

Local Control and Accountability Plan

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

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

General Information

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

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

The 12 schools that make up the district serve 6,183 students from Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno and Saratoga. CUSD consists of eight TK-5th grade schools, a TK-8th grade Dual Language (Spanish/English) school, a TK-8th grade Design Thinking School and two 6-8th grade middle schools. As of March 2024, our 6,183 students are made up of 21% white, 47% Hispanic, 17% Asian or Pacific Islander, 4% Black/African American and the remaining 11% represent non reported or mixed ethnic groups. Of the total enrollment in the 2023-2024, 29% are English Learners, 42% qualify for Free and/or Reduced lunch program and 12% are students who have an Individualized Education Plan. The ratio of students to teachers in our classrooms is as follows:

- Kindergarten-3rd Grade: 1:24
- Transitional Kindergarten: 1:12
- 4th-8th grade: 1:30

We are a diverse district that proudly educates students from toddlers to 8th grade. As the needs of our community changed to require more dual income families, we created daycare programs for toddlers that serve both community and staff members. We have preschools located on nine of our campuses because we believe that children must have access to high-quality early learning programs to set them up for school success. Our preschool programs proudly partner with our Special Education department to allow for inclusion opportunities for students in the general education setting. With state funding to support Universal Pre-Kindergarten, the district will begin the process to expand it for all four year olds by the year 2026. That timeline for eligible four year olds looks like this:

2023-24: 4 years old from September 1-April 2nd
2024-25: 4 years old from September 1-June 2nd
2025-26: 4 years old from September 1-August 30

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

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

While we are seeing student academic performance begin to rebound to pre-pandemic levels we are still experiencing increased chronic absenteeism that is consistently monitored. We are also continuing to experience declining enrollment in the district. The social-emotional needs of students are taking center stage as additional support is needed to ensure that basic emotional needs are being met. The focus on the whole child is our goal as teachers are challenged to find innovative ways to engage and inspire learning. The goals/metrics and the planned actions and services in the LCAP transparently address how we will implement improvement strategies to address the challenges facing our district. We consistently work with our educational partners to ensure that we are providing actions and services that will have a positive impact on student learning. We celebrate success as an organization and focus on knowing our impact on the overall learning process for adults and students alike. In the 2023-24 school year, we saw a rise in the number of Newcomer English Language learners and an increase in the number of students qualifying for free and/or reduced-price meals.

At Marshall Lane Elementary School, we believe every child deserves the opportunity to succeed. Our vision statement is "Marshall Lane will be a school where educators and parents collaborate to provide a rigorous and meaningful educational experience for all students in a supportive school environment." Our Mission Statement is "Marshall Lane is a community that is committed to inspiring and empowering life-long learners who possess the mindset and skills to thrive in a changing world". Our staff has also created a shared definition of collaboration. "Collaboration is sharing ideas, strategies, challenges, and solutions in a safe and trusting environment. We do this in order to meet the needs of our students." Our focus at Marshall Lane is on supporting our students and partnering with our parent community to provide the best possible educational experience for our students.

The population at Marshall Lane is diverse. Currently, we serve 436 students in a TK-5th. An onsite preschool operated by the Campbell Union School District serves an additional 32 students. Marshall Lane Elementary School serves 417 students and comprises 15% Hispanic, 33% Asian, .4% African American, 36% White, and the remaining 15.6% represent other ethnic groups. Of the total enrollment, 12.61% are English Language Learners, 10.78% are Socioeconomically Disadvantaged, and 6.42% of students have an Individualized Education Plan. (data pulled from Dataquest from CDE)

Marshall Lane is located in the city of Saratoga and serves students from the surrounding communities of Saratoga, Los Gatos, Monte Sereno, Campbell, and San Jose. We emphasize academic achievement within a nurturing environment. Our success over the years is attributed to a dedicated and hard-working staff, a well-rounded and challenging curriculum, active parental involvement, and a community devoted to supporting education.

Our school has received several awards in the past. Both the National Blue Ribbon Award and the California Distinguished School Award in 2012 and 2018 have been earned by our school. In addition, Marshall Lane was awarded the prestigious Caring School Climate Award for the 2014-2015 school year from Project Cornerstone. We also received a Bronze Award from Positive Behavior Intervention and Support (PBIS) in June 2019. Most recently, Marshall Lane was again honored by receiving a 2023 California Distinguished School Award.

The goals/metrics and the planned actions and services in the LCAP were created to address how we will implement improvement strategies to overcome the challenges facing our school. In the 2023-2024 school year, Marshall Lane has benefitted from the addition of a part-time administrator to support our instructional goals. Furthermore, in 2023-2024, the addition of an Equity TOSA has further augmented our ability to address the performance of students in need of greater support. We will continue work with stakeholders and parents to ensure that we are providing actions and services that will have a positive impact on student learning. At Marshall Lane, we celebrate successes as a school and focus on creating a lasting impact on the overall social/emotional health and academic progress of our students.

Our entire staff has worked tirelessly to provide a supportive and nurturing environment for for our students. Several social-emotional programs have been implemented to support the challenges that students have faced since March 2020. There has also been a focus on enhancing our academic program to address student needs and to move achievement forward. We will continue to use both academic and survey data to focus our efforts where they are most needed and work as a collaborative team to do our best academically, socially, and emotionally for the children who have been entrusted to us.

Reflections: Annual Performance

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

In examining our California Dashboard data, there was a lot to be proud of regarding student achievement. Our successes, indicated by blue or green indicators, include statewide testing results in ELA and Math for the following groups: overall, Asian, and White and English Learners. In terms of the suspension rate indicator, our greatest successes were with our socioeconomically disadvantaged and Hispanic subgroups, both of which were blue.

Our areas for improvement, where indicators were red on the California School Dashboard were our English Learner Progress and the suspension rate for students with disabilities.

Reflections: Technical Assistance

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

Not Applicable.

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.

Marshall Lane 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.

Marshall Lane 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.

Marshall Lane 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)	SSC meetings are held 4 times a year, where parents are given the opportunity to provide input on action items in the LCAP. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. Plus/Deltas are provided for feedback at the conclusion of each meeting.
English Language Acquisition Group (ELAC)	ELAC meetings are held 4 times per year, 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. Plus/Deltas are provided for feedback at the conclusion of each meeting.
Students	Focus groups occur 3 times a year in 3rd, 4th and 5th grades. The groups are diverse and represent the ethnic groups we serve in addition to students who self-report low engagement. Students are asked about issues at their schools that are going well and those that require improvement.
Teachers	Teacher input is solicited through weekly plus/deltas after each staff meeting and event. Teachers participate in decision making through leadership team meetings that occur 4 times a year. Leader rounding solicits information about the teacher experience via standardized questions.
Special Education	CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process

	(CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 23.24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students. Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level.
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff members	Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.
Parents/Guardians	Parents and guardians participate at Marshall Lane via monthly Principal's Coffees, School Site Council Meetings, PTA meetings, and English Language Acquisition Committee (ELAC) meetings. LCAP information is shared and input collected regularly throughout the year. Student data and survey results are also shared at this meeting. Weekly communication from the principal happens via ParentSquare posts.
PTA	Monthly PTA meetings occur at Marshall Lane, giving insight into volunteer opportunities, budget processes, etc.

