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.

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Goals and Actions

Goal

Goal #	Description
1	CSMH will provide students an engaging, standards-based curriculum that incorporates project based learning, the whole child philosophy, and differentiation so that all students have an opportunity to be successful academically and emotionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers that are fully credentialed and appropriately assigned to the grade level or subject that they are teaching	During the 2020-2021 school year, CSMH modified the middle school schedule. This resulted in two multiple subject credentialed teachers obtaining temporary credentials in a specific subject area.	During the 2021-2022 school year, CSMH had one teacher misassigned, one teacher on an intern credential, and a new part time teacher with many years of experience but that needed to become CLAD certified.	During the 2022-2023 school year, CSMH had two teacher interns, two teachers on General Education Limited Assignment permits (GELAP), and one teacher with an emergency CLAD certification.	During the 2023-2024 school year, CSMH had one teacher with an emergency CLAD certification. By the end of the year, this teacher will have completed the requirements for CLAD certification.	100% of CSMH teachers will be fully credentialed and appropriately assigned to the subject or grade level they are teaching. (Note - this does not apply to current enrichment teachers still under AB1505).
Variety of course access options for all students (whole child philosophy)	In 2020-2021, CSMH students continued to participate in PE and Spanish classes. Classes in areas such as art, music, technology, and agriculture were put on hold.	In 2021-2022, all CSMH students participated in PE and Spanish classes. K-5th grade students had agriculture. K-6th grade students had electives such as art, music, and technology. All eighth grade students	In 2022-2023, all CSMH students participated in PE and Spanish classes. K-4th grade students had agriculture twice a week for a semester and music twice a week for a semester. The 5th graders participated in art. The 6th graders had	In 2023-2024, all CSMH students participated in PE and Spanish classes. K-4th grade students had agriculture twice a week for a semester and music twice a week for a semester. The 5th graders participated in art. The 6th graders had	CSMH students will have access to PE, Spanish, music, art, technology, Agricultural Science, and/or other yet to be determined enrichment opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		participated in a film elective.	technology class twice a week and drama, art, and Cyber Civics were interwoven throughout the school year. The 7th and 8th graders had different elective classes to choose from such as – leadership, cooking, film, drama, farm, etc.	technology class twice a week and drama, art, and Cyber Civics were interwoven throughout the school year. The 7th and 8th graders had different elective classes to choose from such as – leadership, cooking, film, drama, farm, tech, yearbook.	
SBAC and CAST Data	ELA - 79.07% of students met or exceeded standards in 2019. Math - 78.79% of all students met or exceeded standards in 2019. Science - 67.58% of 5th and 8th grade students met or exceeded standards in 2019.	ELA - 79.5% of students met or exceeded standards in 2021. Math - 69.63% of all students met or exceeded standards in 2021. CAST was not administered by the State in 2021.	ELA – 72.02% of students met or exceeded standards in 2022. Math – 62.47% of all students met or exceeded standards in 2022. Science – 65.5% of 5th and 8th grade students met or exceeded standards in 2022.	ELA – 74.71% of students met or exceeded standards in 2023. Math – 61.58% of students met or exceeded standards in 2023. Science – 63.19% of 5th and 8th grade students met or exceeded standards in 2023.	Maintain levels of close to 80% of students meeting or exceeding standards in ELA and mathematics. Increase to 70% of students in 5th and 8th grades meeting or exceeding standards in science.
Implementation of State standards for all students	In 2020-2021, state standards were fully implemented based on data such as - grade level yearly plans, student work samples, classroom observations, formative and	In 2021-2022, state standards were fully implemented based on data such as - grade level yearly plans, student work samples, classroom observations, formative and	In 2022-2023, state standards were fully implemented based on data such as - grade level yearly plans, student work samples, classroom observations, formative and	In 2023-2024, state standards were fully implemented based on data such as - grade level yearly plans, student work samples, classroom observations, formative and	Continue to fully implement the state standards at every grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	summative assessments, report cards, project plans.	summative assessments, report cards, project plans.	summative assessments, report cards, project plans.	summative assessments, report cards, project plans.	
