to 95%; 5.4% annually.	2020.2021 Fall Panorama Survey Participation Rate • Students Grades 3-8: 78% • Teachers and Staff: 79% Rosemary: Participation Rate Students Fall: 53% Teachers and staff Fall: 52%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Participation: CUSD • Students Grades 3-8: Fall 76%; Spring 86% • Teachers and Staff: Fall 73%; Spring 85% 2021.2022 Panorama	2022.2023 District Panorama Survey Participation: • Students Grades 3-8: Fall 87% Spring 92% • Teachers and Staff: Fall 78% Spring 81% Rosemary Panorama Survey Participation: • Students:	Adjusted for 2023.2024 as CUSD administers Panorama Survey only in the Fall. 2023.2024 District Panorama Survey Participation: • Students Grades 3-8: Fall 89% • Teachers and Staff: Fall 79%	Adjusted for 2023.2024 as CUSD administers Panorama Survey only in the Fall. Updated Desired Outcome for 2023.2024: • 95% participation for staff and students in Fall and Spring. Retired: 2023.2024 Fall Panorama Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Survey Participation: Rosemary • Students: Fall 64%; Spring 88% • Teachers and Staff: Fall 54%; Spring 79%	Fall 78% Spring 94% • Teachers and Staff: Fall 77% Spring 87%	Rosemary Panorama Survey Participation: • Students: Fall 89% • Teachers and Staff: Fall 90%	Participation Rate Desired Outcome • Students Grades 3-8: 95% • Teachers and Staff: 95% Rosemary: Participation Rate: Students: 95% Teachers and staff: 95%
Increase favorable response to Emotional Regulation (grades 3-8) and Sense of Belonging (grades 6-8) in Fall 2021 Panorama Survey to 80% (12% annually).	2020.2021 Fall Panorama Survey Student Responses • Emotional Regulation (grades 3-8): 44% • Sense of Belonging (grades 6-8): 45% Rosemary Emotional Regulation 49%	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Student Responses: CUSD • Emotional Regulation (grades 3-8): • ELE: Fall 47%; Spring 46% • MS: Fall 46%; Spring 43% • Sense of Belonging (grades 6-8): Fall 48%; Spring 45%	Metric Adjusted for 2023.2024. CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally. 2022.2023 District Panorama Survey Student Responses • Sense of Belonging Grades 6-8: Fall 44% Spring 44% Rosemary Panorama Survey Student Responses	Adjusted for 2023.2024 as CUSD administers Panorama Survey only in the Fall. 2023.2024 District Panorama Survey Student Responses • Sense of Belonging Grades 6-8: Fall 45% Rosemary Panorama Survey Student Responses • Sense of Belonging	Adjusted for 2023.2024 as CUSD administers Panorama Survey only in the Fall. Updated Desired Outcome for 2023.2024: • Sense of Belonging (grades 6-8): 80% for Fall and Spring Retired: Emotional Regulation (grades 3-8): 80% for Fall and Spring