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

Marshall Lane is generally recognized as a vibrant learning community with a stable and collaborative teaching staff and engaged parent community. The Marshall Lane community continues to seek ways to support students who are not meeting expectations. Support in terms of instructional aides to provide remedial literacy and math instruction has begun to address these concerns, but further study and implementation is required.

Our School Site Council (SSC) and our Parent/Teacher Association (PTA) have both discussed the need for counseling services for students who are exhibiting signs of stress or behavior that indicate the need for additional assistance. Currently, we are working with a counselor

from Skills for Kids, Parent, and Schools (SKIPS) four days per week. The counselor provides one-on-one counseling, meetings with parents, grade level projects for first and fourth-grade classes, and a social skills group. Although an increase in days of SKIPS from 3 to 4 has benefitted us this year, additional days are still needed.

Strong support has been voiced for continuing the following actions from our SSC, ELAC and PTA communities: Our Reading Intervention Teacher, TOSA, MTSS Instructional Aides, Library Media Aide, Assistant Principal, Recess 101 coach, and Parent Workshops. Newly, our parent teams have indicated a need to increase the number of counseling days to improve consistency for our students. Our ELAC and SSC teams are enthusiastic about the initiation of both a multicultural community event and a family "buddy" program to support families new to the site as well as partnering families requiring primary language support to navigate the campus and belongingness.

Our ELAC team continues to desire a strong ELD program at Marshall Lane. In lieu of an hourly teacher, we are pursuing increased support from our MTSS Instructional Aide and ongoing professional development in English Language Development.

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.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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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 3-5 • Overall: 84% • Socioeconomically Disadvantaged : 61% • Students with Disabilities: 38% • English Learners: 31% • White: 84% • Asian: 88% • Hispanic/Latino: 72% • Black:* 			<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 3-5 • Overall: 85% • Socioeconomically Disadvantaged : 61% • Students with Disabilities: 54% • English Learners: 41% • White: 82% • Asian: 91% • Hispanic/Latino : 75% • Black: * 			<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 • Overall: 67% • Socioeconomically Disadvantaged : * • Students with Disabilities: * • English Learners: * • White: 69% • Asian: 71% • Hispanic/Latino : * • Black: * 			<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: 30 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 36.7% 			<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>	

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"> • County • Number of ELs as of CalPads Census Date: 54266 • Number of ELs redesignated: 7087 • Percent of ELs redesignated: 31.5% • School • Number of ELs as of CalPads Census Date: 44 • Number of ELs redesignated (excludes K): 12 • Percent of ELs redesignated (excludes K): 27% <p>2023.2024 Number of Long Term English Learners (LTELS) in 8th grade as of Census Day:</p> <ul style="list-style-type: none"> • Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold. 			<p>Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27.</p> <p>LTEL Target Outcome: Not Applicable, does not currently meet LTEL enrollment threshold.</p>	
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1.6	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Reading Results</p> <ul style="list-style-type: none"> • Grades 2-5 • Overall: 76% • Socioeconomically Disadvantaged :42% • Students with Disabilities: 32% • English Learners: 27% • White: 75% • Asian: 82% • Hispanic/Latino : 59% • Black:* 			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</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 1-5 • Overall: 70% • Socioeconomically Disadvantaged :20% • Students with Disabilities: 33% • English Learners: 29% • White: 64% • Asian: 82% • Hispanic/Latino : 50% • Black: * 			<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. 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 Benchmark on DIBELS in grades K-2.</p> <p>Source: DIBELS/Amplify</p>	<p>2023.2024: Middle of Year DIBELS Results</p> <ul style="list-style-type: none"> • Grades K-2 • Overall: 79% • Socioeconomically Disadvantaged :47% • Students with Disabilities: 45% • English Learners:59% • White: 81% • Asian: 87% • Hispanic/Latino : 71% • Black:* 			<p>80% of students in grades K-2 scoring At or Above Benchmark on DIBELS by 26-27. Increase the percent of students in each student groups scoring At or Above Benchmark by 15 percentage points by 26-27.</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>2023.2024 Result</p> <ul style="list-style-type: none"> • 100% 			<p>Maintain 100% of students having access to standards aligned</p>	

	Source: School Accountability Report Cards (SARCs)				instructional materials.	
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"> 100% 			Maintain a FIT Score of at least 95%.	
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>	Not Applicable, District Level Metric.			Not Applicable, District Level Metric.	
1.13	Instructional Leadership Teams (ILTs) at each CUSD school complete	2023.2024 Ratings			Reach and maintain a rating of 5 (Full	

	<p>the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: 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 Arts: 4 English Language Development: 2 Math: 4 Next Generation Science Standards: 3 History/Social Studies: 3 			Implementation and Sustainability).	
1.16						

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	Professional Development	English Language training and support through professional development providers. This actions supports improvement of the student group indicator which is "red" by providing professional development to improve English Language acquisition for English Learners as measured by the ELPI indicator.	\$5,000.00	Yes
1.2	Provide a Credentialed Reading Intervention teacher	Increased or Improved Service: Reading is foundational and our goal as a district is to have every child read at or above grade level by 3rd grade. To assist students who are struggling in the area of reading, reading intervention teacher has been hired to work in small groups to target phonics, phonemic awareness, reading fluency, and reading comprehension for these children.	\$160,000.00	No
1.3	Multi-Tiered Systems of Support (MTSS) Aides	Employ Multi-Tiered Systems of Support (MTSS) Aide to provide additional reading support and behavioral support to give additional opportunities for students to receive help in their specific areas of need. To support the general education teacher, aide will offer support during Designated English Language Development instruction. This actions supports improvement of the student group indicator which is "red" by providing additional reading support to improve English Language acquisition for English Learners as measured by the ELPI indicator.	\$56,200.00	No
1.4	Library Aide	Employ a library aide to manage the collection, read stories to classes, and check out books to students and teachers.	\$30,000.00	No

