

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2024-25]

General Information

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

Campbell School of Innovation opened in the 2018-2019 school year as a TK-4th grade school and we have added one new grade level each year, with the goal of filling our TK-8th grade program in the 2022-2023 school year.

For the 2023-2024 school year, CSI enrollment totals 850 students. Our student demographics include 26% White, 38% Hispanic, 13% Asian, 13% Multiple Ethnicity, with 21% students who are English Language Learners. CSI is a public school where students experience project-based learning and the design thinking process as they master California’s rigorous academic standards and develop a growth mindset. Our three guiding pillars are SEEK, LEARN, and LEAD. Seek is to understand our community, practice empathy, tolerance, and reflection, while we encourage curiosity. Students’ questions are the seeds of real learning. We learn for a purpose and learning is authentic, relevant, and public. We also develop leaders. We take action to innovate, inspire, and design.

How we teach: Classroom instruction includes various elements. Once students have explored and learned about a subject, they need learning experiences where they can apply and practice those specific skills. Integrated content is essential for students to practice connecting different content skills, making personal connections, and seeing opportunities for innovation. As a school that is based in design thinking, we have woven in Explore classes. Student interest survey data is used to create various learning experiences that run for several weeks, once in the fall and once in the spring. Students choose a class to learn more about something that they are passionate about or to discover a new passion. These classes have ranged from character development in creative writing, engineering, fabric arts, and cooking. For our sixth through eighth grade students, we have added in an Innovation Lab three times per week that is also built on student interests and choice and has featured classes such as Survival, Photography, and Game Design. This year we have continued to build out our scope and sequence of design skills and have spent time as a staff and with students really digging in to our Seek, Learn, and Lead skills. We have designed and are continuing to prototype student rubrics that include many of our district Portrait of a Graduate competencies along with

design skills and will continue to test those through our end of year design challenge. The school wide design challenge will be a personal design project that will be showcased at a public end of year event where students can share their learning with our greater community.

Social Emotional Learning (SEL) is also an important part of our learning day. We use a systematic approach to SEL, intentionally cultivating a caring, participatory, and equitable learning environment using evidence based practices that actively involve all students in their social, emotional, and academic growth. We work with CASEL's five core competencies: Social Awareness, Self Awareness, Self Management, Relationship Skills, and Responsible Decision Making. These skills are specifically named and integrated into all of our work, through Morning Meetings, Student Assemblies, and our Profile of a Graduate skill work. This approach infuses social and emotional learning into every part of students' daily lives—across all of our classrooms, during all times of the school day, and when they are in their homes and communities. We also use Character Strong as a SEL curriculum, building community through monthly themes that are woven into Responsive Classroom practices.

Responsive Classroom is embedded into our PBIS practices. Responsive Classroom is an evidence-based way of teaching that offers practical strategies for bringing together social-emotional and academic learning throughout the school day. The focus of RC is to offer engaging academics and matching instruction to students' developmental strengths and needs while building a positive learning community and effectively managing the classroom.

Who we will be: Our vision states that we are a community that seeks to understand, learns through design, and leads with innovation to create a better world. Design thinking is empathy based, and students will have abundant opportunities throughout their education to teach and be taught by one another. While the early-grade students learn basic principles of the design process, the well-practiced upper grade students will step into the leadership roles to teach and be examples for their classmates. Upper grade students will have opportunities to design their own learning journeys through Innovation Lab times and larger community design challenges. As students participate in the learning community they create at CSI, they will see that the problems they can solve through the design process are relevant to themselves and their community.

New curricula, innovative learning spaces, and building strong student agency are just a few of the ways CSI is changing how we do school. As we grow, we will continue to involve our community as we redesign our learning culture around our core values: "Seek. Learn. Lead."

Reflections: Annual Performance

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

Blue Category:

CSI received the blue category for the Asian student group for their high performance in English Language Arts on the SBAC.

Red Category:

The suspension rate provides an opportunity for improvement for all students, including multiple student groups: SED, SWD, ELLs, and our Hispanic/Latino students. This year, we created a PBIS committee with multiple teacher representatives to lead tier one instructions to ensure all students are set up for success with desired behaviors. We also met monthly with an Intervention Team to review the referral data and to respond with supports for students who had difficulty demonstrated the desired behaviors. We also have an additional counselor to provide SEL as tier one as well as to respond to students' tier two and tier three needs. We believe these actions will result in lower suspension rates for our students.

The Chronic Absenteeism provides an opportunity for improvement for all students, including multiple student groups: SED, ELLs, and our Hispanic/Latino students. As a response to this, we have new position, a Community Liaison. Our Community Liaison provides outreach to families to help support in many ways, including the importance of attendance. The community and assistant principal provides home visits for families who may need extra support and connection to build partnerships in ensuring our students attend the instructional school days.

Student results in Math show a need of improvement, particularly for our SED and SWD student groups. This year, we have a .5 Math TOSA to support the planning with our Math teachers. We also had a .75 MTSS aide proved tier two support for Math concepts for our students. We also had a teacher led committee provide strategies to support access for struggling learners, such as sentence stems, visuals, close reading, and other GLAD strategies.

Reflections: Technical Assistance

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

CSI is not identified as needing Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Campbell School of Innovation was not identified for CSI.

Support for Identified Schools

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

Campbell School of Innovation was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Campbell School of Innovation was not identified for CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	CSI held multiple SSC meetings throughout the year with parent and staff representation. The team discussed successes and next steps with student learning as well as to provide input on the budget to align to CSI's needs.
English Language Acquisition Group (ELAC)	CSI held ELAC meetings where parents are given the opportunity to provide input on action items in the LCAP that support emerging bilingual students. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. Community Liaisons regularly engage with this committee as well as parents to actively gather feedback on actions that will support newcomer and second language families.
Students	The Superintendent meets five times a year with the Student advisory group made up of students from all 12 of our schools. The group is diverse and represents the ethnic groups we serve. Students are asked about issues at their schools that are going well and those that are in need of improvement. Students are actively engaged at the school levels as well with focus groups and school related surveys. CSI has an ASB student group which meets weekly. Representatives of the ASB team attend key events, including PTO meetings to ensure the student perspective is heard and communicated.
Teachers	Teachers are engaged through school leadership teams which meet monthly such as the Leadership Team, the PBIS team, and the Design Team. teachers also engage during staff meetings, experience surveys and a process called Leader Rounding where

	<p>teachers are asked a series of questions to understand their experience with different district/school services and processes. Teachers also have the opportunity to communicate questions/concerns/input during AIM collaboration time. Teacher feedback is also solicited after each staff meeting.</p>
Special Education	<p>CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process (CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 23.24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students. Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level. CSI holds weekly meeting as a Special Education team to discuss and review student progress and needs.</p>
Principals/Administrators	<p>School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.</p>
Classified Staff members	<p>Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.</p>
Parents/Guardians	<p>CSI uses the following methods to engage and inform parents/guardians at the school and district level: coffee with the Principal meetings, School Site Council Meetings, PTO meetings, English Language Acquisition Committee (ELAC). We utilize uniform LCAP slide decks which are prepared by the Teaching and Learning Department for all parent school site council meetings. The slides present LCAP information in small pieces all throughout the year. Topics included in the presentations are: data sharing of LCAP</p>