Enable ELs access to standards-aligned curriculum	100% of English Learners received designated and integrated ELD support as measured by the master schedule.	100% of English Learners received designated and integrated ELD support as measured by the master schedule.	100% of English Learners received designated and integrated ELD support as measured by the master schedule.	100% of English Learners received designated and integrated ELD support as measured by the master schedule.	100% of English Learners will continue to receive designated and integrated ELD support.
Project Based Learning (PBL)	All teachers implemented a minimum of two standards-based projects.	All teachers implemented a minimum of two standards-based projects.	All teachers implemented a minimum of two standards-based projects.	All teachers implemented a minimum of two standards-based projects that met the "gold-standard" of design.	All teachers will plan and implement a minimum of two standards-based projects that meet the "gold standard" of design.
MAP Testing	CSMH has just begun using this assessment tool. Baseline data needs to be gathered and growth targets need to be determined.	A majority of students took the MAP growth tests in the areas of reading and math during the fall, winter, and spring of this school year.	A majority of students took the MAP growth tests in the areas of reading and math during the fall, winter, and spring of this school year. Administration and grade level teams have begun interpreting the data and developing growth targets.	The MAP tests are administered three times each school year - fall, winter, and spring. Every student in K-8th grade has MAP scores in reading and math. All students in 5th-8th grades have MAP scores in science. Staff has learned how to use the growth target reports and they review this data regularly.	Every student will have MAP scores and growth targets will be determined.
Universal Design for Learning (UDL)	Teachers are in the beginning stages of	Teachers are in the beginning stages of	Teachers engaged with five	Teachers intentionally plan UDL strategies in	All teachers will intentionally plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	implementing UDL strategies and are at different levels of expertise.	implementing UDL strategies and are at different levels of expertise.	asynchronous learning modules throughout the year. After each module, the teachers met with an Implementation Specialist from CAST to debrief on the module. Staff participated in a full day workshop in which they took one of their own lessons, evaluated it for possible barriers, and redesigned it using UDL strategies. Teachers have deepened their understanding of the UDL guidelines and have incorporated new techniques into their daily lessons.	their daily lessons. As a staff, we continue to regularly discuss in staff and grade level meetings what can be done to meet the diverse needs of our students.	lessons and implement UDL strategies.
Social and Emotional Learning	Students had access to school counseling services, and some teachers began implementing SEL curriculum.	Students had access to school counseling services, and some teachers began implementing SEL curriculum.	Students had access to school counseling services, and K-8th grade students were exposed to the SEL curriculum, Second Step. CSMH offered four parent workshops on Understanding Anxiety and Its Impact on Children,	Students had access to school counseling services, and K-8th grade students were exposed to age-appropriate SEL curriculum. CSMH offered positive discipline training to parents. This consisted of three	Students will continue to have access to school counseling services and 100% of students will receive SEL instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Recognizing and Supporting Social Emotional Learning, Parenting Techniques to Building Resilience, and Superpowers of Stress, Sleep, and Self-Care.	online classes and one in person class. The Internet Crimes Against Children division of the San Jose Police Department offered a class to parents on how to put controls and protection in place on apps commonly used by children. They also did presentations to our 5th-8th graders on bullying and cyberbullying.	
Attendance Rates (engagement)	CSMH has over a 97% attendance rate.	CSMH maintained a 97.6% attendance rate.	CSMH's attendance rate dropped to 96%.	CSMH's attendance rate increased to 96.8%.	Maintain an average attendance rate of 97%.