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021.2022 Panorama Survey Student Responses: Rosemary • Emotional Regulation (grades 3-5): Fall 44%; Spring 45%	• Sense of Belonging Grades 3-5: Fall 45% Spring 56%	Grades 3-5: Fall 64%	Retired: 2023.2024 Fall Panorama Survey Student Responses Desired Outcome Sense of Belonging (grades 6-8): 80% Emotional Regulation (grades 3-8): 80% Rosemary • Emotional Regulation: 80%
Summary of April 2021 Panorama Student Survey Results for LCFF Priority 6: School Climate.	Percent of District Students Reporting a Favorable Sense of School Climate: • Overall: 77% (3-5); 61% (6-8) • Hispanic/Latino: 77% (3-5); 60% (6-8) • Black/African American: 76% (3-5); 65% (6-8) • White: 76% (3-5); 59% (6-8) • EL: 77% (3-5); 66% (6-8)	Metric Adjusted for 2022.2023 CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate. Overall Mean of at least 4.5 for questions; Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome to be set in 2022.2023. 2021.2022 Climate Survey Question Responses: CUSD	2022.2023 District Climate Survey Question Responses • I feel safe at my school: 3.73; 25.11% • School rules are fair: 3.56; 18.59% • My school is clean: 2.99; 8.94% • Students are nice to each other at my school: 3.11; 11.17% • I like going to my school	2023.2024 District Climate Survey Question Responses • I feel safe at my school: 3.73; 25.16% • School rules are fair: 3.54; 19.55% • My school is clean: 2.98; 8.96% • Students are nice to each other at my school: 3.09; 11.30% • I like going to my school	Updated Desired Outcome: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline. Metric Adjusted. The Overall Mean for questions will be at least 4.5 by 2023.2024. Percent of District Students Reporting a Favorable Sense of School Climate:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		- I feel safe at my school: 3.8; 27.44% - School rules are fair: 3.68; 23.36% - My school is clean: 3.21; 11.39% - Students are nice to each other at my school: 3.2; 12.36% - I like going to my school each day: 3.63; 29.97% 2021.2022 Climate Survey Question Responses: Rosemary - I feel safe at my school: 4.09; 38.80% - School rules are fair: 3.91; 29.85% - My school is clean: 3.51; 22.39% - Students are nice to each other at my	each day: 3.43; 23.32% Rosemary Climate Survey Question Responses - I feel safe at my school: 4.09; 38.80% - School rules are fair: 3.91; 29.85% - My school is clean: 3.51; 22.39% - Students are nice to each other at my school: 3.31;16.92% - I like going to my school each day: 3.56; 29.41%	each day: 3.37; 22.46% Rosemary Climate Survey Question Responses - I feel safe at my school: 39.04% - School rules are fair: 31.51% - My school is clean: 13.19% - Students are nice to each other at my school: 18.44% - I like going to my school each day: 27.66%	- Overall: 80% (3-5); 75% (6-8) - Hispanic/Latino: 80% (3-5); 75% (6-8) - Black/African American: 80% (3-5); 75% (6-8) - White: 80% (3-5); 75% (6-8) - EL: 80% (3-5); 75% (6-8)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		school: 3.31; 16.92% • I like going to my school each day: 3.56; 29.41%			
Increase Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: • CUSD: 97.56% • Rosemary: 94.54%	N/A	2021.2022 Annual Attendance Rate • District: 94.00% • Rosemary: 92.66%	2022.2023 Annual Attendance Rate • District: 94.10% • Rosemary: 93.53%	Metric Added. 2023.2024 Attendance Rate Desired Outcome • CUSD: At least 98% • Rosemary: At least 98%
Maintain Middle School Drop Out Count of 0.	Metric Added. 2020.2021 Middle School Drop Out Count • CUSD: 0	N/A	2021.2022 Middle School Drop Out Count • District: 0 • Rosemary: N/A	2022.2023 Middle School Drop Out Count • District: 0 • Rosemary: N/A	Metric Added. 2023.2024 Middle School Drop Out Desired Outcome • CUSD: 0
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate CUSD • Overall: 0.0% • EL: 0.0% • SWD: 0.0%	N/A	2021.2022 District Expulsion Rate • Overall: 0.05% • EL: 0.1% • SWD: *	2022.2023 District Expulsion Rate • Overall: 0.08% • EL: 0.10% • SWD: 0.20%	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: CUSD • Overall: 0.0% • EL: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• SED: 0.0% • Rosemary • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%		• SED: * Rosemary Expulsion Rate • Overall: 0.0% • EL: 0.0% • SWD: * • SED: * * From DataQuest: 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.	• SED: 0.10% Rosemary Expulsion Rate • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0% * From DataQuest: 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.	• SWD: 0.0% • SED: 0.0% • Rosemary • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%

Goal Analysis

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

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

District

In the 2023.2024 school year, all actions for Campbell's goal of high quality social emotional learning for all students were fully implemented.

To support the analysis of this goal, actions are grouped by the following categories: Staff to Support Social-Emotional Well Being and Behavior (Actions 2.1, 2.4, 2.5, 2.8, 2.9, 2.15, 2.16, and 2.17), Notification and Measurement of Attendance and Social-Emotional Well Being (Actions 2.2 and 2.7), Student Transportation (Action 2.3), and Professional Development for Staff (Action 2.6). In recognition of the need to respond to student social-emotional need and support well being, students received a variety of social-emotional support and services from contracted agency staff, district counselors, and social work interns under the direction of the Student Services team. Based on teacher and administrative request, the district Multi-Tiered System of Support (MTSS) working group focused on the existing Student Success Team (SST) process to streamline response and improve delivery of supports in the classroom setting. In 2023.2024, responsive professional development was offered by Campbell's Student Services team in the areas of restorative practices, ADHD, and de-escalation techniques with sessions presented in response to site requested topics and areas of need. A month over month attendance and discipline data report was launched to support site and system understanding of trends, bright spots, and areas of focus and improvement cycles focused on areas of need in alignment with Differentiated Assistance and Additional Targeted Support and Improvement identification with a specific focus on Chronic Absenteeism. Schools continue to implement Positive Behavioral Interventions and Supports (PBIS), focusing on Kindergarten readiness and social emotional well-being and connectedness at the middle grades. Beginning in 2023.2024, CUSD school staff participated in PBIS Institutes, focusing on best practices, the Tiered Fidelity Inventory, and monitoring implementation of PBIS practices. Staffing to support student connectedness and well-being include increasing to three Behavior Specialists to support all schools and two MTSS aides at each elementary and K-8 sites.