	<p>metrics, budget updates, dashboard data discussions, parent surveys and local indicators. At the end of each parent meeting we use a Plus/Delta process to gather input from parents. School data is also shared at PTO meetings and in School Board meetings. The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey (offered in Spanish and English), we communicate weekly during the survey window using Parent Square. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school based meetings.</p>
PTO	<p>CSI has a PTO which holds monthly meetings. These meetings are well attended and provide a means to share community events as well as updates from teachers and staff. They also provide opportunities for CSI staff to hear parent perspective and desires in providing high quality instruction for all students. Feedback is also sought from those in attendance.</p>

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

Consultation from our various community partners consistently came back with a theme for the need to continue our focus on social emotional learning and to develop clear communication around behavioral supports and expectations for our students. Because this is an instrumental part of a high quality multi-tiered system of support, we will continue to add to our resources and communication pieces that outline our behavior guidelines. New resources and additions will continue to be shared with staff and with parents, creating a clear picture of behavior systems supports. A theme from our teacher and administrative staff stakeholder groups indicated the need for more intervention supports for students struggling academically and socially. This need will lead us to allocate targeted funds for further tier 2 academic and social emotional supports for students as well as EL support through the addition of an additional counselor, an Equity TOSA, and a PBIS campus coordinator. We will work to establish lunch clubs, and after school intervention opportunities and resources as well as provide additional professional development for staff as needed. Math will continue to be a focus, along with science through professional development and through work with a part time math coach.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting or Exceeding Standard on the Smarter	2022.2023 SBAC English Language Arts			80% of students in grades 3-8 Meeting or	

	<p>Balanced Assessment: English Language Arts in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>Results</p> <ul style="list-style-type: none"> • Grades 3-8 • Overall: 54% • Socioeconomically Disadvantaged: 22% • Students with Disabilities: 26% • English Learners: 13% • White: 64.15% • Asian: 82.86% • Hispanic/Latino : 32% • Black: 67% 			<p>Exceeding Standard on the Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.2	<p>Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 SBAC Math Results</p> <ul style="list-style-type: none"> • Grades 3-8 • Overall: 41% • Socioeconomically Disadvantaged : 15% • Students with Disabilities: 24% • English Learners: 10% • White: 62% • Asian: 94% • Hispanic/Latino : 14% • Black: 50% 			<p>80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	

1.3	<p>Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 CAST Results</p> <ul style="list-style-type: none"> • Grade 5 and 8 • Overall: 40% • Socioeconomically Disadvantaged : 21% • Students with Disabilities: 26% • English Learners: 0% • White: 62% • Asian: 71% • Hispanic/Latino : 18% • Black: N/A 			<p>80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.4	<p>Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard.</p> <p>Source: California School Dashboard</p>	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> • Number of English Learners with a current and prior year ELPAC score: 73 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on 			<p>Increase the percent of English Learners making at least one level or progress or maintaining a level of 4 on the ELPAC to 55% percent by 26-27.</p>	

		the ELPAC: 52.1%				
1.5	<p>Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP).</p> <p>Number of Long Term English Learners (LTELS) in 8th grade as of Census Day.</p> <p>Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELS).</p>	<p>2022.2023 Redesignation Results</p> <ul style="list-style-type: none"> School Number of ELs as of CalPads Census Date: 110 Number of ELs redesignated: (excludes K) 20 Percent of ELs redesignated: (excludes K) 18% <p>2023.2024 Number of 8th Grade English Learners who are Long Term English Learners (LTELS) as of Census Day:</p> <ul style="list-style-type: none"> Number of LTELS as of Census Day: 15 Number of LTELS in 8th Grade as of Census Day: 6 			<p>Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27.</p> <p>Decrease the number of LTELS in 8th grade by 26-27.</p>	
1.6	Percent of students achieving Early On, Mid or Above Grade Level on	<p>2023.2024: Winter i-Ready Reading Results</p> <ul style="list-style-type: none"> Grades 2-8 			80% of students in grades 2-8 achieving Early On, Mid or Above	

	<p>i-Ready Reading in grades 2-8.</p> <p>Source: i-Ready</p>	<ul style="list-style-type: none"> • Overall: 52% • Socioeconomically Disadvantaged : 20% • Students with Disabilities: 25% • English Learners: 5% • White: 69% • Asian: 79% • Hispanic/Latino : 20% • Black:* N/A 			<p>Grade Level on i-Ready Reading to reach or maintain by 26-27.</p> <p>Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.7	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Math Results</p> <ul style="list-style-type: none"> • Grades 1-8 • Overall: 40% • Socioeconomically Disadvantaged : 15% • Students with Disabilities: 26% • English Learners:7% • White: 51% • Asian: 73% • Hispanic/Latino : 14% • Black: * N/A 			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27.</p> <p>Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.8	<p>Percent of students scoring At or Above</p>	<p>2023.2024: Middle of Year DIBELS Results</p>			<p>80% of students in grades K-2 scoring At or Above</p>	

	<p>Benchmark on DIBELS in grades K-2.</p> <p>Source: DIBELS/Amplify</p>	<ul style="list-style-type: none"> • Grades K-2 • Overall: 59% • Socioeconomically Disadvantaged : 44% • Students with Disabilities: * • English Learners: 30% • White: 63% • Asian: 79% • Hispanic/Latino : 44% • Black: 66% 			<p>Benchmark on DIBELS by 26-27. Increase the percent of students in each student groups scoring At or Above Benchmark by 15 percentage points by 26-27.</p>	
1.9	<p>Number of teachers misassigned and number of vacant teacher positions.</p> <p>Source: Human Resources Department</p>	<p>2022.2023 and 2023.2024 Results</p> <ul style="list-style-type: none"> • 2022.2023 Number of teachers misassigned: 0 • 2023.2024 Number of vacant teacher positions: 0 			<p>Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.</p>	
1.10	<p>Percent of students with access to standards aligned instructional materials.</p> <p>Source: School Accountability Report Cards (SARCs)</p>	<p>2023.2024 Result</p> <ul style="list-style-type: none"> • 100% 			<p>Maintain 100% of students having access to standards aligned instructional materials.</p>	

1.11	<p>Facilities Inspection Tool (FIT) Score</p> <p>A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good.</p> <p>Source: Final FIT Evaluations</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> 99% 			<p>Maintain a FIT Score of at least 95%.</p>	
1.12	<p>Not Applicable, District Level Metric.</p> <p>Percent of English Learners with an ELPAC score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study through Specialized Academic Instruction (SAI).</p> <p>Source: PowerSchool and SIRAS</p>	<p>Not Applicable, District Level Metric.</p>			<p>Not Applicable, District Level Metric.</p>	
1.13	<p>Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2:</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> English Language Arts: 4 (Full Implementation) 			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability).</p>	