1.5	Multi-Tiered Systems of Support (MTSS) Aides	Employ Multi-Tiered Systems of Support (MTSS) Aide to provide additional reading support and behavioral support to give additional opportunities for students to receive help in their specific areas of need. To support the general education teacher, aide will offer support during Designated English Language Development instruction. This actions supports improvement of the student group indicator which is "red" by providing additional reading support to improve English Language acquisition for English Learners as measured by the ELPI indicator.	\$51,700.00	No
1.6	Assistant Principal (part-time)	Employ a part-time assistant principal to provide tier 1 instructional support for teachers, guidance in our tiered supports for students showing needs and behavior support to keep students in classrooms.	\$90,000.00	No
1.7	Improvement Coach (Formerly Equity TOSA)	Employ part-time Improvement Coach (instructional support) to provide tier 1 instructional support for teachers, particularly in ELD and UDL strategies. This actions supports improvement of the student group indicator which is "red" by providing an Improvement Coach to support continuous improvements efforts in English Language acquisition strategies for English Learners as measured by the ELPI indicator.	\$87,500.00	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 needs and it helps us respond to instruction in professional learning communities. This goal was created to help the district establish a clear and articulated multi-tiered system of support. District data in this area indicates that we have a higher percentage of suspensions and absences for specific student-groups. Actions in this area will be designed to improve outcomes for all students, with targeted intervention for sub-groups where data indicates need. This goal is also important to help us reach our goals associated with becoming an anti-racist organization. As part of this work we aligned a goal to normalize conversations about race. This supports the healthy social emotional development of all students in our system. We must transparently identify and deconstruct issues of race and bias that are negatively impacting our system.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate • 95.31%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates • Overall: 9.3%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	<ul style="list-style-type: none"> • Socioeconomic ally Disadvantaged : 22% • Students with Disabilities: 16.1% • English Learners: 12.7% • White: 7.9% • Asian: 7.6% • Hispanic/Latino : 16.2% • Black: * 			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates <ul style="list-style-type: none"> • Overall: 2.3% • Socioeconomic ally Disadvantaged : 0% • Students with Disabilities: 6.1% • English Learners: 1.6% • White: 2.4% • Asian: 2.1% • Hispanic/Latino : 0% • Black: * 			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	
2.4	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.			Not Applicable, Middle School Metric.	

	Middle School Drop Out Count Source: CalPads				
2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate <ul style="list-style-type: none"> 0% 			Decrease the Expulsion Rate to 0.0%.
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8) Source: Panorama	2023.2024 Results <ul style="list-style-type: none"> Grades 3-5 Overall: 73% Students with Disabilities: 77% English Learners: 70% 			Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8): <ul style="list-style-type: none"> I feel safe at school. My school is clean. Source: Annual Student Survey Results.	2023.2024 Ratings <ul style="list-style-type: none"> Grades 3-5 Overall Rating I feel safe at school: 4.09 My school is clean: 3.63 Top Box Percent: I feel safe at school: 39.69% My school is clean: 23.83% 			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question.

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Fund a counselor from Skills for Kids, Parents, and Schools (SKIPS) to support students who require counseling in the school setting	Continue our partnership with Skills for Kids, Parents, and Schools at Marshall Lane to provide counseling services for students who are struggling, social skills groups, and the "Lion Brian/Choice Brain" project for 1st grade and the "Brain Powers" project for 4th grade to support the social and emotional health of identified students. This actions supports improvement of the student group indicator which is "red" for Suspension by providing counseling support to Students with Disabilities.	\$46,000.00	No
2.2	Support staff with Toolbox materials	The contract for Toolbox will need to be renewed every school year. Additionally, training will need to be provided for any new teacher. There is	\$500.00	No

		an ongoing need for posters and other curriculum materials to continue this work each new school year.		
2.3	Project Cornerstone	Our district will continue our contract through the next school year supporting parent workshops. Site will refresh book titles as needed.	\$850.00	No
2.4	Recess 101	Behavior and socialization support for all students	\$57,000.00	No
2.5	Character Strong	Training and materials to support Social Emotional Learning. This actions supports improvement of the student group indicator which is "red" for Suspension by providing SEL support to Students with Disabilities.	\$500.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey. Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings <ul style="list-style-type: none"> Overall Satisfaction Rating: 4.30 Top Box Percent: 47.19% 			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	<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: 3.58 • Top Box Percent: 24.50% 			<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 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"> • 4 (Full 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	Provide Parent Education about topics of interest	Survey parents and identify speakers to address areas of need. Provide opportunities for parent engagement including parent workshops or Principal's Coffees.	\$1,000.00	No

3.2	Community Building	Site sponsored multicultural community building opportunities in to engage underrepresented families.	\$1,000.00	No
3.3	Buddy Family Program	To welcome new families and create connections with existing families, with particular emphasis on English Language Learners.	\$1,500.00	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
\$193,480.00	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development</p> <p>Need: English language learners need more support to acquire the English language and be able to participate in high quality English Language development. By provided professional</p>	Providing additional professional development and coaching to our teachers, better prepares them to be able to implement ELD in the classroom.	ELP Rating/Score and ELPAC Scores

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>development to our teachers, it prepares them and gives them the tools needed to support our English Language Learners.</p> <p>Scope: Schoolwide</p>		

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.

Marshall Lane Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 4.28%. 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		193,480.00		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	\$501,900.00		\$86,850.00		\$588,750.00	\$501,400.00	\$87,350.00

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	Professional Development	English Foster Low Learners Youth Income	Yes	Scho	English Learners Foster Youth Low Income	Specific Schools: Marshall Lane Elementary TK-5	2024-2025	\$0.00	\$5,000.00			\$5,000.00		\$5,000.00
1	1.2	Provide a Credentialed Reading Intervention teacher	K-3 struggling reading students in All	No				2024-2025	\$160,000.00	\$0.00	\$160,000.00				\$160,000.00
1	1.3	Multi-Tiered Systems of Support (MTSS) Aides	Students needing behavioral or reading support. All	No				2024-2025	\$56,200.00	\$0.00	\$56,200.00				\$56,200.00
1	1.4	Library Aide	All	No				2024-2025							\$30,000.00
1	1.5	Multi-Tiered Systems of Support (MTSS) Aides	All	No				2024-2025	\$30,000.00	\$0.00	\$30,000.00				\$51,700.00
1	1.6	Assistant Principal (part-time)	All	No				2024-2025	\$51,700.00	\$0.00	\$51,700.00				\$90,000.00
1	1.7	Improvement Coach (Formerly Equity TOSA)	All	No				2024-2025	\$90,000.00	\$0.00	\$90,000.00				\$87,500.00
1	1.8								\$87,500.00	\$0.00	\$87,500.00				

