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
Campbell Union School District	Ruth Stephens Radle Principal	rstephensradle@campbellusd.org (408) 556 0360

Plan Summary [2024-25]

General Information

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

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

The 12 schools that make up the district serve 6,183 students from Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno and Saratoga. CUSD consists of eight TK-5th grade schools, a TK-8th grade Dual Language (Spanish/English) school, a TK-8th grade Design Thinking School and two 6-8th grade middle schools. As of March 2024, our 6,183 students are made up of 21% white, 47% Hispanic,17% Asian or Pacific Islander, 4% Black/African American and the remaining 11% represent non reported or mixed ethnic groups. Of the total enrollment in the 2023-2024, 29% are English Learners, 42% qualify for Free and/or Reduced lunch program and 12% are students who have an Individualized Education Plan. The ratio of students to teachers in our classrooms is as follows:
Kindergarten-3rd Grade: 1:24
Transitional Kindergarten: 1:12
4th-8th grade: 1:30
We are a diverse district that proudly educates students from toddlers to 8th grade. As the needs of our community changed to require more dual income families, we created daycare programs for toddlers that serve both community and staff members. We have preschools located on nine of our campuses because we believe that children must have access to high-quality early learning programs to set them up for school success. Our preschool programs proudly partner with our Special Education department to allow for inclusion opportunities for students in the general education setting. With state funding to support Universal Pre-Kindergarten, the district will begin the process to expand it for all four year olds by the year 2026. That timeline for eligible four year olds looks like this:

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

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

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

Monroe Middle School strives to establish a safe, supportive, academically challenging culture that encourages all students to become confident and creative critical thinkers actively engaged in learning. Monroe educates a diverse population of more than 680 students from Campbell, San Jose, and Santa Clara. Our student population is made up of many ethnicities representing more than 30 languages spoken. As of May 2024, our 680 student group percentages are as follows: are made up of 73% Hispanic Latino, 9% Caucasian, 8% Asian or Pacific Islander, 5% African American, and the remaining 6% represent other ethnic groups. Of the total enrollment of 2023-24, 28% are English Learners, 63% qualify for Free and/or Reduced lunch program, and 16% are students who have an Individualized Education Plan. the ratio of students to teachers in our classrooms is 1:30.

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.

As a school, we are committed to increasing students sense of belonging. Through student feedback surveys and focus groups, 36% of our students report a strong sense of belonging. We have used protocols like 10 x 2, one one-on-one meetings, increased lunch time activities, clubs, and classroom-based SEL. Our staff has engaged in relationship mapping to increase and measure our perception of student connections. We have used this mapping to identify students who might not have strong connections with adults on campus and intentionally engage these students.

Monroe Middle School works collaboratively with community-based agencies that offer a wide range of services to meet the diverse needs of our families. We are committed to supporting students and families by 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 Pacific Clinics, Catholic Charities, Bethel Church, Santa Clara County Youth Empowerment, City of San Jose, SKIPs, and Seneca to provide a range of counseling, parent education classes, resource management, and referral guidance to community-based organizations. In collaboration with the Santa Clara County Office of Education, our Wellness Room has been open for two years. This is a space that students throughout the day with wellness needs. Students can access the space for breaks and work with the staff to allow them to reset and return to class and access their education.

Monroe Middle School is an AVID school as well. In the fall of 2023, all of our classroom teachers received official AVID training. AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. These elements are at the core of our approach to closing the opportunity gap. Through our intro to AVID program in 6th grade, we share an introduction to all our students about the WICOR strategies. (Writing, Inquiry, Collaboration, Organization, and Reading) From this, all our students have a basic understanding of critical academic practices as well as helps students to know if they would like to choose to be a part of our AVID 7 and AVID 8 programs. We also have the AVID Excel program. This program provides designated English Language Development support to our Emergent Bilingual students.

Reflections: Annual Performance

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

A review of the California School Indicators shows the following areas of need:
ELA Academics: English Learners were red for this indicator
ELA Academics: Students with Disabilities were red for this indicator

Math Academics: English Learners were red for this indicator
Math Academics: Students who are Economically Disadvantaged were red for this indicator
Math Academics: Students with Disabilities were red for this indicator
Math Academics: Students who are Hispanic/Latinx were red for this indicator

Chronic Absenteeism: Students who are White were red for this indicator

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.

Monroe 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.