<p>Implementation of State Academic Standards.</p> <p>Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards."</p> <p>Source: Annual Self Reflection</p>	<ul style="list-style-type: none"> • English Language Development: 4 (Full Implementation) • Math: 4 (Full Implementation) • Next Generation Science Standards: 4 (Full Implementation) • History/Social Studies: 4 (Full Implementation) 					
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Stipends	Stipends for staff to lead intervention after school support.	\$7,000.00	No
1.2	Staff Stipends	Staff stipends for after school clubs, additional committee work focused on design, or other identified need	\$7,000.00	No
1.3	Substitutes	Substitutes to cover teacher co-planning and professional development days.	\$5,000.00	No
1.4	Instructional Aide for Library	Increased library aide hours to support the daily check out and usage of the CSI library.	\$54,625.00	No
1.5	Contracted Services	ixl (Math Computerized Lessons)	\$3,000.00	No
1.6	Instructional Aides - Hourly	Support for after school intervention and other daily support as needed. This action supports improvement of the student group indicators which are "red" for Socioeconomically Disadvantaged and Students with Disabilities in Math by providing targeted intervention support.	\$1,000.00	No
1.7	Books and Supplies	Classroom, office, and other supplies	\$50,000.00	No

1.8	Student Field Trips	Funding to support student learning experiences both in and out of the classroom	\$20,000.00	No
1.9	Reading Intervention Teacher	Supporting "Every child a reader" district initiative	\$111,884.00	Yes
1.10	Assistant Principal	Support administration	\$221,326.00	No
1.11	Improvement Coach (Formerly Equity TOSA)	Supporting ELD, PLC work and data analysis. This action supports improvement of the student group indicators which are "red" for Socioeconomically Disadvantaged and Students with Disabilities in Math by providing an Improvement Coach to utilize improvement science strategies and best practices to close the achievement gap between student groups.	\$136,019.00	Yes
1.12	MTSS Aide	Supporting our Multi Tiered Systems of Support	\$50,217.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate • 93.83%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates • Overall: 16.7%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	<ul style="list-style-type: none"> • Socioeconomic ally Disadvantaged : 29.3% • Students with Disabilities: 25.6% • English Learners: 26% • White: 14% • Asian: 6.8% • Hispanic/Latino : 25.5% • Black: 8.3% 			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates <ul style="list-style-type: none"> • Overall: 4.5% • Socioeconomic ally Disadvantaged : 7.4% • Students with Disabilities: 12.5% • English Learners: 4.8% • White: 3.1% • Asian: 1.7% • Hispanic/Latino : 7.4% • Black: 8.3% 			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	
2.4	Middle School Drop Out Count Source: CalPads	2022.2023 Count <ul style="list-style-type: none"> • 0 			Maintain a Middle School Drop Out Count of 0.	

2.5	<p>Expulsion Rate</p> <p>Source: DataQuest</p>	<p>2022.2023 Rate</p> <ul style="list-style-type: none"> • 0.24% 			<p>Decrease the Expulsion Rate to 0.0%.</p>	
2.6	<p>Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8)</p> <p>Source: Panorama</p>	<p>2023.2024 Results</p> <ul style="list-style-type: none"> • Overall MS 43% • Overall ELE 68% • Students with Disabilities MS 43% • Students with Disabilities ELE 85% • English Learners MS 37% • English Learners ELE 65% 			<p>Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.</p>	
2.7	<p>Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8):</p> <ul style="list-style-type: none"> • I feel safe at school. • My school is clean. <p>Source: Annual Student Survey Results.</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> • Overall Rating • I feel safe at school: 3.36 • My school is clean: 2.6 • Top Box Percent: • I feel safe at school: 23.27% • My school is clean: 3.06% 			<p>Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.</p>	

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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Coaches, Athletic Director, Uniforms and Equipment	Supporting after school sports teams	\$50,000.00	No
2.2	Tier 2/Counseling Curriculum/Materials	Materials to support our school Counselors	\$2,000.00	Yes
2.3	School Counselors	Two School Counselor to support the social emotional needs of students on campus. This actions supports improvement of the student group indicators which are "red" for Suspension and Chronic Absenteeism by providing counseling support to all students and the identified subgroups: English Learners,	\$257,728.00	No

		Socioeconomically Disadvantaged students, Students with Disabilities and Hispanic/Latino students.		
2.4	PBIS Support and Safety position	Supporting MTSS work and campus culture and climate This actions supports improvement of the student group indicators which are "red" for Suspension and Chronic Absenteeism by providing PBIS support to all students and the identified subgroups: English Learners, Socioeconomically Disadvantaged students, Students with Disabilities and Hispanic/Latino students.	\$42,553.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey. Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings <ul style="list-style-type: none"> Overall Satisfaction Rating:3.95 Top Box Percent: 33.62 % 			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	<p>Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school."</p> <p>Source: Annual Parent/Caregiver Survey Results</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> • Overall Rating: 3.41 • Top Box Percent: 22.37% 			<p>Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the question by 26-27.</p>	
3.3	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families.</p> <p>Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> • 3 (Initial Implementation) 			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	

3.4	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.</p> <p>Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> • 3 (Initial Implementation) 			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	
3.5	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making.</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> • 3 (Initial Implementation) 			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	

	<p>Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making."</p> <p>Source: Annual Self Reflection</p>					
3.6	<p>Not Applicable, District Level Metric</p> <p>Number of Parent Workshop Series Offered Annually</p> <p>Source: Student Services Department</p>	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.7	<p>Not Applicable, District Level Metric</p> <p>Number of School-Linked Services Events Offered Annually</p> <p>Source: Student Services Department</p>	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.8	<p>Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means</p>	<p>2023.2024 Results</p> <ul style="list-style-type: none"> • 100% 			100% of parents of students with IEPs reporting that the school district facilitated parent	

	<p>of improving services and results as part of the IEP process.</p> <p>Source: SIRAS</p>				<p>involvement as a means of improving services and results as part of the IEP process by 26-27.</p>	
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Caterers/Restaurants	Coffee and snacks for Parent Education events (Wolfpack Chats) on campus	\$1,000.00	No
3.2	Supplies	To provide supplies for parent events		No