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
2	2.1	Fund a counselor from Skills for Kids, Parents, and Schools (SKIPS) to support students who require counseling in the school setting	Students with counseling needs All Students with Disabilities	No				2024-2025	\$26,000.00	\$20,000.00	\$26,000.00		\$20,000.00		\$46,000.00
2	2.2	Support staff with Toolbox materials	All	No				2024-2025	\$0.00	\$500.00			\$500.00		\$500.00
2	2.3	Project Cornerstone	TK to 5th grade All	No				2024-2025	\$0.00	\$850.00	\$500.00		\$350.00		\$850.00
2	2.4	Recess 101	All	No				2024-2025	\$0.00	\$57,000.00			\$57,000.00		\$57,000.00
2	2.5	Character Strong	All Students with Disabilities	No				2024-2025	\$0.00	\$500.00			\$500.00		\$500.00
3	3.1	Provide Parent Education about topics of interest	Parents of students All	No				2024-2025	\$0.00	\$1,000.00			\$1,000.00		\$1,000.00
3	3.2	Community Building	All	No				2024-2025	\$0.00	\$1,000.00			\$1,000.00		\$1,000.00
3	3.3	Buddy Family Program	English Language Learners All	No				2024-2025	\$0.00	\$1,500.00			\$1,500.00		\$1,500.00

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]
	193,480.00		0.000%		\$0.00	0.000%	0.000 %	Total:	\$0.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
This table is automatically generated and calculated from this LCAP.								
1	1.1	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Marshall Lane Elementary TK-5		

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$564,888.00	\$546,770.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
This table was automatically populated from the 2023 LCAP. Existing content should not be changed, but additional actions/funding can be added.					
1	1.1	Hire a credentialed ELD teacher	Yes	\$25,000.00	\$0.00
1	1.2	Provide a Credentialed Reading Intervention teacher	No	\$149,452.00	\$160,035.00
1	1.3	Multi-Tiered Systems of Support (MTSS) Aides	No	\$50,217.00	\$56,201.00
1	1.4	No longer funding - Math Instructional Aide			
1	1.5	Library Aide	No	\$32,089.00	\$28,814.00
1	1.6	Multi-Tiered Systems of Support (MTSS) Aides	No	\$51,700.00	\$33,446.00
1	1.7	Assistant Principal (part-time)	No	\$106,405.00	\$89,941.00
1	1.8	Equity Coach	No	\$68,125.00	\$87,498.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Fund a counselor from Skills for Kids, Parents, and Schools (SKIPS) to support students who require counseling in the school setting	No	\$22,400.00	\$34,000.00
2	2.2	Support staff with Toolbox materials	No	\$1,000.00	\$500.00
2	2.3	Project Cornerstone	No	\$500.00	\$350.00
2	2.4	Recess 101	No	\$57,000.00	\$55,885.00
3	3.1	Provide Parent Education about topics of interest	No	\$1,000.00	\$100.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$25,000.00	\$0.00	\$25,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
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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	Hire a credentialed ELD teacher	Yes	\$25,000.00	\$0.00		
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2023-24 LCFF Carryover Table

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

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]
Campbell Union School District	Amy Vanderbosch Principal	avanderbosch@campbellusd.org (408) 364-4259

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 Marshall Lane's 2020/2021 SARC:</p> <ul style="list-style-type: none"> No teachers are mis-assigned and no positions are vacant at Marshall Lane 100% of Marshall Lane students have access to standards-aligned instructional materials. FIT Score for 	<p>2021.2022</p> <p>0 teachers at Marshall Lane are mis-assigned for the 2021-2022 school year.</p> <p>0 positions are vacant at our school.</p> <p>100% of students have access to standards aligned instructional materials.</p> <p>FIT Score: 97.70</p>	<p>2022.2023</p> <p>0 teachers at Marshall Lane are mis-assigned for the 2021-2022 school year.</p> <p>0 positions are vacant at our school.</p> <p>100% of students have access to standards aligned instructional materials.</p> <p>FIT Score: 97.14</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. <p>100% of students have access to standards aligned instructional materials.</p> <p>FIT Score: 100</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"> Maintain or improve FIT Score for Marshall Lane.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Marshall Lane is 97.97				
Complete narrative summary for LCFF Priority 7: Access to a Broad Course of Study	PowerSchool data indicates that 100% of students in TK-5th grade at Marshall Lane have access to core subjects including Language Arts, Math, Science, Social Studies, and P.E.	2021.2022 PowerSchool data indicates that 100% of students in TK-5th at Marshall Lane 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-5 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.
Complete self-reflection tool for LCFF Priority 2: Implementation of State Academic Standards.	Overall Professional Learning for teaching academic standards: ELA: 4 (Full implementation)	The Instructional Leadership Team (ILT) at Marshall Lane completed the LCFF Priority 2 Self-Reflection tool with	The Instructional Leadership Team (ILT) at Marshall Lane completed the LCFF Priority 2 Self-Reflection tool with	2023.2024 Overall Professional Learning for teaching academic standards:	Improve rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Math: 4 (Full implementation) ELD: 4 (Full implementation)	the following results: 2021.2022 Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> • ELA: 4 (Full implementation) • Math: 4 (Full implementation) • ELD: 4 (Full implementation) 	the following results: 2022.2023 Overall Professional Learning for teaching academic standards: <ul style="list-style-type: none"> • ELA: 4 (Full implementation) • Math: 4 (Full implementation) • ELD: 3 (Initial implementation) 	<ul style="list-style-type: none"> • ELA: 4 (Full Implementation) • Math: 4 (Full Implementation) • ELD: 3 (Initial Implementation) 	
Literacy: Increase the number of 3rd and 6th grade students who are above or near standard in the Reading Claim area on the annual SBAC assessment by 3% annually.	2018/2019 SBAC Reading Claim Results Marshall Lane 3rd Grade: <ul style="list-style-type: none"> • Overall: 93% • EL: *% • SWD: * • SED: * 	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. For 2021.2022, there are no updates to state assessment results at this time. In 2019-2020, state testing was suspended. In 2020-2021, CUSD administered i-Ready in lieu of SBAC.	Metric removed.	Metric removed.	Metric removed. 2023/2024 SBAC Reading Claim Desired Outcome Marshall Lane 3rd Grade 2023/2024 SBAC Reading Claim Desired Outcome: <ul style="list-style-type: none"> • Overall: 88% • EL: 46% • SWD: * • SED: *