Monitoring and Evaluating Effectiveness

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

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)	Monroe Middle School SSC met 5 times this year where parents/caregivers gave input on action items in the LCAP that support all students. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. Community Liaisons regularly engage with this committee as well as parents who are not part of the committee to actively gather feedback on actions that will support newcomer and second language families.
English Language Acquisition Group (ELAC)	Monroe Middle School ELAC met 5 times this year where parents/caregivers gave input on action items in the LCAP that support emerging bilingual students. Surveys are given as part of the formal meetings to ensure parents have access and support to complete the survey. Community Liaisons regularly engage with this committee as well as parents who are not part of the committee to actively gather feedback on actions that will support newcomer and second language families.
Students	Student feedback is gathered through multiple surveys. These responses are guides to follow-up focus groups with students to better understand their feedback. Students report feeling supported by staff and that staff have high expectations for them in their learning. Students share that social cruelty and a sense of belonging continue to be areas of worry and concern.
Teachers	Teachers are engaged through school leadership teams which meet monthly, staff meetings, experience surveys, and a process called Leader Rounding where teachers are asked a series of questions to

	understand their experience with different district/school services and processes. Teachers also have the opportunity to communicate questions/concerns/input to the Superintendent through Faculty Senate meetings held 6 times per year. Teacher feedback is also solicited after each professional development session and through the process of negotiations with the district annually.
Special Education	CUSD staff meets with the SELPA Director from the Santa Clara County office of Education annually to get input on CUSD's LCAP. Special Education leverages the Compliance Improvement Process (CIM) to further address on-going supports for students with disabilities by attending regular County Office Meetings to discuss district plans. CIM surveys are sent annually to all families of students with disabilities for feedback on district involvement and feedback with IEPs. As a result of our CIM work, in 23.24 Campbell developed and launched a guide for supporting English Learners within the Multi-Tiered System of Support (MTSS) framework, aligning to our goal of high quality first instruction for students.Special Education Director attends SELPA Community Advisory Committee meetings. A special education parent is part of the district SPAC committee and part of school site council teams at the school level.
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff members	Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.
Parents/Guardians	Our site uses the following methods to engage and inform parents/guardians at the school and district level: coffee with the Principal meetings, School Site Council Meetings, PTA meetings, and the English Language Acquisition Committee (ELAC). Our parent/caregiver groups, which include parents/caregivers of students with an IEP, include updates on the school and LCAP updates. We utilize uniform LCAP slide decks which are prepared by the Teaching and Learning Department for all parent school site council meetings. The slides present LCAP information in small pieces all throughout

	the year. Topics included in the presentations are data sharing of LCAP metrics, budget updates, dashboard data discussions, parent surveys, and local indicators. At the end of each parent meeting, we use a Plus/Delta process to gather input from parents. The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey (offered in Spanish and English), and we communicate weekly during the survey window using Parent Square. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school-based meetings.

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

Consultation from our staff and various educational partners consistently came back sharing the following themes:
Increased communication from teachers regarding student academic progress and mastery.
Support with academic readiness skills for students like goal setting and organization.
Increased support for newcomers.
Students report a lack of sense of belonging at school.

In response to this feedback:
- We are adding additional staffing to support a newcomer continuum of classes for students who have been in US schools for less than 12 months. Students who are Spanish-speaking also have a class of Spanish Language Arts to support their primary language development.
- We have added an advisory period to our school day for 2024.2025. This class intends to build a stronger school community. The advisory will be a place where students can get support in a small classroom setting for goal setting, academic readiness, and relationship building.
- We will continue and grow the programming enhanced by the addition of the Dean of Students, MTSS aide, and PBIS aide. The programming enhancements will be focused on strengthening student's sense of belonging at school.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

	Balanced Assessment: English Language Arts in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	Results - Grades 6-8 - Overall: 33% - Socioeconomically Disadvantaged: 24% - Students with Disabilities: 7% - English Learners: 2% - White: 56% - Asian: 77% - Hispanic/Latino: 23% - Black:44%			Exceeding Standard on the Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.	
1.2	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	2022.2023 SBAC Math Results - Grades 6-8 - Overall: 19% - Socioeconomically Disadvantaged: 14% - Students with Disabilities: 7% - English Learners: 2% - White: 39% - Asian: 51% - Hispanic/Latino: 12% - Black: 23%			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.	

1.3	Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	2022.2023 CAST Results • Grade 8 • Overall: 28% • Socioeconomically Disadvantaged: 23% • Students with Disabilities: 15% • English Learners: 2% • White: 53% • Asian: 55% • Hispanic/Latino: 21% • Black:18%			80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.	
1.4	Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard. Source: California School Dashboard	2022.2023 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 158 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on			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.	

		the ELPAC: 55.1%				
1.5	Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP). Number of Long Term English Learners (LTELS) in 8th grade as of Census Day. Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs).	2022.2023 Redesignation Results - 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: 243 - Number of ELs redesignated (excludes K): 57 - Percent of ELs redesignated (excludes K): 23% 2023.2024 Number of 8th Grade English Learners who are Long Term English Learners (LTELS) as of Census Day: - Number of LTELS as of Census Day: 93			Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27. Decrease the number of LTELS in 8th grade by 26-27.	