3.3	Community Liaison position	Supporting families and building culture This actions supports improvement of the student group indicators which are "red" for Chronic Absenteeism by engaging families of English Learners, Socioeconomically Disadvantaged students, Students with Disabilities and Hispanic/Latino students to improve attendance and reduce chronic absenteeism.	\$60,996.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$602,847.00	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.9	<p>Action: Reading Intervention Teacher</p> <p>Need: Local iReady data and summative SBAC data demonstrates there is an identified achievement gap between student groups. English Learners, low socioeconomic status,</p>	<p>This is a LEA wide contributing action. CUSD is a a district focusing on continual improvement through the use of improvement science techniques and research based best practice. Reading Intervention teachers are highly skilled and trained specialists who offer direct support for students in need of Tier 3 support. Research</p>	<p>iReady growth data, DIBELS data and SBAC reading claim data</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>and students with disabilities are requiring more academic supports to meet their needs.</p> <p>Scope: LEA-wide</p>	<p>strongly supports the idea that early intervention for struggling readers is beneficial.</p>	
<p>1.11</p>	<p>Action: Improvement Coach (Formerly Equity TOSA)</p> <p>Need: Local iReady data and summative SBAC data demonstrates there is an identified achievement gap between student groups. English Learners, low socioeconomic status, and students with disabilities are requiring more academic supports to meet their needs.</p> <p>Scope: LEA-wide</p>	<p>LEA wide: CUSD is a district focusing on continual improvement through the use of improvement science techniques and research based best practice. The improvement coaches are employed to help teachers understand improvement science research based strategies and implement them with students.</p>	<p>iReady growth data, DIBELS data and SBAC reading claim data</p>
<p>2.2</p>	<p>Action: Tier 2/Counseling Curriculum/Materials</p> <p>Need: Dashboard data shows we are in the Red Category in Suspensions</p> <p>Scope: Schoolwide</p>	<p>Materials will support PBIS and CICO, our school wide behavior and SEL systems of support.</p>	<p>Office Referral, and Suspensions</p>
<p>2.4</p>	<p>Action: PBIS Support and Safety position</p>	<p>This action is being implemented school wide because the data indicates a need for additional supervision and support on campus. The action</p>	<p>Panorama and Studer Experience data. 2.3</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Hire staff to assist schools in PBIS implementation. This is a position that was requested by educational partners to increase safety and support the social emotional needs of students with behavior challenges.</p> <p>Scope: Schoolwide</p>	addresses the need by creating more adult supervision and ability to connect with students during out of school time. The position also has training offered which supports self regulation skills, support to emphasize our profile of a graduate skills and relationship building between students and staff. This action is aligned to suspension metric.	

Limited Actions

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

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

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

Campbell School of Innovation is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 7.07%. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The planned actions, informed by stakeholder engagement, are outlined in the table above.

Additional Concentration Grant Funding

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

No additional concentration grant add-on funding received.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals		602,847.00		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,061,348.00		\$20,000.00		\$1,081,348.00	\$1,005,348.00	\$76,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Staff Stipends	All	No				2024-2025	\$7,000.00	\$0.00	\$7,000.00				\$7,000.00
1	1.2	Staff Stipends	All	No				2024-2025	\$7,000.00	\$0.00	\$7,000.00				\$7,000.00
1	1.3	Substitutes	All	No				2024-2025	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00
1	1.4	Instructional Aide for Library	All	No				2024-2025	\$54,625.00	\$0.00	\$54,625.00				\$54,625.00
1	1.5	Contracted Services	All	No				2023-2024							\$3,000.00
1	1.6	Instructional Aides - Hourly	All	No				2024-2025							\$1,000.00
1	1.7	Books and Supplies	All	No				2024-2025	\$0.00	\$3,000.00	\$3,000.00				\$50,000.00
1	1.8	Student Field Trips	All	No				2024-2025	\$1,000.00	\$0.00	\$1,000.00				\$20,000.00
1	1.9	Reading Intervention Teacher	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-81	2024-2025	\$0.00	\$50,000.00	\$50,000.00				\$111,884.00
1	1.10	Assistant Principal	All	No				2024-2025							\$221,326.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Improvement Coach (Formerly Equity TOSA)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-8	2024-2025	\$0.00	\$20,000.00			\$20,000.00		\$136,019.00
1	1.12	MTSS Aide	All	No				2024-2025							\$50,217.00
1	1.14								\$111,884.00	\$0.00	\$111,884.00				
1	1.15								\$221,326.00	\$0.00	\$221,326.00				
1	1.16								\$136,019.00	\$0.00	\$136,019.00				
1	1.17								\$50,217.00	\$0.00	\$50,217.00				
2	2.1	Coaches, Athletic Director, Uniforms and Equipment	All	No				2024-2025	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00
2	2.2	Tier 2/Counseling Curriculum/Materials	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-8	2024-2025							\$2,000.00
2	2.3	School Counselors	ELs, LI, FY All	No				2024-2025							\$257,728.00
2	2.4	PBIS Support and Safety position	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-8	2024-2025	\$0.00	\$2,000.00	\$2,000.00				\$42,553.00
2	2.5								\$257,728.00	\$0.00	\$257,728.00				
2	2.7								\$42,553.00	\$0.00	\$42,553.00				
3	3.1	Caterers/Restaurants	All	No				2024-2025	\$0.00	\$1,000.00	\$1,000.00				\$1,000.00
3	3.2	Supplies	All	No				2024-2025							
3	3.3	Community Liaison position	All	No				2024-2025							\$60,996.00
3	3.6								\$60,996.00	\$0.00	\$60,996.00				

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
	602,847.00		0.000%		\$292,456.00	0.000%	0.000 %	Total:	\$292,456.00
								LEA-wide Total:	\$247,903.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$44,553.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.9	Reading Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-81	\$50,000.00	
1	1.11	Improvement Coach (Formerly Equity TOSA)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-8		
2	2.2	Tier 2/Counseling Curriculum/Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-8		
2	2.4	PBIS Support and Safety position	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Campbell School of Innovation TK-8	\$2,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$1,116,698.00	\$1,183,533.07

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Staff Stipends	Yes	\$3,000.00	\$6,400
1	1.2	Staff Stipends	No	\$3,000.00	\$8,750
1	1.3	Substitutes	No	\$15,000.00	\$13,000
1	1.4	Instructional Aide for Library	No	\$54,625.00	\$45,896.69
1	1.5	Special Teachers - No longer funding			\$0
1	1.7	Contracted Services	No	\$30,000.00	\$24,000
1	1.8	Instructional Aides - Hourly	No	\$1,000.00	\$750
1	1.9	Books and Supplies	No	\$60,000.00	\$60,000
1	1.10	Total Services and Other Expenses	No	\$4,000.00	\$4,000
1	1.11	Student Field Trips	No	\$20,000.00	\$8,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Equipment Maintenance	No	\$4,000.00	\$6,000
1	1.13	Elective Support Materials	No	\$10,000.00	\$10,000
1	1.14	Reading Intervention Teacher		\$111,884.00	114,448.33
1	1.15	Assistant Principal	No	\$221,326.00	\$237,483.47
1	1.16	Equity Coach		\$136,019.00	\$158,095.15
1	1.17	MTSS Aide	No	\$50,217.00	\$41,624.83
2	2.1	Coaches, Athletic Director, Uniforms and Equipment	No	\$25,000.00	\$37,200
2	2.2	Middle School Team Building Field trip - no longer funding			\$0
2	2.3	Parent Education Series			\$0
2	2.4	Tier 2/Counseling Curriculum/Materials	Yes	\$2,000.00	\$350
2	2.5	School Counselors	No	\$257,728.00	\$249,900
2	2.7	PBIS Support and Safety position		\$42,553.00	\$76,628.86
3	3.1	Caterers/Restaurants	No	\$1,000.00	\$4,700
3	3.2	Translators	Yes	\$100.00	\$20
3	3.3	Supplies/Food	No	\$250.00	\$1,900
3	3.4	Supplies for Showcase Event	No	\$1,000.00	\$800

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Speaker Fees	No	\$2,000.00	\$0
3	3.6	Community Liaison position	No	\$60,996.00	\$73,585.74