Rosemary
In the 2023.2024 school year, all actions for Rosemary's goal of high quality social emotional learning for all students were fully implemented. To support the analysis of this goal, actions are grouped by the following categories: Staff to Support Social-Emotional Well Being and Behavior (Actions 2.12, 2.13), and Notification and Measurement of Attendance and Social-Emotional Well Being (Actions 2.10). In recognition of the need to respond to student social-emotional need and support well being, students received a variety of social-emotional support and services from contracted agency staff such as SENECA, SKIPPS and Uplift. Beginning in 2023.2024, Rosemary staff participated in PBIS Institutes led by our SENECA Unconditional Education Staff member and our General Behavior Specialist, focusing on best practices, the Tiered Fidelity Inventory, and monitoring implementation of PBIS practices. Staffing to support student connectedness and well-being include increasing to four MTSS aides at Rosemary.

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.

District

In 2023.2024, the following differences occurred:
- Action 2.3 - Bus Transportation: The expenditure for this action was lower than the planned allocation as cost transfers to other budgets lowered overall expenditures.

- Action 2.6 - Professional Development for Staff: The expenditure for this action was lower than the planned allocation as school sites funded professional development.
- Action 2.7 - Panorama Contract: Due to an increase in the contracted cost, the expenditure for this allocation was higher than the planned allocation
- Action 2.8 - Behavior Interventionists - Special Education: The expenditure for this action was higher than the planned allocation due to salary increases.
- Action 2.15 - Supervisor for Interns: This action is invoiced based on need. Due to a reduction in needed hours, the expenditure for this action was lower than the planned allocation.
- Action 2.17 -We have increased the number of PBIS Safety and Support Positions. The expenditure for this action was higher than the planned allocation due to salary increases and increased FTE employment status.

Rosemary

In 2023.2024, the following differences occurred:
- Action 2.10 - SENECA Unconditional Education Program: The expenditure for this action was lower than the planned allocation due to all costs being transferred to a grant.
- Action 2.12 - School Linked Services Coordinator: The expenditure for this action was lower than the planned allocation due to the costs already being included in action 3.3
- Action 2.13 - MTSS Aide: The expenditure for this action was higher than the planned allocation due to salary increases.

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

District

Over the course of our LCAP cycle from 2021.2022 through 2023.2024, the categorized actions for this goal improved outcomes on many metrics for high quality social emotional learning for all students, though the impact of disrupted on campus education continued to impact other metrics. The number of suspension incidents as of March 2024 was 107, down from 230 for the same time period in 2022.2023, and suspension remained Low on the California School Dashboard. While Office Discipline Referrals (ODRs) are slightly higher from August to February between 2022.2023 to 2023.2024, this is to be expected as sites focus on intentional reteaching of PBIS expectations and consistent school-wide responses to and documenting of student behaviors. Rates of Chronic Absenteeism reduced significantly from 2021.2022 to 2022.2023, falling from 18% to 15.9% Overall, with English Learners going from 22% to 19% and Socioeconomically Disadvantaged students going from 27% to 22.1%. Campbell's attendance rate remained unchanged from 2021.2022 to 2022.2023, going from 94% to 94.1%, though the Attendance Rate as of March 2024 of 94.61% signals a promising increase for the 2023.2024 school year. While attendance data is not yet at pre-Covid levels, these shifts are an early indicator of the impact of Staff to Support Social-Emotional Well Being and Behavior, Notification of Attendance, Professional Development for Staff, and Student Transportation. The positive impact of the categorized actions under Goal 2 is further suggested by the reduction of schools identified for Additional Targeted Support and Improvement (ATSI) from 2022 to 2023, going from ten to only four schools. Student participation in the Fall Panorama survey grew to 89% in 2023.2024,

an increase of 11%, though student self-perception of Sense of Belonging in grades 6-8 remained steady at 45%, with elementary rates at 70%. Similarly, student responses to the Student Engagement Survey questions saw a decrease in overall and top box ratings from 2021.2022 to 2023.2034. This data indicates a need to support students as they transition from elementary to middle grades and to increase the use of improvement cycles to explicitly focus on the areas of belonging, campus cleanliness, and connectedness to school and peers.