		• Number of LTELS in 8th Grade as of Census Day: 44				
1.6	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8. Source: i-Ready	2023.2024: Winter i-Ready Reading Results • Grades 6-8 • Overall: 30% • Socioeconomic ally Disadvantaged : 22% • Students with Disabilities: 7% • English Learners: 2% • White: 43% • Asian: 70% • Hispanic/Latino : 23% • Black: 41%			80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.	
1.7	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8. Source: i-Ready	2023.2024: Winter i-Ready Math Results • Grades 6-8 • Overall: 20% • Socioeconomic ally Disadvantaged : 12% • Students with Disabilities: 4%			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	

		• English Learners: 1% • White: 42% • Asian: 47% • Hispanic/Latino: 13% • Black: 26%			Above Grade Level by 15 percentage points by 26-27.	
1.8	Not Applicable, Elementary Metric. Percent of students scoring At or Above Benchmark on DIBELS in grades K-2. Source: DIBELS/Amplify	Not Applicable, Elementary Metric. 2023.2024: Middle of Year DIBELS Results			Not Applicable, Elementary Metric.	
1.9	Number of teachers misassigned and number of vacant teacher positions. Source: Human Resources Department	2022.2023 and 2023.2024 Results • 2022.2023 Number of teachers misassigned: 1 • 2023.2024 Number of vacant teacher positions: 0			Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	
1.10	Percent of students with access to standards aligned instructional materials. Source: School Accountability Report Cards (SARCs)	2023.2024 Result • 100%			Maintain 100% of students having access to standards aligned instructional materials.	

1.11	Facilities Inspection Tool (FIT) Score A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good. Source: Final FIT Evaluations	2023.2024 Rating • 99.12%			Maintain a FIT Score of at least 95%.	
1.12	Not Applicable, District Level Metric. 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). Source: PowerSchool and SIRAS	Not Applicable, District Level Metric.			Not Applicable, District Level Metric.	
1.13	Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF)	2023.2024 Ratings • English Language Arts: 2			Reach and maintain a rating of 5 (Full Implementation and Sustainability).	

	Priority 2: Implementation of State Academic Standards. Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards." Source: Annual Self Reflection	(Beginning Development) • English Language Development: 3 (Initial Implementation) • Math: 3 (Initial Implementation) • Next Generation Science Standards: 2 (Beginning Development) • History/Social Studies: 3 (Initial Implementation)				
1.15						

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	Educational Associate Position to support AVID Excel	Increased or Improved Service: Educational Associate FTE of .75 to support in our AVID Excel program that support our students who are emergent multilingual learners This action supports the student group indicator which is "red" for English Learners in English Language Arts by providing an additional educational associate position to improve English Language acquisition.	$47,752.00	Yes
1.2	Professional Development for AVID Excel	Increased or Improved Service: Funding to support on-going professional development for AVID and AVID Excel program. This action supports improvement of the student group indicators which are "red" for English Language Arts by providing professional development targeted to meet the needs of English Learners and Students with Disabilities in the AVID and AVID Excel programs.	$12,000.00	Yes
1.3	Instructional Materials	Increased or Improved Service: Purchase English 3-D Supplemental Materials This action supports the student group indicator which is "red" for English Learners in English Language Arts by providing targeted resources to improve English Language acquisition.	$6,000.00	Yes

1.4	Release Time	Release time to support SSTs, teacher classroom planning, and teacher observations	$7,000.00	No
1.5	AVID Excel Summer Bridge	Stipends for teachers and classified staff for Summer Bridge This action supports the student group indicator which is "red" for English Learners in English Language Arts by providing additional instruction time through the AVID Excel Summer Bridge program.	$3,000.00	Yes
1.6	Improvement Coach (Formerly Equity TOSA)	1.0 FTE Improvement Coach to support PLCs and instructional practices across the campus. This action supports improvement of the student group indicators which are "red" in English Language Arts and Math by providing an Improvement Coach to support efforts in closing the achievement gap among English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latino students.	$155,998.00	Yes
1.7	iXL Subscription	Purchase a subscription to iXL a math supplementary material	$9,000.00	No
1.8	Teacher on Special Assignment	Funding to support 1.0 FTE Math TOSA This action supports improvement of the student group indicators which are "red" in Math by providing a Math TOSA to support efforts in closing the achievement gap among English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic/Latino students.	$168,498.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.
Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Annual Attendance Rate Source: CUSD Monthly Attendance Statistics Report	2022.2023 Rate • 93.33%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate	2022.2023 Rates • Overall: 17.9%			Decrease the Chronic Absenteeism Rate	

	Source: DataQuest	- Socioeconomically Disadvantaged: 18.4% - Students with Disabilities: 28.6% - English Learners: 16.5% - White: 24.2% - Asian: 7.1% - Hispanic/Latino: 19.9% - Black: 8.1%			Overall and for all student groups to 6%.	
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates - Overall: 8.6% - Socioeconomically Disadvantaged: 10.7% - Students with Disabilities: 10.7% - English Learners: 5.1% - White: 1.1% - Asian: 1.3% - Hispanic/Latino: 1.3% - Black: 5%			Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 26-27.	
2.4	Middle School Drop Out Count Source: CalPads	2022.2023 Count 0			Maintain a Middle School Drop Out Count of 0.	