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$5,100.00	\$9,120.00	(\$4,020.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Staff Stipends	Yes	\$3,000.00	\$8,750.00		
2	2.4	Tier 2/Counseling Curriculum/Materials	Yes	\$2,000.00	\$350.00		
3	3.2	Translators	Yes	\$100.00	\$20.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0%	0.000%	\$9,120.00	0.000%	0.000%	\$0.00	0.000%

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]
Campbell Union School District	Xyzy Godfrey Principal	xgodfrey@campbellusd.org 408-364-4222

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	<p>As reported on each school's 2020.2021 SARC:</p> <ul style="list-style-type: none"> No teachers are missassigned, no positions are vacant 100% of students have access to standards aligned instructional materials. FIT Score: CSI 96.82 	<p>2021.2022</p> <p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> 100% of students have access to standards aligned instructional materials. FIT Score: 97.08 	<p>2022-2023</p> <p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> 100% of students have access to standards aligned instructional materials. <p>FIT Score: 97.40</p>	<p>2023-2024</p> <ul style="list-style-type: none"> For 2022.2023, 0 teachers were mis-assigned. For 2023.2024, 0 positions are vacant. 100% of students have access to standards aligned instructional materials. <p>FIT Score: 99.38%</p>	<p>Maintain 0% of Misassigned teachers.</p> <p>Maintain 100% of student access to standards aligned instructional materials.</p> <ul style="list-style-type: none"> FIT Score: CSI 96.82