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.

Action #1 - During the 2023-2024 school year, we had one full-time credentialed teacher with an emergency CLAD certification who is currently taking classes. All of the teachers at CSMH are credentialed and properly assigned. The staff is extremely dedicated to the school's mission and vision and provides our students with a rigorous, standards-focused education.
Action #2 - Our special education team continues to provide an inclusive program that meets the needs of each individual student. CSMH has a mild to moderate and moderate to severe program. The team consists of 1 FTE mild to moderate teacher, 1 FTE moderate to severe teacher, 1 FTE speech pathologist, .8 FTE occupational therapist, .5 FTE school psychologist, and 8 FTE paraprofessionals.
Action #3 - CSMH has a credentialed educator who oversees ELD testing and reporting. In addition, she and two instructional aides provided one-on-one and small group direct instruction. The school has a full-time counselor. She met with 56 students for individual services and ran six groups that supported 24 students.
Action #4 - CSMH gave significant salary increases based on performance. The school's compensation package has remained competitive.

Action #5 - CSMH continued to provide new teacher support through the North Coast School of Education Teacher Induction Program. During the 2023-2024 school year, one teacher completed her first year of support.

Action #6 – During the 2023-2024 school year, CSMH continued to emphasize Universal Design for Learning (UDL) and project-based learning. Every grade level team presented a project to the staff and received feedback through the tuning protocol process. The school continues to send staff to PBL World every summer. This upcoming summer, five teachers (including one new hire for the 2024-2025 school year) will be attending.

Action #7 – Students continue to receive social and emotional instruction. The kindergarten team implemented the Little Spot program by Diane Alber this school year. Parent education was added to this goal so that we could assist parents in developing tools and strategies to support their children socially and emotionally. We offered parent education throughout the 2023-2024 school year.

Action #8 and #9 – This was the third school year that CSMH administered MAP growth assessments in the fall, winter, and spring. The staff received professional development on how to interpret the scores and how to use this data to inform 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 #3 - Additional support was added for our English Language Learners, our students struggling with reading, and for our students with social and emotional needs. The expenditures for supplemental and support staffing were over $100,000 more than originally budgeted.

Action # 5 - We planned on the possibility of having more new teachers in the Teacher Induction program. However, some of the new staff we hired had prior teaching experience and did not need BTSA. Some of our newer teachers were finishing their TPA requirements and were not yet ready or eligible to begin the BTSA program. We only had one teacher in BTSA during the 2023/2024 school year so our costs were less than estimated.

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

Students at CSMH continue to make academic and social growth. CSMH has a dedicated staff that implements project-based learning and Universal Design for Learning strategies into the curriculum. Students are engaged in the learning process and receive a well-rounded education.

Action #1 - The school has effectively made progress towards all teachers being appropriately credentialed and assigned. The school supported teachers by paying for classes and tests. Our students have received instruction from highly qualified educators who support the school's mission and vision. CSMH's experienced and dedicated staff are the primary reason for the school's success.

Action #2 - CSMH has a robust special education team that supports students with disabilities. The special education program has been extremely effective and students demonstrate academic, behavioral, and social growth. CSMH has implemented an inclusive program for our

moderate to severe students.

Action #3 - CSMH has effectively developed a program to support our English Learners. The school has made tremendous progress in this area with the implementation of direct one-to-one and small-group instruction for EL students. After the pandemic, CSMH increased the counseling position from a half-time to a full-time position. The counselor and interns have offered individual and group support.

Action #4 - CSMH has effectively improved its compensation package. Over the last three years, staff has seen significant increases in salaries. CSMH has minimal staff turnover and this continues to contribute to the school's academic success. CSMH has not yet reviewed and updated its performance-based pay system.

Action #5 - CSMH has effectively provided support through the North Coast School of Eduction Teacher Induction Program. The school needs to develop a more systematic mentorship program for teachers in their first five years of teaching.

Action #6 -The teachers continued to effectively develop, refine, and implement engaging, standards-based projects in their classrooms. Every grade level team was expected to present their projects for feedback by participating in a tuning protocol. Every summer, a team of teachers attends PBL World and shares what they learned with their colleagues. During the 2022-2023 school year, the staff recommitted to developing a deep understanding of UDL and implementing strategies in their classrooms. CSMH contracted with CAST (Center of Applied Special Technologies) to provide ongoing UDL professional development. The staff engaged with five asynchronous learning modules throughout the year. After each module, the teachers met with Niel Albero, an Implementation Specialist at CAST, to debrief on the module. In addition, the staff participated in a full-day workshop with Niel in which they took one of their lessons, evaluated it for possible barriers, and redesigned it using UDL strategies. The teachers have deepened their understanding of the UDL guidelines and have incorporated new techniques into their daily lessons so that all learners can access and participate in meaningful and challenging learning opportunities. The staff at CSMH are continually expanding their knowledge and refining their skills in the areas of PBL and UDL.