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Marshall Lane Winter 2021 DIBELS Performance</p> <p>*Overall Performance: 83%</p> <p>*EL:69%</p> <p>*SWD:40%</p> <p>*SED:57%</p> <p>Marshall Lane Winter 2021 DIBELS Overall Performance by Grade Level:</p> <p>*K:69%</p> <p>*1st:86%</p> <p>*2nd:92%</p> <p>Marshall Lane Winter 2021 DIBELS Performance by Subtest</p> <p>*K PSF: 16%</p> <p>*1st: NWF: 81%</p> <p>*2nd ORF: 92%</p> <p>Marshall Lane DIBELS Performance by Sub Group</p> <p>Kindergarten</p> <p>*SED: 29%</p> <p>*EL: 54%</p> <p>*SWD: 33%</p> <p>*White: 77%</p> <p>*Asian: 80%</p> <p>*Hispanic/Latino: 0%</p>	<p>Metric adjusted.</p> <p>Subtest metrics are to be removed beginning in the 2022-2023 school year. 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: 78% EL: 21% SWD: 25% SED 64% <p>Grade Level: Winter 2022</p> <ul style="list-style-type: none"> K: 67% 1: 76% 2: 87% <p>WINTER 2022 Subtest</p> <ul style="list-style-type: none"> K PSF: 78% 1st NWF: 75% 2nd ORF: 84% <p>Marshall Lane DIBELS Performance by Sub Group</p>	<p>Metric adjusted.</p> <p>Winter 2023 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 81% EL: 44% SWD: 42% SED: 44% <p>Grade Level: Winter 2023</p> <ul style="list-style-type: none"> K: 79% 1: 76% 2: 86% 	<p>Metric adjusted.</p> <p>Winter 2024 DIBELS Performance</p> <ul style="list-style-type: none"> Overall: 79% EL: 59% SWD: 45% SED: 47% 	<p>Metric adjusted.</p> <p>CUSD monitors subtest results locally through beginning, middle, and end of year assessments.</p> <p>Marshall Lane Winter 2024 DIBELS Performance Desired Outcome Rate: 97%</p> <ul style="list-style-type: none"> EL: 76% SWD: 47% SED: 64% <p>Marshall Lane Winter 2024 DIBELS Performance Desired Outcome by Grade Level</p> <ul style="list-style-type: none"> K: 76% 1: 93% 2: 97% <p>Marshall Lane Winter 2024 DIBELS Performance Desired Outcome by Subtest</p> <ul style="list-style-type: none"> K PSF: 25% 1st NWF: 86% 2nd ORF: 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Kindergarten *SED: 64% *EL: 76% *SWD: * *White: 88% *Asian: 98% *Hispanic/Latino: 64%			Marshall Lane DIBELS Performance by Sub Group Kindergarten *SED: 39 % *EL: 64% *SWD: 43% *White: 87% *Asian: 90% *Hispanic/Latino: 10%
<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</p>	<p>Marshall Lane iReady Reading for the 2020-201 school year.</p> <p>Performance: 86% of students reached "Early On" and "Mid or Above Grade Level" *EL:71% *SWD:47% *SED:63% White:86% Asian:87% Hispanic/Latino:80%</p> <p>Marshall Lane Spring iReady Math: Performance: 82% of students reached "Early On" and "Mid or Above Grade Level" *EL:63% *SWD:57%</p>	<p>iReady Reading Spring: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 83% EL: 43% SWD: 38% SED: 62% <p>Marshall Lane iReady Reading Performance by Sub Group *White: 79% *Asian: 85% *Hispanic/Latino: 69%</p> <ul style="list-style-type: none"> iReady Math Spring: Grades 1-5: Overall: 79% EL: 43% SWD: 42% SED: 52% 	<p>Metric Adjusted.</p> <p>CUSD reports Winter results on LCAP. Fall and Spring results are monitored locally.</p> <p>iReady Reading Winter: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 81% EL: 27% SWD: 31% SED: 47% <p>*White: 80% *Asian: 87% *Hispanic/Latino: 69%</p> <ul style="list-style-type: none"> iReady Math Winter: Grades 1-5: Overall: 72% EL: 42% SWD: 40% 	<p>CUSD reports Winter results on LCAP. Fall and Spring results are monitored locally.</p> <p>iReady Reading Winter: Grades 2-5:</p> <ul style="list-style-type: none"> Overall: 76% EL: 27% SWD: 32% SED: 42% <p>*White: 75% *Asian: 82% *Hispanic/Latino: 59%</p> <ul style="list-style-type: none"> iReady Math Winter: Grades 1-5: Overall: % EL: % SWD: % SED: % 	<p>Marshall Lane 2024 Spring iReady Reading Performance Desired Outcome: Grades 2-5</p> <ul style="list-style-type: none"> Overall: 91% EL: 81% SWD: 57% SED: 73% <p>White:91% Asian:92% Hispanic/Latino:85%</p> <p>Marshall Lane 2024 Spring iReady Math Performance Desired Outcome: Grades 2-5</p> <ul style="list-style-type: none"> Overall: 87% EL: 72% SWD: 66%% SED: 68% <p>White:89% Asian:92%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 2-5: 9% annually; +26% by 2023.2024	*SED:59% White:84% Asian:87% Hispanic/Latino:63%		<ul style="list-style-type: none"> • SED: 35% *White: 70% *Asian: 81% *Hispanic/Latino: 53%	*White: % *Asian: % *Hispanic/Latino: %	Hispanic/Latino:72%
<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>Marshall Lane 2018/2019 SBAC:</p> <p>English Language Arts</p> <p>Overall: 83.08% SED: 40.0% EL: 58% SWD: 56.0% White: 80.41% Asian: 93.59% Hispanic/Latino: 56.0% Black/African American: *</p> <p>Marshall Lane 2018/2019 SBAC:</p> <p>Mathematics</p> <p>Overall: 80.75% SED: 33.33% EL:52.24% SWD: 56.0% White: 80.41% Asian: 92.21% Hispanic/Latino: 46.15% Black/African American: *</p>	<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>Marshall Lane 2021.2022</p> <p>SBAC: English Language Arts</p> <p>Overall: 87% SED: 75% EL: 32% SWD: 48% White: 90% Asian: 88% Hispanic/Latino: 78% Black/African American: *</p> <p>SBAC: Mathematics</p> <p>Overall: 86% SED:69% EL:52% SWD: 52% White: 86% Asian: 89% Hispanic/Latino: 75% Black/African American: *</p>	<p>2022.2023</p> <p>SBAC: English Language Arts</p> <p>Overall: 84% SED: 61% EL: 31% SWD: 38% White: 84% Asian: 88% Hispanic/Latino: 72% Black/African American: *</p> <p>SBAC: Mathematics</p> <p>Overall: 85% SED:61% EL:41% SWD: 54% White: 82% Asian: 91% Hispanic/Latino: 75% Black/African American: *</p>	<p>Marshall Lane 2023/2024 SBAC</p> <p>Performance Desired Outcome: English Language Arts</p> <p>Overall:87% SED:45% EL:63% SWD:61% White: 85% Asian: 96% Hispanic/Latino:61% Black/African American: *</p> <p>Marshall Lane 2023/2024 SBAC</p> <p>Performance Desired Outcome: Mathematics</p> <p>Overall: 84% SED: 38% EL: 57% SWD: 61% White: 85% Asian: 95% Hispanic/Latino: 51% Black/African American: *</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.	<p>Marshall Lane 2018/2019 SBAC: Mathematics Comparison--Grade 3 & Semi-matched 4th grade cohort</p> <p>Overall: 79.31%</p> <ul style="list-style-type: none"> 7.79% from previous year 	<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 the i-Ready math assessments in lieu of SBAC.</p>	Metric removed.	Metric removed.	<p>Metric removed.</p> <p>Marshall Lane 2023/2024 SBAC: Mathematics Desired Outcome for Grade 4: 86%</p> <p>Overall: 86%</p>
Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually.	<p>2018-2019 Marshall Lane CAST Results</p> <p>*Overall: 74%</p> <p>*SED:*</p> <p>*EL:*</p> <p>*White:89%</p> <p>*Asian:86%</p> <p>*Hispanic:27%</p> <p>*Black*</p> <p>*not enough date to make a comparison</p>	<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</p>	<p>2022.2023 Marshall Lane (reported from 21-22)</p> <p>CAST Results</p> <p>*Overall: 72%</p> <p>*SED: 58%</p> <p>*EL:*</p> <p>*White: 71%</p> <p>*Asian: 70%</p> <p>*Hispanic:*</p>	<p>2022.2023 Marshall Lane</p> <p>CAST Results</p> <p>*Overall: 67%</p> <p>*SED:*</p> <p>*EL:*</p> <p>*White: 69%</p> <p>*Asian: 71%</p> <p>*Hispanic:*</p> <p>*Black/African American*</p>	<p>Marshall Lane 2023/2024 CAST Desired Outcome for Grade 5</p> <p>*Overall: 83%</p> <p>*SED:*</p> <p>*EL:*</p> <p>*White:94%</p> <p>*Asian:91%</p> <p>*Hispanic:36%</p> <p>*Black*</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(Note: 5th grade students in 2018.2019 will be in 8th grade in 2021/2022.)	i-Ready in lieu of SBAC.	*Black/African American*	*Data for less than 11 students suppressed to protect student privacy	
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>2019 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 32 Percent of ELs making at least one level of progress: 62.5% 	<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>A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.</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: 31 Percent of ELs making at least one level of progress: 61.3% 	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> Number of ELs who had current and prior year ELPAC scores: 30 Percent of ELs making at least one level of progress: 36.7% 	<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. <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 on the ELPAC based on an analysis of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					<p>2020-2021 Summative ELPAC results.</p> <p>Marshall Lane 2023-2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> • Increase the percentage of EL students making at least one level progress on the ELPAC based on an analysis of 2020-2021 Summative ELPAC results to 70%.
<p>Increase the percent of Redesignated ELs by at least 3% annually.</p>	<p>Note: Total number of ELs as of 10/2/19 (as of Census Day and completion of Initial ELPAC)</p> <p>*Total number of ELs at Marshall Lane that were Redesignated=55 Percent: 20%</p>	<p>2020.2021 Redesignation</p> <ul style="list-style-type: none"> • Total Number of ELs: 56 • Number Redesignated: 1 • Percent Redesignated: 2% 	<p>2021.2022 Redesignation</p> <ul style="list-style-type: none"> • Total Number of ELs: 55 • Number Redesignated: 16 • Percent Redesignated: 29% 	<p>2022.2023 Redesignation</p> <ul style="list-style-type: none"> • Total Number of ELs: 44 • Number Redesignated: 12 • Percent Redesignated: 27% 	<p>Marshall Lane 2023-2024 Redesignation Desired Outcome for percentage of ELs Redesignated: 25%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Note: Total number of ELs as of 11/20/2021	Note: Total number of ELs as of 10/06/2021	Note: Total number of ELs as of 10/05/2022	