2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate • 0.25%			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 • Grades 6-8 • Overall: 36% • Students with Disabilities: 41% • English Learners: 40%			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): • I feel safe at school. • My school is clean. Source: Annual Student Survey Results.	2023.2024 Ratings • Grades 6-8 • Overall Rating • I feel safe at school: 3.13 • My school is clean: 2.52 • Top Box Percent: • I feel safe at school: 8.74% • My school is clean: 4.04%			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	School Counselor	Increased or Improved Service: Fund 3 FTE of a school counselor to support the social emotional needs of students. This action supports improvement of the Chronic Absenteeism indicator which is "red" for the White student subgroup by providing a counselor for all students to address social/emotional needs and increase engagement.	$397,512.00	Yes
2.2	MTSS Support Coordinator	Increased or Improved Service: Fund 1.0 MTSS Support Coordinator position to facilitate the development of lessons for positive behavior supports, coordinate after school clubs, and implement the check in/check out program.	$44,629.00	Yes
2.3	PBIS Support and Safety	Fund a 1.0 FTE PBIS support staff who will be responsible to campus wide safety and support.	$69,821.00	Yes

2.4	Stipends for School Clubs	Increased or Improved Service: Stipends to support clubs, after school HW club, and 6th grade orientation.	$12,800.00	Yes
2.5	Dean of Students	Fund a 1.0 FTE Dean of students to support positive school climate and behavior.	$221,194.00	Yes
2.6	Athletic Director	Funding to support Athletic Director Stipend	$7,000.00	No
2.7	Supplies	Funding for funding for resources in classrooms that support student learning, the wellness room, and PBIS	$20,000.00	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 • Overall Satisfaction Rating: 3.60 • Top Box Percent: 26.73%			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school." Source: Annual Parent/Caregiver Survey Results	2023.2024 Ratings - Overall Rating:3.15 - Top Box Percent: 18.75%			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.	
3.3	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families. 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." Source: Annual Self Reflection	2023.2024 Rating - 2 (Beginning Development)			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	

| 3.4 | School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.

Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home."

Source: Annual Self Reflection | 2023.2024 Rating

• 3 (Initial Implementation) | | | Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.. | |
| 3.5 | School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making. | 2023.2024 Rating

• 5 (Full Implementation and Sustainability) | | | Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.. | |

	Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making." Source: Annual Self Reflection				
3.6	Not Applicable, District Level Metric Number of Parent Workshop Series Offered Annually Source: Student Services Department	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.7	Not Applicable, District Level Metric Number of School-Linked Services Events Offered Annually Source: Student Services Department	Not Applicable, District Level Metric			Not Applicable, District Level Metric	
3.8	Percent of parents of students with IEPs reporting that the school district facilitated parent involvement as a means	2023.2024 Results • 100%			100% of parents of students with IEPs reporting that the school district facilitated parent	

| | of improving services and results as part of the IEP process.

Source: SIRAS | | | | involvement as a means of improving services and results as part of the IEP process by 26-27. | |

Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counseling and Wellness Room	Increased or Improved Service: Funds to support the counseling department and wellness room with supplies for student and family engagement and support. This action supports improvement of the Chronic Absenteeism indicator which is "red" for the White student subgroup by providing a counseling	$10,000.00	No

		room to address social/emotional needs and increase engagement for identified students.		
3.2	Wellness Room	Staffing support will be provided in the form of Wellness Center Specialist and Liaison.		No
3.3	Community Liaison	Fund .54 FTE Community Liaison who supports families with a variety of resources to remove barriers (housing, food insecurity) students may experience in accessing their education.	$55,007.00	Yes
3.4	Newcomer Support	.2 FTE staffing to provide direct newcomer support to our students and families who have being in school in the United States less than 12 months.	$35,355.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,514,497.00	$133,419.00

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
1.2	**Action:** Professional Development for AVID Excel **Need:** Supporting academic language and literacy. **Scope:**	Funding to support ongoing professional development for AVID and AVID Excel program. Specifically training one Resource Specialist to support Students with Disabilities through the AVID Excel program.	SBAC and iReady

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
	Schoolwide		
1.6	**Action:** Improvement Coach (Formerly Equity TOSA) **Need:** Local iReady data and summative SBAC data demonstrate there is an identified achievement gap between student groups. English Learners, low socioeconomic status, and students with disabilities are requiring more academic supports to meet their needs. **Scope:** Schoolwide	This is a schoolwide contributing action. CUSD is a a district focusing on continual improvement through the use of improvement science techniques and research based best practice. The improvement coaches are employed to help teachers understand improvement science research based strategies and implement them with students.	iReady growth data and SBAC
1.8	**Action:** Teacher on Special Assignment **Need:** Local iReady data and summative SBAC data demonstrate there is an identified achievement gap between student groups. English Learners, low socioeconomic status, and students with disabilities are requiring more academic supports to meet their needs. **Scope:** Schoolwide	The Math Specialist provides support for teachers to feel more confident in teaching the standards. The additional staff also helps provide push in support for students as needed. This action aligns to the academic performance in Math metrics.	iReady growth data and SBAC
2.1	**Action:** School Counselor **Need:**	This action is being provided across the school and addresses student social/emotional needs. Research demonstrates that counseling and early intervention for students experiencing trauma	Attendance and Panorama data