Action #7 - CSMH has effectively implemented SEL at all grade levels. The school initially used the Second Step curriculum but some grade levels have found other programs that are more engaging and/or grade-level appropriate. The kindergarten and 1st grade teams are using the Little Spot program by Diane Alber. The 6th and 7th grades have implemented a CyberCivics curriculum. In addition, CSMH added parent education to this goal. Providing ongoing support to parents is an area that the school felt was important and wanted to focus on. During the 2022-2023 school year, CSMH partnered with Community Solutions to provide parent education opportunities. The school offered parents a series of four workshops that were presented live via Zoom. These workshops were also recorded and made available to staff and parents after the live presentation. The following workshops were offered: Understanding Anxiety and Its Impact on Children, Recognizing and Supporting Social Emotional Learning, Parenting Techniques to Building Resilience, and Superpowers of Stress, Sleep, and Self-Care. Approximately 65 parents attended these workshops. Our school counselor also facilitated a book club. They read Anxious Kids, Anxious Parents: 7 Ways to Stop the Worry Cycle and Raise Courageous & Independent Children by Wilson & Lyons. The group met once a week for ten weeks in person or virtually to discuss the book and twenty-one parents participated. This school year, CSMH offered a four-series workshop on positive discipline with certified trainer, Cathy Kawakami. The classes offered were the following:

- Finding Your Kind and Firm Parenting Balance: Explore strategies for striking a balance between kindness and firmness, creating an environment that fosters both love and structure.
- Creating Routines and Taking Time for Training: Learn the importance of routines in creating a sense of security for your child and discover effective ways to incorporate training moments into your daily interactions.
- Focusing on Solutions Instead of Punishment or Reward: Uncover the power of solution-focused parenting and how it can positively impact your child's behavior.
- Tips for Winning Cooperation: Gain practical tips and insights on how to encourage cooperation and build strong, respectful relationships within your family.

Approximately 45 parents participated in the positive discipline series.

Actions #8 and #9 - CSMH effectively implemented NWEA (Northwest Evaluation Association) MAP (Measure of Academic Progress) growth tests in all grades and used data to inform instruction. The school has made significant growth in the last three years in regard to MAP. This test is currently administered three times a year (fall, winter, and spring). The teachers use the data to inform their teaching and to look at individual students' strengths and needs. The administration continually uses student growth data to help guide decisions about school goals, professional development, and individual student needs.

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 three years of the LCAP, the changes to this goal included -

Action #7 - adding parent education and recognizing that the Second Step curriculum was not the most effective at all grade levels.

CSMH did not meet its metrics for the California Assessment of Student Performance and Progress (CAASPP) and California Science Test (CAST). The desired outcome after three years was to maintain levels close to 80% of students meeting or exceeding standards in ELA and mathematics and to increase to 70% of students in 5th and 8th grades meeting or exceeding standards in science. After the pandemic, CSMH experienced a decrease in test scores. Currently, 74.71% of students met or exceeded standards in English Language Arts (ELA), 61.58% of students met or exceeded standards in mathematics, and 63.19% of 5th and 8th grade students met or exceeded standards in science. Though this resulted in CSMH having a blue indicator in ELA and a green indicator in mathematics on the California School Dashboard, our goal is to continue to increase the number of students meeting or exceeding standards.