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> • ELA: 5 (Full Implementation) • Math: 3 (Initial Implementation) • ELD: 3 (Initial Implementation) 	<ul style="list-style-type: none"> • ELA: 5 (Full Implementation) • Math: 3 (Initial Implementation) • ELD: 3 (Initial Implementation) 	<ul style="list-style-type: none"> • ELA: 5 (Full Implementation) • Math: 4 (Full Implementation) • ELD: 3 (Initial Implementation) 	
<p>Literacy: Increase the number of 3rd and 6th grade students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.</p>	<p>2018.2019 SBAC Reading Claim Results</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> • Overall: 72% • EL: N/A • SWD: N/A • SED: N/A <p>6th Grade:</p> <ul style="list-style-type: none"> • Overall: N/A • EL: N/A • SWD: N/A • SED: N/A <p>6th grade was added to CSI in 20-21</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>Metric removed.</p>	<p>Metric Removed</p>	<p>Metric removed.</p> <p>2023.2024 SBAC Reading Claim Desired Outcome</p> <p>3rd Grade:</p> <ul style="list-style-type: none"> • Overall: 84% • EL: * • SWD: * • SED: * <p>6th Grade:</p> <ul style="list-style-type: none"> • Overall: 80% • EL: * • SWD: * • SED: * <p>In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					students had tested.
<p>Literacy: Increase the percent of students who reach “At or Above Benchmark” Overall on DIBELS assessment by 7% each year and on each subtest:</p> <ul style="list-style-type: none"> Kindergarten PSF (Phonemic Awareness) 1st NWF (Decoding) 2nd ORF (Reading Fluency) 	<p>Winter 2021 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 62% EL: 44% SWD: 18% SED: 38% <p>By Grade Level</p> <ul style="list-style-type: none"> K: 61% 1: 54% 2: 72% <p>By Subtest</p> <ul style="list-style-type: none"> K PSF: 32% 1st NWF: 65% 2nd ORF: 74% 	<p>Metric adjusted. Subtest metrics removed beginning 2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments.</p> <p>Winter 2022 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 67% EL: 51% SWD: Data not available for this student group at this time. SED: 45% <p>Grade Level: Winter</p> <ul style="list-style-type: none"> K: 62% 1: 73% 2: 65% <p>Subtest: Winter</p> <ul style="list-style-type: none"> K PSF: 79% 1st NWF: 75% 2nd ORF: 65% 	<p>Winter 2023 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 66% EL: 39% SWD: Data not available for this student group at this time. SED: 27% <p>Grade Level: Winter</p> <ul style="list-style-type: none"> K: 66% 1: 54% 2: 77% 	<p>Winter 2024 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 59% EL: 30% SWD: Data not available for this student group at this time. SED: 44% 	<p>Metric adjusted.</p> <p>Winter 2024 DIBELS Performance Desired Outcome</p> <ul style="list-style-type: none"> Overall: 80% EL: 67% SWD: 41% SED: 61% <p>By Grade Level</p> <ul style="list-style-type: none"> K: 79% 1: 72% 2: 90% <p>By Subtest</p> <ul style="list-style-type: none"> K PSF: 52% 1st NWF: 85% 2nd ORF: 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy: Grades 6-8: 9.4% annually; +28% by 2023.2024 Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics: Grades 6-8: 11.4% annually; +34% by 2023.2024 Grades 2-5: 9% annually; +26% by 2023.2024</p>	<p>iReady: Reading Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 60% EL: 20% SWD: 43% SED: 43% <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 74% EL: 46% SWD: 52% SED: 44% <p>iReady: Mathematics Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 50% EL: 9% SWD: 33% SED: 40% <p>• Spring: Grades 1-5:</p> <ul style="list-style-type: none"> Overall: 64% EL: 43% SWD: 46% SED: 34% <p>Note: ELE Reading reports 2-5 as DIBELS/IDEL is used</p>	<p>iReady: Reading Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 47% EL: 4% SWD: 24% SED: 38% <p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 67% EL: 28% SWD: 36% SED: 42% <p>iReady: Mathematics District Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 39% EL: 12% SWD: 24% SED: 20% <p>• iReady Math Spring: Grades 1-5:</p> <ul style="list-style-type: none"> Overall: 51% EL: 14% SWD: 36% SED: 22% 	<p>Metric Adjusted. Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>iReady: Reading Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 50% EL: 10% SWD: 24% SED: 23% <p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 52% EL: 13% SWD: 20% SED: 26% <p>iReady: Mathematics District Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 34% EL: 11% SWD: 12% SED: 14% <ul style="list-style-type: none"> iReady Math Spring: Grades 1-5: Overall: 38% 	<p>Metric Adjusted Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>iReady: Reading Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 44% EL: 2% SWD: 31% SED: 14% <p>iReady: Reading Winter: Grades 2-5</p> <ul style="list-style-type: none"> Overall: 57% EL: 2% SWD: 30% SED: 26% <p>iReady: Mathematics District Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 40% EL: 5% SWD: 27% SED: 17% <p>iReady: Mathematics District Winter: Grades 1-5</p> <ul style="list-style-type: none"> Overall: 41% 	<p>iReady: Reading Performance Desired Outcome Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 75% EL: 40% SWD: 53% SED: 63% <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 89% EL: 66% SWD: 72% SED: 64% <p>iReady: Mathematics Winter: Grades 6-8</p> <ul style="list-style-type: none"> Overall: 65% EL: 29% SWD: 63% SED: 60% <ul style="list-style-type: none"> Spring: Grades 2-5: Overall: 79% EL: 63% SWD: 66% SED: 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	at K and 1.		<ul style="list-style-type: none"> EL: 14% SWD: 16% SED: 15% 	<ul style="list-style-type: none"> EL: 2% SWD: 17% SED: 15% 	
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually.</p> <p>Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.</p> <p>Rationale: Black/African American student performance on the SBAC is flat year over year in Mathematics, with declining performance in English Language Arts. Hispanic/Latino students comprise nearly half (46.89%) of CUSD’s total enrollment (3,270 of</p>	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> Overall: 67% Black/African American: N/A <p>Hispanic/Latino: 50%</p> <ul style="list-style-type: none"> SED: 39% EL: N/A <p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> Overall: 60% Black/African American: N/A <p>Hispanic/Latino: 31%</p> <ul style="list-style-type: none"> SED: 28% EL: 0% 	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>2021-2022 SBAC: English Language Arts</p> <ul style="list-style-type: none"> Overall: 55% Black/African American: N/A <p>Hispanic/Latino 31%</p> <ul style="list-style-type: none"> SED: 30% EL: N/A <p>2021.2022 SBAC: Mathematics</p> <ul style="list-style-type: none"> Overall: 44% Black/African American: N/A <p>Hispanic/Latino: 21%</p> <ul style="list-style-type: none"> SED: 21% EL: 9% 	<p>2022-2023 SBAC: English Language Arts</p> <ul style="list-style-type: none"> Overall: 54% Black/African American: N/A <p>Hispanic/Latino 32%</p> <ul style="list-style-type: none"> SED: 22% EL: 13% <p>2021.2022 SBAC: Mathematics</p> <ul style="list-style-type: none"> Overall: 41% Black/African American: 50% <p>Hispanic/Latino: 14%</p> <ul style="list-style-type: none"> SED: 15% EL: 10% 	<p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> Overall: 82% Black/African American: 57% Hispanic/Latino: 70% SED: 59% EL: 22% <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> Overall: 75% Black/African American: 51% Hispanic/Latino: 51% SED: 48% EL: 20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6,974). Low SES students are just over forty-percent (42.08%) of total enrollment (2,935 of 6,974). One quarter (25.98%) of total enrolled students are English Learners (1,812 of 6,974).</p> <p>Source: Source: 2019-CAASPP Research File</p>					
<p>Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.</p>	<p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> Grade 4: 56% (-4% from 2017.2018) <p>Note: Cohort established in 2021.2022, with goals in 2022.2023 using semi-matched cohort performance in mathematics.</p>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	Metric removed.	Metric Removed	<p>Metric removed.</p> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> Grade 4: 71%
<p>Science: Increase the number of 5th and 8th</p>	<p>2018-2019 CAST Results</p>	Metric on hold.	2021-2022 CAST Results	2021-2022 CAST Results	2023.2024 CAST Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>grade students who are on the CAST assessment by 5% annually.</p> <p>Rationale: In 2018.2019, 43.47% of 5th grade students were Level 2: Standard Nearly Met with a mean scaled score of 206.2. (Mean Scale Score range of 214-230 for Level 3: Standard Met).</p>	<p>Grade 5</p> <ul style="list-style-type: none"> Overall: N/A EL: N/A SWD: N/A SED: N/A <p>Grade 8:</p> <ul style="list-style-type: none"> Overall: N/A EL: N/A SWD: N/A SED: N/A <p>Note: CSI only had TK-4th grade students in 2018.2019</p>	<p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>Grade 5</p> <ul style="list-style-type: none"> Overall: 63% Hispanic/Latino: 18% EL: SWD: SED: <p>Grade 8:</p> <ul style="list-style-type: none"> Overall: N/A EL: N/A SWD: N/A SED: N/A <p>Note: CSI only had TK-7th grade students in 2021-2022</p>	<p>Grade 5</p> <ul style="list-style-type: none"> Overall: 53% Hispanic/Latino: % EL: N/A SWD: N/A SED: 30% <p>Grade 8: 33%</p> <ul style="list-style-type: none"> Overall: N/A EL: N/A SWD: N/A SED: 21% 	<ul style="list-style-type: none"> Grade 5: 57% Grade 8: 56%
<p>Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).</p>	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 22 Percent of ELs making at least one level of progress: 41% 	<p>Metric on hold.</p> <p>CUSD uses the California State Dashboard measure for English Learner Progress for this metric.</p> <p>Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition.</p>	<p>2021.2022 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 22 Percent of ELs making at least one level of progress: 40.9% 	<p>2021.2022 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 73 Percent of ELs making at least one level of progress: 52% 	<p>Updated 2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> The percentage of EL students making at least one level progress 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
		A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.			<p>2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> Increase the percent of EL students making at least one level progress to 56% on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.
Increase the percent of Redesignated ELs by at least 3% annually.	<p>2019.2020 Redesignation</p> <ul style="list-style-type: none"> Total Number of ELs: 65 <p>Redesignated:</p> <ul style="list-style-type: none"> Number: 4 Percent: 6% <p>Note: Total number of ELs as of 10.2.19 (as of Census Day and completion of Initial ELPAC)</p>	<p>2020.2021 Redesignation</p> <ul style="list-style-type: none"> Total Number of ELs: 79 Number Redesignated: 1 Percent Redesignated: 1% <p>Note: Total number of ELs as of 2021.11.20.</p>	<p>2021.2022 Redesignation</p> <p>Total Number of ELs: 84</p> <ul style="list-style-type: none"> Number Redesignated: 19 Percent Redesignated: 23% <p>Note: Total number of ELs as of 2021.10.6</p>	<p>2022.2023 Redesignation</p> <p>Total Number of ELs: 110</p> <ul style="list-style-type: none"> Number Redesignated: 20 Percent Redesignated: 18% <p>Note: Total number of ELs as of 2022.10.5</p>	<p>2023.2024 Redesignation Desired Outcome</p> <ul style="list-style-type: none"> Total Percent of ELs Redesignated: 21%

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.

During the 2023-2024 school year, we carried out many of the planned actions to achieve the goal of implementing high quality instruction for all students.

Additional actions that were made to continue our vision of providing an innovative learning experience:

We had our Admin attend a tour of the Design 39 campus. We also had four staff members attend the Design 39 conference to expand our understanding of the vision implementing innovative practices as a system.

In addition, members of the Leadership Team visited a Solution Tree conference focused on the needs of English Language Learners and led staff meetings upon their return.

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.

1.1 Teachers Hourly: We had an increased amount of staff willing to teach intervention groups after school.

1.2 Teacher Committees: Admin added a PBIS committee to review and support tier one instruction for CSI.

1.11 PTO supported field trips, resulting in less site funding.

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

We found the after school interventions led by classroom teachers to be beneficial for student learning. Having shared leadership opportunities resulted in increased committee membership to allow for time to reflect on school side systems of support in providing high quality instruction.

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.