Rosemary
Over the course of our LCAP Cycle from 2021.2022 through 2023.2024, the categorized actions for this goal improved outcomes on many metrics for high quality social emotional learning for all students. Our suspension rates remain Low on the California School Dashboard. As of May 2024, year to date suspension incidences have decreased from 2022.2023. While Office Discipline Referrals (ODRs) are slightly higher from August to February between 2022.2023 to 2023.2024, this is to be expected as sites focus on intentional reteaching of PBIS expectations and consistent school-wide responses to and documenting of student behaviors. Rates of Chronic Absenteeism declined by 4.6% to 21.1% in 2022.2023 from 25.7% in 2021.2022. Rosemary's year to date attendance rate has increased from 2022.2023 to 2023.2024, with a year to date increase of over 1%. Our chronic absenteeism rate also declined for students with disabilities, multi-lingual learners, hispanic/latino and socioeconomically disadvantaged sub groups. We continue to focus on reducing chronic absenteeism for all sub groups. Student participation in the Fall Panorama survey grew to 89% in 2023.2024, an increase of 25%, though student self-perception of Sense of Belonging in grades 3-8 declined by 4%. This data indicates a need to support students as they transition from classroom to classroom and to increase the use of improvement cycles to explicitly focus on the areas of belonging, campus cleanliness, and connectedness to school and peers.

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.

The following actions have changed based on reflection, data analysis and input from educational partners:

District Actions:

- Action 2.3: In addition to this action to support student transportation, an additional action, Action 2.16 - District Transportation for families experiencing homelessness, has been added to provide bus passes and/or other transportation support for families experiencing homelessness in support of reducing absenteeism and in response to community engagement feedback that states this is a barrier for some students.
- Action 2.5: We will continue to hire School Service Staff but they will not be a contributing action in the 2024-25 LCAP.
- Action 2.15: This action is being removed as a contract with an outside agency to supervise interns is no longer needed.
- Action 2.16: Castlemont will continue to fund their Positive Behavior and Safety Support person but this action has been moved to item 1.16 so that it can be grouped with other similar positions. The Monroe Math Specialist is also still being funded but will move to item 1.7 in the 2024-25 LCAP.

The following metrics have been updated as in 2023.2024, CUSD administered the Panorama Survey only in the Fall:

- Participation on annual Panorama survey
- Increase favorable response to Panorama Survey

Rosemary Actions:

For 2024.2025 there are no changes to the planned actions.