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	CSMH will create a safe and modern learning environment and will continue to provide students and staff with the tools and resources necessary for successful learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Provide standards aligned instructional materials for all students in all subject areas	100% of CSMH students have access to standards aligned instructional materials in every subject area.	100% of CSMH students have access to standards aligned instructional materials in every subject area.	100% of CSMH students have access to standards aligned instructional materials in every subject area.	100% of CSMH students have access to standards aligned instructional materials in every subject area.	100% of CSMH students will continue to have access to standards-aligned instructional materials in every subject area.
Provide the necessary hardware to support student learning and that teachers need to be more effective and efficient	All students in 2nd-8th grades have access to one-to-one Chromebooks. Students in K-1st grades have access to 4-6 Chromebooks per class. Every classroom teacher has access to a laptop, projector, and document camera.	All students in 2nd-8th grades have access to one-to-one Chromebooks. Students in K-1st grades have access to 4-6 Chromebooks per class. Every classroom teacher has access to a laptop, projector, and document camera.	All students in 2nd-8th grades have access to one-to-one Chromebooks. Students in K-1st grades have access to 4-6 Chromebooks per class. Every classroom teacher has access to a laptop, projector, and document camera. New iPads and headphones were purchased for K-1st grades. Each class has at least one	All students in 2nd-8th grades have access to one-to-one Chromebooks. Students in K-2nd grades have access to 6-12 iPads per class. Every classroom teacher has a laptop, smart projector, and document camera. Access points and network switches have been upgraded.	All students in 2nd-8th grades will have access to one-to-one devices. Students in K-1st grades will have access to devices (at least one device for every four students). Teachers will continue to have the technology tools they need (i.e., computers, projectors, document cameras, etc.).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			device for every four students.		
Provide the necessary software tools that are needed to support learning.	Students and teachers have the software tools they need to support learning.	Students and teachers had the software tools they needed to support learning. At the end of the school year, grade level teams evaluated the list of available software and the cost of the licenses and determined which ones they wanted to use next school year.	Students and teachers had the software tools they needed to support learning. At the end of the school year, grade level teams evaluated the list of available software and the cost of the licenses and determined which ones they wanted to use next school year.	Students and teachers had the software tools they needed to support learning. At the end of the school year, grade level teams evaluated the list of available software and the cost of the licenses and determined which ones they wanted to use next school year.	Students and teachers will continue to have the software tools they need to support learning. Some type of rubric to measure the effectiveness and the amount of value these various programs provide will be designed and used.
Improvement of school facilities	As CSMH moved forward with creating a long-term facility plan, community input was gathered to determine priorities. The top three areas for improvement were: replacement of old portable classrooms, upgrade of restrooms, and pick up and drop off safety.	The school worked closely with our architects to develop a facility plan. The plans were submitted and approved by the Department of State Architects (DSA) on March 14, 2022. The school is currently in the process of obtaining a determination of financial soundness from the California School Finance Authority.	CSMH installed new flooring in five classrooms and the speech room. The school broke ground on the new classroom building and it is projected to be completed early 2024. A new greenhouse was purchased and installed. This summer bathrooms will be remodeled, and the permanent classrooms will receive new paint, doors, and sinks.	CSMH bathrooms were remodeled. In January 2024, nine classrooms moved into a new, modern building. Construction began on the administration building which will include offices, a student center, and two classrooms. This summer, portables will be modernized and the kindergarten and first grades will be moving into these classrooms.	Construction of new classrooms has commenced on the campus.

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.

Action #1 - Standards-aligned materials were purchased to support teaching and learning. Each classroom teacher purchases all the school supplies needed for the students in his/her classroom each year. Teachers are encouraged to purchase any support materials they may need to assist them in teaching the grade level standards. Some examples of materials purchased this school year include - OT Solutions handwriting books, Investigations, Fountas and Pinnell Word Study programs, Green Ninja science program, class books/novels, Scholastic News, science materials, PE equipment, and art supplies.
Action #2 - CSMH repaired a number of Chromebooks. In addition, three classrooms received new, updated Chromebooks (80 devices). Second grade classrooms were issued twelve iPads. The school purchased access points and nine switches.
Action #3 - CSMH continued to pay for software licenses that support student learning and assessment. This software is also standards-aligned. Some examples include - Mystery Science, Reading A to Z, Epic, Reflex Math
Action #4 - At the end of every school year, teachers are provided a list of software and the cost of this software. Each grade level team is required to evaluate the effectiveness of the software vs. the cost and decide if CSMH should continue to purchase it.
Action #5 - Over the summer, CSMH bathrooms were remodeled. In January 2024, nine classrooms moved into a brand new building. Construction began on the administration building.

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.