Based on reflections, we will continue to plan to fund teachers for after school interventions. We will monitor iReady and Dibel data to determine effectiveness. We have increased our funding for conferences and PD to reflect our commitment to innovation and the design process.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain.</p> <p>Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain.</p>	<p>2019.2020 Suspension Rate</p> <ul style="list-style-type: none"> Overall: 0.4% EL: 0% SWD: 2.6% SED: 0% Black/African American: 0% Hispanic/Latino: 0% 	<p>Metric Adjusted for 2022.2023</p> <p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2020.2021 Suspension Rate:</p> <ul style="list-style-type: none"> Overall: 0% EL: 0% SWD: ** SED: ** Black/African American: 0% Hispanic/Latino: 0% 	<p>2021.2022</p> <p>CSI Suspension Indicator Status:</p> <ul style="list-style-type: none"> Overall: Medium EL: Medium SWD: Medium SED: High Black/African American: N/A Hispanic/Latino: Medium <p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified</p>	<p>2022.2023</p> <p>CSI Suspension Indicator Status:</p> <p>Overall: High</p> <p>EL: High</p> <p>SWD: Very High</p> <p>SED: Very High</p> <p>Black/African American: N/A</p> <p>Hispanic/Latino: Very High</p>	<p>Metric Adjusted.</p> <p>Updated 2023.2024 Suspension Desired Outcome</p> <ul style="list-style-type: none"> Status of Very Low or Low Overall and for all Student Groups. <p>As needed, the suspension metric will be updated based on California School Dashboard results.</p> <p>2023.2024 Suspension Rate Desired Outcome</p> <ul style="list-style-type: none"> Overall: 0.4% EL: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>**DataQuest: Disabled Subgroup Filter To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>	Need.'		<ul style="list-style-type: none"> • SWD: 2 % • SED: 0% • Black/African American: 0% • Hispanic/Latino: 0%
<p>Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group.</p> <ul style="list-style-type: none"> • Overall reduce by 300; 100 annually. • ELs and SWDs reduce by 	<p>2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression</p> <ul style="list-style-type: none"> • Overall: 51 • EL: 2 • SWD: 20 • SED: 19 • Hispanic/Latino: 12 	<p>Metric Removed.</p> <p>CUSD monitors ODRs locally.</p> <p>2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:</p> <ul style="list-style-type: none"> • Overall: 4 • EL: 0 • SWD: 1 • SED: 1 • Hispanic/Latino: 1 	Metric Removed.	Metric Removed	<p>Metric Removed.</p> <p>2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression</p> <p>Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 45 • EL: 3 • SWD: 18 • SED: 16 • Hispanic/Latino: 10 <p>Since we are adding</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TBD; TBD annually. <ul style="list-style-type: none"> SED and Hispanic reduce by TBD; TBD annually. 					more students and grade levels to our school, we have accounted for this increase in our desired outcomes.
Decrease the overall Chronic Absenteeism rate by 0.5% annually. Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	2019.2020 Chronic Absenteeism Rate <ul style="list-style-type: none"> Overall: 5.93% EL: 14.5% SWD: 11.1% SED: 12.05% 	2020.2021 Chronic Absenteeism Rate: <ul style="list-style-type: none"> Overall: 5.4% EL: 7.3% SWD: 6.1% SED: 10.2% 	2021.2022 Chronic Absenteeism Rate: <ul style="list-style-type: none"> Overall: 12.2% EL: 22.7% SWD: 26.8% SED: 28.2% 	2022.2023 Chronic Absenteeism Rate: <ul style="list-style-type: none"> Overall: 16.7% EL: 26.4% SWD: 25.6% SED: 29.3% 	2023.2024 Chronic Absenteeism Rate Desired Outcome <ul style="list-style-type: none"> Overall: 3.75% EL: % SWD: % SED: %
Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Students Grades 3-8: 91% Teachers and Staff: 91% 	Metric Adjusted for 2022.2023 CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Participation: <ul style="list-style-type: none"> Students Grades 3-8: Fall 76%; Spring 87% Teachers and Staff: Fall 78%; Spring 72% 	2022.2023 Panorama Survey Participation: <ul style="list-style-type: none"> Students Grades 3-8: Fall 87%; Spring 95% Teachers and Staff: Fall 83%; Spring 77% 	2023.2024 Panorama Survey Participation Students Grades 3-8: Fall 95% Teachers and Staff: Fall 86%	Metric Adjusted. Updated Desired Outcome for 2023.2024: <ul style="list-style-type: none"> 95% participation for staff and students in Fall and Spring. 2023.2024 Fall Panorama Survey Participation Rate Desired Outcome

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<ul style="list-style-type: none"> • Students Grades 3-8: 95% • Teachers and Staff: 95%
<p>Increase favorable response to Emotional Regulation (grades 3-8) and Sense of Belonging (grades 6-8) in Fall 2021 Panorama Survey to 80% (12% annually).</p>	<p>2020.2021 Fall Panorama Survey Student Responses</p> <ul style="list-style-type: none"> • Emotional Regulation (grades 3-5): 47%. Grade 6: 50% • Sense of Belonging (grades 6-8): 51% <p>*CSI only has grade 6 at this time</p>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD now includes Fall and Spring Panorama results.</p> <p>2021.2022 Panorama Survey Student Responses:</p> <ul style="list-style-type: none"> • Emotional Regulation (grades 3-8): • ELE: Fall 47%; Spring 57% • MS: Fall 47%; Spring 59% • Sense of Belonging (grades 6-8): Fall 52%; Spring 46% 	<p>Metric Adjusted for 2023-2024. CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.</p> <p>Emotional Regulation not measured in 22-23. Supportive Relationships added in 22-23.</p> <p>2022.2023 Panorama Survey Student Responses:</p> <ul style="list-style-type: none"> • Sense of Belonging (grades 6-8): Fall 48%; Spring 43% 	<p>2023.2023 Panorama Survey Student Responses:</p> <ul style="list-style-type: none"> • Sense of Belonging • ELE: Spring 60% Fall 68% • MS: Spring 43%, Fall 43% <p>Supportive Relationships: ELE: (grade 3-6) Spring: 82% Fall 79% MS: Spring 88% Fall 88%</p>	<p>Metric Adjusted.</p> <p>CUSD now includes Fall and Spring Panorama results. Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> • Emotional Regulation (grades 3-8): 80% for Fall and Spring • Sense of Belonging (grades 6-8): 80% for Fall and Spring <p>2023.2024 Fall Panorama Survey Student Responses Desired Outcome</p> <ul style="list-style-type: none"> • Emotional Regulation (grades 3-8): 75% • Sense of Belonging