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) at each CUSD school completed the LCFF Priority 3 self-reflection with the following results: LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: District: 4 (Full Implementation) Rosemary: 4 (Full Implementation) LEA's progress in providing families with	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2021.2022 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • CUSD: 4 (Full Implementation) • Rosemary: 4 (Full Implementation)	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2022.2023 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • CUSD: 4 (Full Implementation) • Rosemary: 4 (Full Implementation)	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2023.2024 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • CUSD: 4 (Full Implementation) • Rosemary: 2 (Beginning Development)	District and Rosemary: 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
	information and resources to support student learning and development in the home: District: 5 (full implementation and sustainability) Rosemary: 4 (full implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: District: 5 (full implementation and sustainability) Rosemary: 5(full implementation and sustainability)	LEA's progress in providing families with information and resources to support student learning and development in the home: - CUSD: 5 (Full Implementation and Sustainability) - Rosemary: 5 (Full Implementation and Sustainability) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: - CUSD: 4 (Full Implementation) - Rosemary: 4 (Full Implementation)	LEA's progress in providing families with information and resources to support student learning and development in the home: - CUSD: 5 (Full Implementation and Sustainability) - Rosemary: 3 (Initial Implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: - CUSD: 4 (Full Implementation) - Rosemary: 3 (Initial Implementation)	LEA's progress in providing families with information and resources to support student learning and development in the home: - CUSD: 4 (Full Implementation) - Rosemary: 3 (Initial Implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: - CUSD: 4 (Full Implementation) - Rosemary: 3 (Initial Implementation)	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Two Middle schools will be identified Common Sense Media certified in 2021 and we will increase the number of school certifications annually.	Zero Schools Certified in 2020-2021.	Metric Removed. In 2021.2022, both of CUSD's middle schools achieved Common Sense Media certification.	Metric Removed.	Metric Removed.	Metric Removed. Desired Outcome Achieved in 2021.2022. 2023.2024 Common Sense Media certification Desired Outcome: • Certification of both CUSD middle schools
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline will be set in Fall 2021.	Metric Removed. In 2021.2022, CUSD used the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally. 2021.2022 Fall Conference data was not collected at the district level.	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: • TBD based on Fall 2021 Baseline
Offer annual training on parent and family	Note: Baseline set in Spring 2021.	Metric Removed.	Metric Removed.	Metric Removed.	Metric Removed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
engagement strategies to support teachers in engaging families in their student's education.		In 2021.2022, CUSD used the Studer Education Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally. Parent and Family Engagement StrategiesTraining: CUSD • In January 2022, school staff participated in trainings offered by the Family Engagement Institute. Training topics were site determined. Parent and Family Engagement StrategiesTraining: Rosemary			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
		- In January 2022, staff participated in the training 'Reflect On The Urgency & Impact Of Intentional Family Engagement On Educational Equity' offered by the Family Engagement Institute.			
Parent/Guardian participation in Thought Exchange will increase by 10% annually as measured by participation rates from Spring 2021 Thought Exchange	Spring 2021 Thought Exchange Participation: - 1,065 Parents/Guardians participated in the Spring 2021 Thought Exchange. Rosemary: 3% 34 Participants	Metric Adjusted. In 2021.2022, CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange. 2021.2022 Parent/Family Satisfaction Survey Responses: CUSD - 1,247 (13%) 2021.2022 Parent/Family	Metric Adjusted to include number of responses and percent change. 2022.2023 District Parent/Family Satisfaction Survey Responses: - 829 (a decrease of 22%) Rosemary Parent/Family	2023.2024 District Parent/Family Satisfaction Survey Responses: - 1,844 (Household Participation Rate 35%) Rosemary Parent/Family Satisfaction Survey Responses: - 83 responses (18%)	Updated District Desired Outcome: - At least 1,385 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey, an increase of 30% from Spring 2021 baseline. Metric Adjusted.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Satisfaction Survey Responses: Rosemary • 53	Satisfaction Survey Responses: • 63 (an increase of 85%)		Retired: 2023.2024 Desired Outcome: • At least 33% Parents/Guardians participating in Annual Parent/Family Satisfaction Survey Retired: Spring 2024 Thought Exchange Participation Desired Outcome: • At least 1,560 Parents/Guardians participating in Thought exchange Rosemary: 50% Participants: 200
100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	Metric Added. 2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results	N/A	N/A	2022.2023 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP	Metric Added 2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	as part of the IEP process. • CUSD: 100% • Rosemary: 100%			process. • CUSD: 99.7% • Rosemary: 100%	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.

District

In the 2023.2024 school year, all actions for Campbell's goal of engaging parents/guardians, and the community in support of student well-being were fully implemented.

To support the analysis of this goal, actions are grouped by the following categories: Communication Tools and Resources (Actions 3.2, 3.7, 3.8, and 3.11), Communication, Outreach, Engagement, and Health Staff (Actions 3.1, 3.3, 3.4, and 3.6), and Parent and Family Classes (Action 3.5 and 3.12). Campbell continues to use Studer Education's Parent/Family Satisfaction Survey to better understand areas of strength and opportunities for improvement from a parent and community perspective. As a result of ongoing outreach, education, and support, site use of ParentSquare continues to increase and families receive information on student performance for local and state assessments without having to use multiple logins or platforms. In response to shifts in enrollment, Campbell planned for newcomer classes to provide a sense of belonging for students and families, and to ensure a consistent method for connecting newcomer families to district and community resources. In response to feedback from site staff, Kindergarten readiness workshops were offered at multiple locations over the summer to support families with a smooth transition into Campbell's TK-8 system.

Rosemary

In the 2023.2024 school year, all actions for Campbell's goal of engaging parents/guardians, and the community in support of student well-being were fully implemented.