All of our budgeted and actual expenditures were accurate except for action #5.   Proposition 51 funds have been used to finance the construction and modernization that has been occurring on campus and these funds are not represented in the LCAP. This $15 million project is being tracked and audited separately. However, some of the school's LCFF funding has been used to purchase new and flexible furniture for these learning spaces. As a result, the school has spent approximately $175,000 more than budgeted on facility improvements.

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

Actions #1 and #3 - CSMH has been very effective at providing the teachers and students with all the supplies and materials they need for teaching and learning. Teachers and students have access to standards aligned curriculum and software. CSMH teachers work with their grade level partners to create year long plans, develop projects, and collaborate on daily lesson plans.
Action #2 and #4 - Teachers and students have the technology tools they need to support their teaching and learning. CSMH is continually updating Chromebooks, iPads, and the network infrastructure.

Action #5 - Improving school facilities has been a major focus for the last three years. CSMH's campus is located on an older Morgan Hill Unified School District site through Proposition 39. The site originally consisted of three permanent classroom buildings, a new gym, a new modular building, and twenty-three portables (most of which were over 25 years old). CSMH applied and received bond monies under Proposition 51. Aedis Architects worked with the school community on a school design that included a classroom building, a barn to support the agricultural program, and an office/student center. Construction began in March of 2023 and in January of 2024, nine classes moved into a new and modern building that supports the school's mission and vision of project-based learning and innovation. Upgrades have been done to bathrooms and classrooms in the permanent buildings and a greenhouse was built. Construction of the administration building is underway and we are hoping to move in before school starts in the fall of 2024. Additionally, kindergarten and first grade rooms are being renovated over the summer, and construction on the barn classroom will begin. Construction on an operating school campus has its challenges and can be stressful. By the end of the process, almost every teacher will have moved classrooms one or more times. However, the result will be a site that supports the school's philosophy and that students and staff can take pride in.

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, a safety committee was established to assist with reviewing and updating policies and procedures. This was especially important with all the changes occurring on campus. The committee accomplished the following -
- Safety committee and mission established
- Updated safety plan
- Staff survey on safety preparedness
- Emergency backpacks replenished in all classes
- Exterior gates have been fixed and added around campus
- Evacuation plans refreshed
- Cameras added to back and side gates
- Re-keyed all doors and gates throughout the school
- Phones & PA systems added to all new classrooms
- Cyber Security training for parents held on April 25th
- Staff development held on the safety plan

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	CSMH will welcome students, parents, and staff in an inclusive environment as essential partners and encourage consistent participation in school experiences that support student success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Surveys	Continue to survey students about their school experience. These surveys were not administered at the end of the 2019-2020 and 2020-2021 school year. The surveys will resume being given twice a year.	Student surveys were administered in January and again at the end of the year. Each teacher analyzed the data and wrote a reflection.	Student surveys were administered in January and again at the end of the year. Each teacher analyzed the data and wrote a reflection. In addition, a schoolwide survey about school culture was administered to 4th-8th graders.	Student surveys were administered in January and again at the end of the year. Each teacher analyzed the data and wrote a reflection. In addition, a survey about school culture was administered to 4th-8th graders. When asked - do the adults at school care about you? The students responded as follows: 41.1% - yes, all the time 39.7% - yes, most of the time 16.8% - yes, some of the time 2.4% - no, never	Student surveys will be given twice a year and information about how students view their school experience will be considered in the decision making process. A minimum of 75% of students will indicate that they feel connected and/or accepted at their school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Surveys	CSMH needs to develop a consistent survey so that it can gather longterm data.	CSMH is in the process of developing and sending out a parent survey.	CSMH is in the process of developing and sending out a parent survey.	CSMH has yet to complete a parent survey.	Parents will take the same general survey for three years so that trends can be measured.
School and Community Events	CSMH will continue to hold events that support student learning and foster a sense of community.	Multiple school events were held this year including: fall exhibition, Trunk or Treat, spring exhibition, volunteer appreciation, Family Fun Festival.	CSMH held multiple events to support student learning and foster a sense of community.	CSMH held multiple events to support student learning and foster a sense of community.	At least 85% of our families will participate in at least one school event during the year.
Communication	CSMH will continue to use social media, the CSMH website and ParentSquare as communication tools.	Teachers received training about ParentSquare at the beginning of the school year. They used it as their main communication tool with families. CSMH updated social media accounts on a regular basis and maintained its website.	Staff and parents continue to use ParentSquare as an effective communication tool. CSMH updated its website at the beginning of the school year. The school's social media accounts continue to be updated on a regular basis.	Staff and parents continue to use ParentSquare as an effective communication tool. The school's social media accounts and website continue to be updated on a regular basis.	CSMH will continue to use social media, the CSMH website and ParentSquare as communication tools.