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.

Under the category of staffing, below are the two planned actions that we were unable to implement for the current school year:
 Action 1.1: Posted ELD position remained unfilled. Designated and integrated ELD instruction has been provided by teachers. Training has been provided in support of this effort.
 Action 1.6: MTSS aide position was unfilled for part of the year.

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

Action 1.1: Budget for ELD teacher remained unused. Position was posted, but no viable candidates applied.
 Action 1.6: The budget for our MTSS aide position was underutilized. Although the position was posted, we did not have a candidate until late December.
 Action 1.8: Budgeted amount for an Equity Coach was low. The final expenditure for the candidate assigned was approximately \$20,000 higher than budgeted.

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

Action 1.1: The loss of our full-time ELD teacher mid-year left our teachers unsupported to provide instruction for the remainder of the year. Our ELPAC proficiency levels were an obvious result at a decline of 24.6% proficient.
 Action 1.2: Based on DIBELS data, students in subgroups increased across the board. 19/44 students with her support have made some growth from BOY to MOY. Reading Intervention teacher provided consistent, targeted support to address student needs in reading
 Action 1.5: Library aide established consistent access to leveled reading material for all students.

Action 1.6: The addition of our MTSS aide is in early stages, but is giving us the ability to provide intervention and small group support.
Action 1.8 The Equity Coach has been crucial to our professional development in terms of ELD strategies and our inclusion work. Her work impacts our instruction and our student success.

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.

Action 1.1: Marshall Lane will not post for an ELD teacher going forward, but will continue to support and train teachers to provide designated and integrated ELD in the classroom.
All other actions will be maintained for the 2024-2025 LCAP