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
	Increased requests for counseling from families, teachers and students self-referring. Social emotional support after the pandemic was at an all time high. **Scope:** Schoolwide	leads to improvement in the child's emotional and academic engagement in school. Counseling groups also seek to provide small group instruction for students early before their emotional well being is compromised and leads to disengagement from school.	
2.2	**Action:** MTSS Support Coordinator **Need:** Hire staff to assist the school in MTSS implementation. This is a position that was requested by educational partners to increase safety and support the social emotional needs of students. **Scope:** Schoolwide	This action is being implemented school-wide based on data that indicates a need for additional supervision and support on campus. The action addresses the need by creating more adult supervision and ability to connect with students during out of school time. The position also has training offered which supports self regulation skills, support to emphasize our profile of a graduate skills and relationship building between students and staff.	Panorama and Studer Experience data
2.3	**Action:** PBIS Support and Safety **Need:** Hire staff to assist the school in PBIS implementation. This is a position that was requested by educational partners to increase safety and support the social emotional needs of students. **Scope:** Schoolwide	This action is being implemented school wide based on data indicating a need for additional supervision and support on campus. The action addresses the need by creating more adult supervision and ability to connect with students during out of school time. The position also has training offered that supports self regulation skills, support to emphasize our profile of a graduate skills and relationship building between students and staff.	Panorama and Studer Experience data

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
2.4	**Action:** Stipends for School Clubs **Need:** Students report a lower sense of belonging at school and are seeking safe and welcoming spaces to be with friends. **Scope:** Schoolwide	Building and maintaining positive school culture is critical to a school. School clubs provide a safe space for students to explore non academic passions and build relationships with classmates.	Panorama and Studer Experience data
2.5	**Action:** Dean of Students **Need:** Hire staff to assist the school. This is a position that was requested by educational partners to increase safety and support the social emotional needs of students. **Scope:** Schoolwide	The Dean of student supervises the work of the MTSS and PBIS positions to enhance and strengthen school climate and safety. This position supports the create of school wide events to engage students. The Dean handles school discipline.	Panorama and Studer Experience data
3.3	**Action:** Community Liaison **Need:** Monroe Middle School serves a diverse population and data indicates an increased number of newcomer families who are English Language Learners. This creates an increased need to provide support to families through the use of Community Liaison. **Scope:**	Strong home/school partnerships are essential in supporting the wellbeing of students and building the capacity of parents to support learning at home. Community Liaisons are able to welcome new families, communicate in the family's native language and align families with resources to help their student transition to school successfully.	Survey data of families receiving support.

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
	Schoolwide		
3.4	**Action:** Newcomer Support **Need:** We have an increase in the number of students who are entering school in the United States for the first time. The students and their families need additional support to access school. **Scope:** Schoolwide	The teacher in this role has a designated period in the day to support students (newcomers), contact their families, and collaborate with their teachers.	Parent/Caregiver Survey and Annual Self Reflection data

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
1.1	**Action:** Educational Associate Position to support AVID Excel **Need:** English language learners need more time and support to acquire the English language and be able to participate in high-quality English Language Development programs. The number of ELs is increasing within our system and teachers need more support to implement	Systematic reading instruction calls for direct instruction in phonemic awareness and phonics. Best practices in curriculum implementation recommend having a second trained adult in the classroom at key times to follow up on the teacher's instruction by facilitating carefully planned learning activities and facilitating student knowledge of foundational reading skills.	iReady growth data, reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELD. ELPAC and redesignation scores indicate areas of improvement. **Scope:** Limited to Unduplicated Student Group(s)		
1.3	**Action:** Instructional Materials **Need:** English language learners need more time and support to acquire the English language and be able to participate in high quality English Language Development programs. The number of ELs is increasing within our system and teachers need more support to implement ELD. ELPAC and redesignation scores indicate areas of improvement. **Scope:** Limited to Unduplicated Student Group(s)	These supplemental materials provide additional and targeted resources for designated ELD.	iReady growth data, reclassification rate
1.5	**Action:** AVID Excel Summer Bridge **Need:** English language learners need more time and support to acquire the English language and be able to participate in high quality English Language Development programs. The number of ELs is increasing within our system and teachers need more support to implement ELD. ELPAC and redesignation scores indicate areas of improvement. **Scope:**	Students will receive additional time before school starts to meet their teachers and get a head start on the school year.	iReady growth data and reclassification rates

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

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.

Monroe Middle School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 21.97%. 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.

The additional concentration grant of $133,419 will help fund an additional Math Intervention teacher. There was already a half-time teacher hired but we will increase the position to full time. A staff member will be hired for Positive Behavior and Safety Support and additional counseling support is being hired.