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.

Action #1 - Teachers administered student surveys in January and at the end of the school year. There is still a need to update these student surveys by the performance based pay focus group. A new general survey for students was created and administered at the end of the 2022-2023 and the 2023-2024 school years.

Action #2 - A parent survey has not been completed.
Action #3 – During the 2023-2024 school year, CSMH held many school and community-building events.
Action #4 - ParentSquare has become an excellent tool to facilitate communication between home and school. ParentSquare allows the sender to quickly see that all parents received the communication and if, or when, it was opened and read. This tool also provides information to the administration about teacher and parent use which is extremely valuable and helps guide decisions about effective means of communication. CSMH continually updates its social media and website to highlight the amazing activities happening on the school campus.
Action #5 - The entire staff participated in an implicit bias workshop prior to school starting in 2022-2023. We continue to work on building a community that is inclusive. At the beginning of the 2023-2024 school year, the entire staff participated in Sexual Orientation, Gender Identity, and Expression (SOGIE) training given by Community Solutions and disability simulation given by REEL2e. This year, we started the "One School, One R.O.A.R." program. R.O.A.R. stands for respect, ownership, acceptance, and responsibility. Staff has been helping students understand the meaning of these words and how they can be demonstrated.
Action #6 - The CSMH bus no longer meets California standards. The school is working with Morgan Hill Unified on contracting for bussing service.

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 between budgeted and actual expenditures on this goal.

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

CSMH has been extremely effective in creating a school environment where parents, staff, and students feel welcome and engaged. Parent involvement has always been part of the school's mission and vision. Our parents volunteer countless hours every year and are a vital component of our students' success. Our community engagement coordinator plans events that build community.
Action #1 - Not only do the teachers do a survey twice a year of the students in their class, but we also developed and administered an end of year general student survey. This survey is given to students in 4th-7th grades. The results of the May 2023 survey support that students feel connected to CSMH. Some results included:
- 96% of students feel happy at school
- 98% of students stated that the adults at school care about them
- 98.6% of the students agreed that the school teaches them to care about each other and to treat one another with respect
- 98% of students stated that other students treat them with kindness and respect
- 98% of students feel safe at school
- 97% of students feel they have a caring adult at school

Action #2 - CSMH did not create a parent survey. However, deleting this action did not prevent us from effectively meeting the goal.
Action #3 – CSMH effectively builds community through its many events. During the 2023-2024 school year, CSMH held the following community-building experiences:

- Playdates for incoming kindergartners – this provides an opportunity for the students and families to meet one another before the start of school
- New family mentorship program – every new family is paired with a current CSMH family
- Back to School Nights – attendance rate over 90%
- Fiesta – an opportunity for our families to celebrate the Hispanic-Latino culture
- Trunk-or-Treat
- Fall Exhibition – students show off their projects
- Bingo Night
- World Read Aloud Day
- Talent Show
- 5th grade plant sale
- Bike to School Day
- Spring Exhibition – students show off their projects
- 8th grade Exit Project
- A monthly flag assembly – every month the entire student body gathers for the Pledge of Allegiance, a grade level cheer, and other important announcements

Action #4 - ParentSquare, the school's website, and social media have been effective tools for communicating with our families and with the larger community.
Action #5 - CSMH continues to promote equity and inclusivity practices. Although we have had many successes, this is a goal and action that is never complete.
Action #6 - Bus service has been discontinued. However, the school still has a robust reach out program and is committed to increasing the school's population of economically disadvantaged and English Learner students.

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.

CSMH has begun to collaborate with Morgan Hill Unified School District in the hopes that we will be able to contract for bus service.

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