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>Marshall Lane Suspension Rate:</p> <ul style="list-style-type: none"> *Overall: 0.2% *White: 1 *SWD: 1 *Asian: 1 *Hispanic: 0 *Black: 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: 0.04% • EL: 0.0% • SWD: ** • SED: ** • Black/African American: * • Hispanic/Latino: 0.0% 	<p>2021.2022</p> <p>Marshall Lane</p> <p>Suspension Indicator Status</p> <ul style="list-style-type: none"> • Overall: Very Low • EL: Very Low • SWD: Medium • SED: Very Low • Black/African American: No performance level, group size too small. • Hispanic/Latino: Very Low <p>CUSD tracks student</p>	<p>2022-2023</p> <p>Marshall Lane</p> <p>Suspension Indicator Status</p> <ul style="list-style-type: none"> • Overall: Medium • EL: Medium • SWD: Very High • SED: Very Low • Black/African American: No performance level, group size too small. • Hispanic/Latino: Very Low <p>CUSD tracks student</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>Metric Adjusted.</p> <p>As needed, the suspension metric will be updated based on California School Dashboard results.</p> <p>Marshall Lane 2023-2024 Suspension Rate Desired Outcome</p> <ul style="list-style-type: none"> • Overall: 0% • EL: 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>In order to protect student privacy, an asterisk (*) is displayed on results where 10 or fewer students had tested.</p> <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>	suspensions as reported on the California School Dashboard as required in "Reflections: Identified Need."	suspensions as reported on the California School Dashboard as required in "Reflections: Identified Need."	<ul style="list-style-type: none"> • SWD: 0% • SED: 0% • Black/African American: 0% • Hispanic/Latino: 0%
Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each	Number of Marshall Lane Office Discipline Referrals (ODRs) for Physical Aggression: *Overall:13 *Low SES: 3 *EL: 1	Metric Removed. CUSD monitors ODRs locally. 2020.2021 Number of Office Discipline	Metric Removed.	Metric Removed.	Metric Removed. Number of Marshall Lane Office Discipline Referrals Desired Outcome for Physical Aggression:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>student group.</p> <ul style="list-style-type: none"> Overall reduce by 300; 100 annually. ELs and SWDs reduce by TBD; TBD annually. SED and Hispanic reduce by TBD; TBD annually. 	<p>*SWD: 1 *White: 3 :Asian: 2 *Hispanic/Latino: 2 *Black: 1</p>	<p>Referrals (ODRs) for Physical Aggression: 0</p> <ul style="list-style-type: none"> Overall: 0 EL:0 SWD: 0 SED:0 Hispanic/Latino: 0 <p>2021--2022 Number of Office Discipline Referrals (ODRs) for Physical Aggression: 6</p> <ul style="list-style-type: none"> Overall: 6 EL:0 SWD: 1 SED:0 Hispanic/Latino: 0 			<p>*Overall:5 *Low SES: 1 *EL: 1 *SWD: 1 *White: 1 :Asian: 0 *Hispanic/Latino: 1 *Black: 0</p>
<p>Decrease the overall Chronic Absenteeism rate by 0.5% annually.</p> <p>Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.</p>	<p>Marshall Lane Chronic Absenteeism Rate: *Overall:2.16% *EL:2.0% *SWD:0% *White:0.9% *Asian: 2.4% *Hispanic/Latino:3.5%</p>	<p>2020.2021 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> Overall: 1.2% EL: 5.3% SWD: 3.3% SED: 2.27% 	<p>2021.2022 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> Overall: 8.10% EL: 17.10% SWD: 10.50% SED: 26.50% Hispanic/Latino: 21.90% 	<p>2022.2023 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> Overall: 9.3% EL: 12.7% SWD: 16.1% SED: 22% Hispanic/Latino: 16.2% 	<p>Marshall Lane 2023/2024 Chronic Absenteeism Rate Desired Outcome:</p> <ul style="list-style-type: none"> *Overall: 1.66% *EL:0.7% *SWD:0% *White:0% *Asian:1.1% *Hispanic/Latino:2.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%.</p> <ul style="list-style-type: none"> Students in grades 3-8 to 95%; 5.7% annually. Teachers and Staff to 95%; 5.4% annually. 	<p>Marshall Lane Fall Panorama Survey Participation Rate</p> <p>*Adult Participation Rate: 73.7%</p> <p>*SEL Students Competency & Well-Being Measures Participation Rate: 91.7%</p> <p>*SEL Student Support & Environment Participation Rate: 89.4%</p> <p>*SEL Teacher Perception of Students Participation Rate: 99.5%</p>	<p>Metric Adjusted for 2022.2023.</p> <p>CUSD now includes Fall and Spring Panorama results.</p> <p>2021.2022 Panorama Survey Participation:</p> <ul style="list-style-type: none"> Students Grades 3-8 <p>Fall: 87% Spring: 91%</p> <ul style="list-style-type: none"> Teachers and Staff: <p>Fall: 79% Spring: 80%</p>	<p>2022.2023 Panorama Survey Participation:</p> <ul style="list-style-type: none"> Students Grades 3-8 <p>Fall: 96% Spring: 96%</p> <ul style="list-style-type: none"> Teachers and Staff: <p>Fall: 61% Spring: 60%</p>	<p>2023.2024 Panorama Survey Participation:</p> <ul style="list-style-type: none"> Students Grades 3-5 <p>Fall: 95% Spring: N/A</p> <ul style="list-style-type: none"> Teachers and Staff: <p>Fall: 84% Spring: N/A</p>	<p>Metric Adjusted.</p> <p>Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> 95% participation for staff and students in Fall and Spring. <p>2023/2024 Fall Panorama Survey Participation Rate Desired Outcome</p> <ul style="list-style-type: none"> Students Grades 3-8: 95% Teachers and Staff: 95% <p>Marshall Lane 2023/2024 Fall Panorama Survey Participation Rate Desired Outcome</p> <ul style="list-style-type: none"> Students Grades 3-8: 95% Teachers and Staff: 95%
<p>Increase favorable response to Emotional Regulation (grades 3-</p>	<p>2020/2021 Fall Marshall Lane</p>	<p>Metric Adjusted for 2022.2023.</p>	<p>Metric Adjusted. CUSD no longer measures Emotional</p>	<p>2023.2024 Marshall Lane Panorama Survey</p>	<p>Metric Adjusted.</p> <p>CUSD now includes</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8) and Sense of Belonging (grades 6-8) in Fall 2021 Panorama Survey to 80% (12% annually).	Panorama Survey Student Responses *Emotional Regulation (grades 3-5): 42% Sense of Belonging (grades 3-5): 69%	CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Student Responses: <ul style="list-style-type: none"> Emotional Regulation (grades 3-5): Marshall Lane Fall: 50% Spring %50% 	Regulation, shifting to Supportive Relationships, which is monitored locally. 2022.2023 Marshall Lane Panorama Survey Student Responses Sense of Belonging, grades 3-5 <ul style="list-style-type: none"> Fall: 69% Spring:63% 	Student Responses Sense of Belonging, grades 3-5 <ul style="list-style-type: none"> Fall: 73% Spring:N/A 	Fall and Spring Panorama results. Updated Desired Outcome for 2023.2024: <ul style="list-style-type: none"> Emotional Regulation (grades 3-8): 80% for Fall and Spring Marshall Lane 2023/2024 Fall Panorama Survey Student Responses Desired Outcome <ul style="list-style-type: none"> Emotional Regulation (grades 3-5): 80% Sense of Belonging (grades 3-5): 80%
Complete narrative summary for LCFF Priority 6: School Climate.	Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.	Metric Adjusted for 2022.2023. CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.	2022.2023 Climate Survey Question Responses: <ul style="list-style-type: none"> I feel safe at my school: 4.18; 37.17% School rules are fair: 3.91; 30.56% 	2023.2024 Climate Survey Question Responses: <ul style="list-style-type: none"> I feel safe at my school: 4.09; 39.69% School rules are fair: 3.95; 31.25% 	Metric Adjusted. The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<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: 4.09; 33.65% • School rules are fair: 3.88; 32.86% • My school is clean: 3.66; 17.84% • Students are nice to each other at my school: 3.53; 17.39% • I like going to my school each day: 3.84; 36.36% 	<ul style="list-style-type: none"> • My school is clean: 3.51; 12.39% • Students are nice to each other at my school: 3.30; 9.91% • I like going to my school each day: 3.70; 25.00% 	<ul style="list-style-type: none"> • My school is clean: 3.63; 23.83% • Students are nice to each other at my school: 3.24; 12.63% • I like going to my school each day: 3.81; 30.93% 	<p>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 2023 California School Dashboard.</p> <p>Marshall Lane 2023/2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>
Annual Attendance Rate of at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate:	N/A	2021.2022 Annual Attendance Rate:	2022.2023 Annual Attendance Rate:	Metric Added. 2023.2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Marshall Lane: 98.99% 		<ul style="list-style-type: none"> Marshall Lane: 95.66% 	<ul style="list-style-type: none"> Marshall Lane: 95.31% 	Attendance Rate Desired Outcome <ul style="list-style-type: none"> Marshall Lane: At least 98%
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate Marshall Lane <ul style="list-style-type: none"> Overall: 0.0% EL: 0.0% SWD: 0.0% SED: 0.0% 	N/A	2021.2022 Expulsion Rate Marshall Lane <ul style="list-style-type: none"> Overall: 0.0% EL: 0.0% SWD: 0.0% SED: 0.0% 	2022.2023 Expulsion Rate Marshall Lane <ul style="list-style-type: none"> Overall: 0.0% EL: 0.0% SWD: 0.0% SED: 0.0% 	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Marshall Lane <ul style="list-style-type: none"> Overall: 0.0% EL: 0.0% SWD: 0.0% SED: 0.0%