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	1:31	1:22
Staff-to-student ratio of certificated staff providing direct services to students	1:17	1:15

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		1,514,497.00		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,169,317.00	$84,249.00	$29,000.00		$1,282,566.00	$1,225,566.00	$57,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
This table was automatically populated from this LCAP.															
1	1.1	Educational Associate Position to support AVID Excel	English Learners Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Monroe Middle School 7-8	2024-2025	$47,752.00	$0.00	$47,752.00				$47,752.00
1	1.2	Professional Development for AVID Excel	English Foster Learners Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 7-8	2024-2025	$0.00	$12,000.00	$12,000.00				$12,000.00
1	1.3	Instructional Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Monroe Middle School 6	2024-2025	$0.00	$6,000.00	$6,000.00				$6,000.00
1	1.4	Release Time	All	No				2024-2025	$7,000.00	$0.00	$7,000.00				$7,000.00
1	1.5	AVID Excel Summer Bridge	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Monroe Middle School 7-8	2024-2025	$3,000.00	$0.00	$3,000.00				$3,000.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.6	Improvement Coach (Formerly Equity TOSA)	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$155,998.00	$0.00	$155,998.00				$155,998.00
1	1.7	iXL Subscription	All		No				2024-2025	$0.00	$9,000.00			$9,000.00		$9,000.00
1	1.8	Teacher on Special Assignment	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$168,498.00	$0.00	$84,249.00	$84,249.00			$168,498.00
1	1.9								2024-2025							
2	2.1	School Counselor	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$397,512.00	$0.00	$397,512.00				$397,512.00
2	2.2	MTSS Support Coordinator	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$44,629.00	$0.00	$44,629.00				$44,629.00
2	2.3	PBIS Support and Safety	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$69,821.00	$0.00	$69,821.00				$69,821.00
2	2.4	Stipends for School Clubs	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$12,800.00	$0.00	$12,800.00				$12,800.00
2	2.5	Dean of Students	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$221,194.00	$0.00	$221,194.00				$221,194.00
2	2.6	Athletic Director	All		No				2024-2025							$7,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.7	Supplies	All	No				2024-2025	$7,000.00	$0.00	$7,000.00				$20,000.00
2	2.8								$0.00	$20,000.00			$20,000.00		
3	3.1	Counseling and Wellness Room	All	No				2024-2025	$0.00	$10,000.00	$10,000.00				$10,000.00
3	3.2	Wellness Room	All	No				2024-2025							
3	3.3	Community Liaison	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$55,007.00	$0.00	$55,007.00				$55,007.00
3	3.4	Newcomer Support	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	Specific Schools: Monroe Middle School 6-8	2024-2025	$35,355.00	$0.00	$35,355.00				$35,355.00

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]
	1,514,497.00		0.000%		$1,145,317.00	0.000%	0.000 %	Total:	$1,145,317.00
								LEA-wide Total:	$0.00
								Limited Total:	$56,752.00
								Schoolwide Total:	$1,088,565.00

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	Educational Associate Position to support AVID Excel	Yes	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Monroe Middle School 7-8	$47,752.00	
1	1.2	Professional Development for AVID Excel	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 7-8	$12,000.00	
1	1.3	Instructional Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Monroe Middle School 6	$6,000.00	
1	1.5	AVID Excel Summer Bridge	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Monroe Middle School 7-8	$3,000.00	

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 (%)
1	1.6	Improvement Coach (Formerly Equity TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$155,998.00	
1	1.8	Teacher on Special Assignment	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$84,249.00	
2	2.1	School Counselor	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$397,512.00	
2	2.2	MTSS Support Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$44,629.00	
2	2.3	PBIS Support and Safety	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$69,821.00	
2	2.4	Stipends for School Clubs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$12,800.00	
2	2.5	Dean of Students	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$221,194.00	
3	3.3	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Monroe Middle School 6-8	$55,007.00	
3	3.4	Newcomer Support	Yes	Schoolwide	English Learners Low Income	Specific Schools: Monroe Middle School 6-8	$35,355.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$1,260,802.00	$1,237,152.80

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	Educational Associate Position to support AVID Excel	Yes	$44,701.00	$47,378.21
1	1.2	Professional Development for AVID Excel	Yes	$8,000.00	$10,909.00
1	1.3	Instructional Materials	Yes	$4,000.00	$5,635.00
1	1.4	Release Time	No	$7,000.00	$12,625
1	1.5	AVID Excel Summer Bridge	Yes	$3,000.00	$1100.00
1	1.6	Equity TOSA	Yes	$140,678.00	$150,673.90
1	1.7	iXL Subscription	No	$9,000.00	$8,050.00
1	1.8	Teacher on Special Assignment	Yes	$78,536.00	$84,249.36
1	1.9	Teacher on Special Assignment	Yes	$78,536.00	$84,249.36

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	School Counselor		$440,140.00	$381,556.7
2	2.2	MTSS Support Coordinator		$46,638.00	$57,784.22
2	2.3	PBIS Support and Safety		$54,397.00	$65,997.14
2	2.4	Stipends for School Clubs		$12,800.00	$12,800.00
2	2.5	Dean of Students	Yes	$221,194.00	$187,170.2
2	2.7	Athletic Director	No	$7,000.00	$7,000
2	2.8	Supplies	No	$20,000.00	$20,000
3	3.1	Counseling and Wellness Room	Yes	$10,000.00	$10,000
3	3.2	Wellness Room	No		
3	3.3	Community Liaison	Yes	$50,849.00	$54,619.71
3	3.4	Newcomer Support	Yes	$24,333.00	$35,355