To support the analysis of this goal, actions are grouped by the following categories: Communication, Outreach, and Engagement (Actions 3.9 and 3.10). Rosemary continues to use Studer Education's Parent/Family Satisfaction Survey to better understand areas of strength and opportunities for improvement from a parent and community perspective. As a result of ongoing outreach, education, and support, we have

utilized Parent/Teacher Conferences to provide Student Led Conferences where students engage with their parents and teachers to share their learning and well-being. In response to feedback from staff regarding home and school communication, SEL night and information regarding Rosemary's school-wide expectations and goals were shared during our Coffee with the Principal meetings.

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.

District

In 2023.2024, the following differences occurred:
- Action 3.5 - Parent Engagement Classes: Campbell engaged in a partnership with Family Engagement for Educational Equity, resulting in an overage in expenditure versus planned allocation.
- Action 3.7 - Parent Communication Tools: The expenditure for this action was lower than the planned allocation as the district no longer contracts with ThoughtExchange
- Action 3.8 - District SeeSaw Account: Due to an increase in the contracted cost, the expenditure for this allocation was higher than the planned allocation
- Action 3.12 - District Family Newcomer Class: English as a Second Language (ESL) classes were offered through Campbell Adult and Community Education (CACE), resulting in the expenditure for this action being lower than the planned allocation.

Rosemary

In 2023.2024, the following differences occurred:
- Action 3.9 - Coffee with the Principal: The expenditure for this action was lower than the planned allocation as we used SLS funds to support coffee with the principal.
- Action 3.10 - Parent Workshops: The expenditure for this action was lower than the planned allocation as many parent workshops were free services.

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

District

Categorized actions for this goal improved outcomes on many metrics for engaging parents/guardians, and the community in support of student well-being, and demonstrates that additional metrics are needed. Parent participation in the annual satisfaction survey grew to 1,844 responses in 2023.2024, an increase of 597 responses from 2021.2022 following a decline in 2022.2023. This shift was the result of

intentional outreach through the communication tools, resources, and staff funded through this goal, including ParentSquare messaging, post card mailers, posters, and regular updates to site administration on completion rates during the survey window. For 2022.2023, 99.7% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. Though this was a decline from 100% in 2021.2022, it is important to note that this decrease was not due to disagreement but rather to no response being recorded. It is also important to note that Campbell went above and beyond with regard to Common Sense Media certification in this LCAP cycle, with both Monroe and Rolling Hills middle schools achieving certification in 2021.2022, and district-wide certification achieved in 2023.2024. Self-reflection rating results for LCFF Priority 3: Parent and Family Engagement show that for the majority of schools, families see Campbell at a level of Full Implementation (4) for the areas reported for 2023.2024, a decline in some areas from Full Implementation and Sustainability (5) from 2020.2021. Though data for this goal demonstrates engagement on the part of families and the community, additional metrics for this goal are included for the 2024.2025 LCAP to ensure engagement measures allow deeper understanding of the impact of the actions under Goal 3 as well as satisfaction of families and the community.

Rosemary

100% of Parents at Rosemary feel that they are a part of the IEP process. Parent Participation Responses on the family engagement survey increased from 63 responses in 2022.2023 to 83 responses in 2023.2024, however there is room for growth. Local indicator ratings indicate a need to continue and expand outreach and engagement to all families. The rating for "LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children" showed a decline from (4) Full Implementation to (2) Beginning Development. "LEA's progress in providing families with information and resources to support student learning and development in the home" showed a decline from (4) Full Implementation to (3) Initial Implementation. "LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making" showed a decline from (5) Full Implementation and Sustainability to (3) Initial Implementation. The data for this goal demonstrates a need to survey families and the community to better understand how to improve each local indicator rating. We will also collect feedback from parents and the community on whether our current Coffee with the Principal meetings as well as our ELAC meeting times are suitable.

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.

The following actions have changed based on reflection, data analysis and input from educational partners:

District Actions:
- Action 3.11: This action was removed as Campbell is able to gather feedback using other resources and methods.
- Action 3.12: Family ESL classes will still be provided but funded from a local source so it will not be considered a contributing action in the 2024-25 LCAP. The funding allocation has been adjusted to include materials to support in the moment needs with regard supporting a growing newcomer population.

- Action 3.12: This is a new action added as a response from community partners to better support families coming to us from other countries who don't speak English.

Rosemary Actions:
For 2024.2025 there are no changes to the planned actions.

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.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023