Goal Analysis

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

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

For the 2023-2024 school year, there was a substantive difference in planned versus implemented actions as stated below:

2.1 We added a day to our SKIPS Counseling contract that provided additional counseling services to our students.

2.2 We gave initial training to administrators and teachers in Toolbox Project and purchased needed materials.

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 Due to the addition of an extra day to our SKIPS counseling agreement, our expenditure for this action was higher. We were able to fund this addition with the help of our PTA.

2.2 Only new teachers and administrators were trained in Toolbox Project.

2.3 Project Cornerstone: The cost of replacing Project Cornerstone books was less than expected.

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

An increase to 4 days of SKIPS counseling has been impactful in delivering presentations to many of our primary classrooms, particularly instruction in "lion brain/choice brain".

Our site greatly benefited from the addition of a Recess 101 coach, supervising students at recess and lunch, running games, encouraging sportsmanship and training students to help in conflict management necessary during games. Recess and lunch games have traditionally been the impetus for many office discipline referrals and conflict, making those times the most crucial for added structure.

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.

We would benefit from an increase in SKIPS counseling days and PD about our MTSS support providers and additional SEL PD: Kimochi, Toolbox

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: Marshall Lane: 4 (Full Implementation)</p> <p>LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: Marshall Lane: 4 (Full Implementation)</p> <p>LEA's progress in providing families with information and</p>	<p>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 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: Marshall Lane: 3 (Initial Implementation)</p> <p>LEA's progress in providing families with</p>	<p>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 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: Marshall Lane: 3 (Initial Implementation)</p> <p>LEA's progress in providing families with</p>	<p>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 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: Marshall Lane: 3 (Initial Implementation)</p> <p>LEA's progress in providing families with</p>	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>resources to support student learning and development in the home: Marshall Lane: 5 (full implementation and sustainability)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Marshall Lane: 5 (full implementation and sustainability)</p>	<p>information and resources to support student learning and development in the home: • Outcome: Marshall Lane: 4 (Full Implementation)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: Marshall Lane: 4 (Full Implementation)</p>	<p>information and resources to support student learning and development in the home: • Outcome: Marshall Lane: 4 (Full Implementation)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: Marshall Lane: 4 (Full Implementation)</p>	<p>information and resources to support student learning and development in the home: • Outcome: Marshall Lane: 4 (Full Implementation)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: Marshall Lane: 3 (Initial Implementation)</p>	
<p>Parent/Guardian participation in Fall Conferences will increase by 10% annually.</p>	<p>Note: Baseline set in Fall 2021.</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.</p>	<p>Metric Removed.</p>	<p>Metric Removed.</p>	<p>Metric Removed.</p> <p>2023-2024 Parent/Guardian Fall Conference Participation 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
<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 Spring 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 site determined. Our Marshall Lane staff attended a virtual training on 	<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 Spring 2021 Baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>January 19th on strategies to enhance family engagement in our school.</p> <p>A virtual training through our partnership with Project Cornerstone is planned for April 28th via Zoom called "Boundaries That Teach". It will address how to create rules that work for your family and provide tools for setting and keeping safe boundaries that teach and strengthen relationships at home.</p>			
<p>Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange</p>	<p>Spring 2021 Thought Exchange Participation:</p> <ul style="list-style-type: none"> : TBD% 	<p>Metric Adjusted.</p> <p>In 2021.2022, CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.</p> <p>2021.2022 Parent/Family Satisfaction Survey</p>	<p>2022.2023 Parent/Family Satisfaction Survey Responses: Marshall Lane:</p> <ul style="list-style-type: none"> 53 	<p>2023.2024 Parent/Family Satisfaction Survey Responses: Marshall Lane:</p> <ul style="list-style-type: none"> 152 	<p>Metric Adjusted.</p> <p>2023.2024 Desired Outcome:</p> <ul style="list-style-type: none"> At least 168 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Responses: Marshall Lane: <ul style="list-style-type: none"> • 140 			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. <ul style="list-style-type: none"> • Marshall Lane: 100% 	N/A	N/A	N/A	Metric Added 2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

Goal Analysis

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

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

For the 2023-2024 school year, there was a substantive difference in the planned action 3.1, as we did not spend the budget for parent speakers, but utilized free resources.

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

Action 3.1 Although parent input was consistently collected, funds were not used because we managed to source the speakers from district office personnel and administration. Needs inventories indicated that additional parent workshops and topics are desired. We will continue to find the resources for engaging monthly Principal's Coffee Chats and create additional opportunities for parent learning.

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

Parents have been very satisfied with the additional information per parent feedback via plus/deltas. Interest surveys are becoming more well-defined.

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.

Actions will be maintained for 2024-2025. In lieu of budgeting only for outside speakers, we will also use the budgeted amount for engagement and workshop supplies.

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.