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					(grades 6-8): 80%
Complete narrative summary for LCFF Priority 6: School Climate.	<p>Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.</p> <p>In Fall 2021, results will be entered on the California School Dashboard, resulting in a status of "Met" for all schools on the California School Dashboard.</p>	<p>Metric Adjusted for 2022.2023</p> <p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.</p> <p>Overall Mean of at least 4.5 for questions; Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome to be set in 2022.2023.</p> <p>2021.2022 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> I feel safe at my school: 3.81; 28.14% School rules are fair: 3.68; 23.14% My school is clean: 3.27; 15.65% 	<p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> I feel safe at my school: 3.65; 24.16% School rules are fair: ; 3.43; 13.76% My school is clean: 2.64; 5.28% Students are nice to each other at my school: 2.94; 9.03% I like going to my school each day: 3.34; 19.6% 	<p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> I feel safe at my school: 3.63, 23.27 School rules are fair: 3.32, 16.48% My school is clean: 2.63, 3.06% Students are nice to each other at my school: 3.01, 9.5% I like going to my school each day: 3.32, 20.56% 	<p>Updated Desired Outcome: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline.</p> <p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>Metric Adjusted.</p> <p>The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> Students are nice to each other at my school: 3.15; 10.35% I like going to my school each day: 3.79; 35.93% 			2023 California School Dashboard.
Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: <ul style="list-style-type: none"> CSI: 98.16% 	N/A	2021.2022 Annual Attendance Rate: <ul style="list-style-type: none"> CSI: 94.31% 	2022-2023 Annual Attendance Rate: <ul style="list-style-type: none"> CSI: 93.8% 	Metric Added. 2023.2024 Attendance Rate Desired Outcome <ul style="list-style-type: none"> CSI: At least 98%
Maintain Middle School Drop Out Count of 0.	Metric Added. 2020.2021 Middle School Drop Out Count <ul style="list-style-type: none"> CSI: 0 	N/A	2021.2022 Middle School Drop Out Count <ul style="list-style-type: none"> CSI: 0 	2022.2023 Middle School Drop Out Count <ul style="list-style-type: none"> CSI: 0 	Metric Added. 2023.2024 Middle School Drop Out Desired Outcome <ul style="list-style-type: none"> CSI: 0
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate CSI <ul style="list-style-type: none"> Overall: 0.0% EL: 0.0% SWD: 0.0% SED: 0.0% 	N/A	2021.2022 Expulsion Rate CSI <ul style="list-style-type: none"> Overall: 0.1% EL: 0.0% SWD: * SED: * *To protect student	2021.2022 Expulsion Rate CSI <ul style="list-style-type: none"> Overall: 0.24% EL: 0.0% SWD: * N/A SED: * N/A 	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: CSI <ul style="list-style-type: none"> Overall: 0.0% EL: 0.0% SWD: 0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			privacy, reporting for these programs are disabled when the count of suspensions or expulsions is less than 5.		<ul style="list-style-type: none"> • 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.

We did not make any changes between our planned actions and actual implementation.

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

2.1 Coaches/AD: We had carry over dues from the previous year to pay for referees and Assistant League fees. We also rolled out two new sport teams this year with increased participation.

2.4 Tiered Two Counseling Materials: We did not have a need for materials this year.

2.7 PB&Safety Position: CUSD had a 7% salary increase plus negotiate step increase. We will adjust for next year.

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

We are very pleased and proud of how CSI is comparable to the other middle schools in offering after school sports. We had coaches for each team which allowed for increased participation when compared to previous years. The Positive Behavior and Safety position supported tier one SEL instruction and lead the CICO tier two interventions, we found this to be successful for students and staff.

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.

Based on reflections, we will communicate to staff who support SEL through CICO system that we have a budget to support their efforts. We noticed we did not spend as much within that area and think it will support our desired outcomes of tier two and tier three behavioral support.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete self-reflection tool for LCFF Priority 3: Parent and Family Engagement.	<p>School Site Council (SSC) and English Learner Advisory Committees (ELAC) completed the LCFF Priority 3 self-reflection with the following results:</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: CSI: 3 (Initial Implementation)</p> <p>LEA's progress in providing families with information and resources to support</p>	<p>The School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2021.2022: CSI</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> • Outcome: 3 (Initial Implementation) 	<p>The School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2022.2023: CSI</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> • Outcome: 4 (Full Implementation) 	<p>The School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results:</p> <p>2023.2024: CSI</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children:</p> <ul style="list-style-type: none"> • Outcome: 3 (Initial Implementation) 	CSI Rubric score of 5: Full implementation and sustainability in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>student learning and development in the home: CSI: 1 (Exploration and Research Phase)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: CSI: 3 (Initial Implementation)</p>	<p>LEA's progress in providing families with information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> • Outcome: 5 (Full Implementation & Sustainability) <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> • Outcome: 4 (Full Implementation) 	<p>LEA's progress in providing families with information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> • Outcome: 5 (Full Implementation & Sustainability) <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> • Outcome: 4 (Full Implementation) 	<p>LEA's progress in providing families with information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> • Outcome: 3 (Initial Implementation) <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> • Outcome: 3 (Initial Implementation) 	
<p>Parent/Guardian participation in Fall Conferences will increase by 10% annually.</p>	<p>Fall 2021: 85%</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to</p>	<p>Metric Removed.</p>	<p>Metric Removed</p>	<p>Metric Removed.</p> <p>2023.2024 Parent/Guardian Fall Conference</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>identify strengths and focal areas and Parent/Family Satisfaction locally.</p>			<p>Participation Desired Outcome: 90%</p>
<p>Annually, 100% of school staff will receive professional development in the area of family engagement as measured by staff sign in sheets and feedback forms.</p>	<p>Note: Baseline set in Fall 2021.</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey and the self-reflection tool for LCFF Priority 3: Parent And Family Engagement to identify strengths and focal areas and Parent/Family Satisfaction locally.</p> <p>Parent and Family Engagement Strategies Training:</p> <ul style="list-style-type: none"> In January 2022, school staff participated in trainings offered by the Family Engagement Institute. Training topics were 	<p>Metric Removed.</p>	<p>Metric Removed</p>	<p>Metric Removed.</p> <p>2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Fall 2021 Baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		site determined.			
Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange	Spring 2021 Thought Exchange Participation: <ul style="list-style-type: none"> : TBD% 	Metric Adjusted. CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange. 2021.2022 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> 163 	CUSD used the Studer Education Parent/Family Satisfaction Survey. 2022.2023 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> 128 	2023.2024 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> 299 (50%) 	Metric Adjusted. 2023.2024 Desired Outcome: <ul style="list-style-type: none"> At least 196 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey Spring 2024 Thought Exchange Participation Desired Outcome: <ul style="list-style-type: none"> : TBD%
100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	Metric Added. 2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	N/A	N/A	2022.2023 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. <ul style="list-style-type: none"> 100% 	2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> CSI: 100% 				

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.

This year, we did increase spending on catering to promote a positive school culture and to bring the community together.

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

3.1: During the school year, we had multiple Professional Development (PD) days where school administrators decided to bring in lunch and snacks to maximize time on site. This, in addition to higher costs, resulted in change of budget.

3.2: Translators: We did not have the need for translators.

3.3: Supplies: Cost of supplies increased, as well as a increased use of supplies for staff meetings and community events that align to CSI's vision.

3.5: Speaker Fees: We did not hire any speakers for the year.

3.6 CUSD had a 7% salary increase, plus salary step increase for the position.

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

The community liaison has been crucial to our success to connecting with families. She has increased parent engagement in our ELAC meetings and has lead many after school community events. She has supported parents in filling out our volunteer packet to ensure they have access to volunteer into the classroom.

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.

Speaker Fees: No longer needed for the 23-24 school year as Admin led assemblies to align to Character Strong curriculum.

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.