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)
	$506,755.00	$502,841.02	$3,913.98	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Educational Associate Position to support AVID Excel	Yes	$44,701.00	$47,378.21		
1	1.2	Professional Development for AVID Excel	Yes	$8,000.00	$10,909.00		
1	1.3	Instructional Materials	Yes	$4,000.00	$5,635.00		
1	1.5	AVID Excel Summer Bridge	Yes	$3,000.00	$1,100.00		
1	1.6	Equity TOSA	Yes	$140,678.00	$150,673.90		
1	1.8	Teacher on Special Assignment	Yes				
1	1.9	Teacher on Special Assignment	Yes				
2	2.5	Dean of Students	Yes	$221,194.00	$187,170.2		
3	3.1	Counseling and Wellness Room	Yes	$10,000.00	$10,000.00		
3	3.3	Community Liaison	Yes	$50,849.00	$54,619.71		
3	3.4	Newcomer Support	Yes	$24,333.00	$35,355.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0%	0.000%	$502,841.02	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	Ruth Stephens Radle Principal	rstephensradle@campbellusd.org (408) 556 0360

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	As reported on each school's 2020.2021 SARC: • No teachers are missasigned, no positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score Monroe 98.27	2021.2022 0 teachers are mis-assigned, 0 positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score: 98.04	2022.2023 0 teachers are mis-assigned, 0 positions are vacant • 100% of students have access to standards aligned instructional materials. • FIT Score: 96.71	2023.2024 • For 2022.2023, 1 teacher was mis-assigned. For 2023.2024, 0 positions are vacant. • 100% of students have access to standards aligned instructional materials. • FIT Score: 99.12%	Maintain 0% of Misassigned teachers. Maintain 100% of student access to standards aligned instructional materials. • FIT Score Monroe 98.27
Complete narrative summary for LCFF Priority 7: Access to a	Powerschool data indicates that 100% of students in TK-8 have	2021.2022 Powerschool data indicates that 100% of	2022.2023 Powerschool data indicates that 100% of	2023.2024 Powerschool data indicates that 100% of	Maintain 100% of student access to broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Broad Course of Study	access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	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.	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.	as evidenced by Powerschool.
Summary of self-reflection results for LCFF Priority 2: Implementation of State Academic Standards.	Overall Professional Learning for teaching academic standards: ELA: 4 (Full implementation) Math: 4 (Full implementation) ELD: 3 (Initial implementation)	The Instructional Leadership Team (ILT) completed the LCFF Priority 2 Self-Reflection tool with the following results: 2021.2022 Overall Professional Learning for teaching academic standards: ELA: 3 (Initial implementation)	The Instructional Leadership Team (ILT) completed the LCFF Priority 2 Self-Reflection tool with the following results: 2022.2023 Overall Professional Learning for teaching academic standards: ELA: 4 (Initial implementation)	The Instructional Leadership Team (ILT) completed the LCFF Priority 2 Self-Reflection tool with the following results: 2022.2023 Overall Professional Learning for teaching academic standards: ELA: 2 (Initial implementation)	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)	- Math: 4 (Full implementation) - ELD: 3 (Full implementation)	- Math: 3 (Full implementation) - ELD: 3 (Full 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 6th Grade: - Overall: 59% - EL: 14% - SWD: 18% - SED: 49%	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 6th Grade: - Overall: 68% - EL: 27% - SWD: 43% - SED: 58%
Literacy: Increase the percent of students who reach "At or Above Benchmark" Overall on DIBELS assessment by 7%	Winter 2021 DIBELS Performance - Overall: 60% - EL: 40% - SWD: 31% - SED: 38%	Metric removed, not used in grades 6-8	Metric removed.	Metric removed.	Metric removed, not used in grade 6-8 Winter 2024 DIBELS Performance Desired Outcome Overall: 81%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
each year and on each subtest: • Kindergarten PSF (Phonemic Awareness) • 1st NWF (Decoding) • 2nd ORF (Reading Fluency)	District by Grade Level • K: 57% • 1: 57% • 2: 66% District by Subtest • K PSF: 27% • 1st NWF: 58% • 2nd ORF: 67%				• EL: 61% • SWD: 52% • SED: 59% by Grade Level • K: 78% • 1: 78% • 2: 87% by Subtest • K PSF: 48% • 1st NWF: 79% • 2nd ORF: 88%
Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady. Literacy: Grades 6-8: 9.4% annually; +28% by 2023.2024 Grades 2-5: 7% annually; +21% by 2023.2024 Mathematics:	iReady: Reading District Winter: Grades 6-8 • Overall: 39% • EL: 8% • SWD: 19% • SED: 27% iReady: Mathematics Winter: Grades 6-8 • Overall: 31% • EL: 6% • SWD: 7% • SED: 20%	iReady: Reading Winter 2021.2022: Grades 6-8 • Overall: 33% • EL: 3% • SWD: 10% • SED: 24% iReady: Mathematics Winter 2021.2022: Grades 6-8 • Overall: 23% • EL: 0% • SWD: 4% • SED: 16%	iReady: Reading Winter 2022.2023: Grades 6-8 • Overall: 34% • EL: 3% • EL (cohort): 8% • SWD: 9% • SED: 24% iReady: Mathematics Winter 2022.2023: Grades 6-8 • Overall: 23% • EL: 4% • EL (cohort): 5% • SWD: 4% • SED: 10%	iReady: Reading Winter 2023.2024: Grades 6-8 • Overall: 30% • EL: 3% • EL (cohort): 8% • SWD: 9% • SED: 22% iReady: Mathematics Winter 2022.2023: Grades 6-8 • Overall: 23% • EL: 2% • EL (cohort): 8% • SWD: 4% • SED: 7%	iReady: Reading Performance Desired Outcome Winter: Grades 6-8 • Overall: 67% • EL: 36% • SWD: 47% • SED: 55% iReady: Mathematics Winter: Grades 6-8 • Overall: 65% • EL: 40% • SWD: 41% • SED: 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 6-8: 11.4% annually; +34% by 2023.2024 Grades 2-5: 9% annually; +26% by 2023.2024					
English Language Arts and Mathematics: Increase the percent of Overall students proficient on SBAC Math and ELA by 3% annually. Increase the percent of Black/African American, Hispanic/Latino, SED, and EL students proficient on SBAC ELA and Math by 5% annually.	2018.2019 SBAC: English Language Arts • Overall: 42% • Black/African American: 40% Hispanic/Latino: 32% • SED: 32% • EL: 2% • SWD: 11% 2018.2019 SBAC: Mathematics • Overall: 31% • Black/African American: 24% Hispanic/Latino: 21% • SED: 21% • EL: 3% • SWD: 4%	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021.2022 SBAC: English Language Arts • Overall: 34% • Black/African American: 37% • Hispanic/Latino: 26% • SED: 30% • EL: 3% • SWD: 5% 2021.2022 SBAC: Mathematics • Overall: 19% • Black/African American: 20% Hispanic/Latino: 12% • SED: 24% • EL: 1% • SWD: 4%	2022.2023 SBAC: English Language Arts • Overall: 33% • Black/African American: 44% • Hispanic/Latino: 23% • SED: 24% • EL: 2% • SWD: 7% 2022.2023 SBAC: Mathematics • Overall: 20% • Black/African American: 26% Hispanic/Latino: 13% • SED: 22% • EL: 2% • SWD: 4%	2023.2024 SBAC: English Language Arts Desired Outcome • Overall: 51% • Black/African American: 49% • Hispanic/Latino: 41% • SED: 41% • EL: 11% • SWD: 20% 2023.2024 SBAC: Mathematics Desired Outcome • Overall: 40% • Black/African American: 33% • Hispanic/Latino: 30% • SED: 30% • EL: 11% • SWD: 13%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually.	2018-2019 CAST Results District Grade 8: • Overall: 24% • EL: 0% • SWD: 0% • SED: 15% • Black/African American: 29% Hispanic/Latino: 17%	Metric on hold. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	2021-2022 CAST Results District Grade 8: • Overall: 26% • EL: 0% • SWD: 9% • SED: 20% • Black/African American: 8% Hispanic/Latino: 18%	2022-2023 CAST Results District Grade 8: • Overall: 28% • EL: 2% • SWD: 15% • SED: 23% • Black/African American: 18% • Hispanic/Latino: 21%	2023.2024 CAST Desired Outcome District • Grade 8: 39% EL: 15% • SWD: 15% • SED: 30% • Black/African American: 44% Hispanic/Latino: 32%
Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).	2019 English Learner Progress • Number of ELs who had current and prior year ELPAC scores: 243 • Percent of ELs making at least one level of progress: 43%	Metric on hold. CUSD uses the California State Dashboard measure for English Learner Progress for this metric. Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition. A baseline goal will be established for this metric in the Fall of	2021-22 English Learner Progress • Number of ELs who had current and prior year ELPAC scores: 208 • Percent of ELs making at least one level of progress: 62%	2022-2023 English Learner Progress • Number of ELs who had current and prior year ELPAC scores: 158 • Percent of ELs making at least one level of progress: 55%	Updated 2023.2024 ELPAC Desired Outcome • The percentage of EL students making at least one level progress on the ELPAC will meet or exceed the State of California percentage. 2023.2024 ELPAC Desired Outcome • Increase the percent of EL

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2022 with the resumption of California State Dashboard measures.			students making at least one level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.
Increase the percent of Redesignated ELs by at least 3% annually.	2019.2020 Redesignation • Total Number of ELs: 313 Redesignated: • Number: 22 • Percent: 7%	2020.2021 Redesignation • Total Number of ELs: 298 • Number Redesignated: 18 • Percent Redesignated: 6% Note: Total number of ELs as of 2021.11.20.	2021.2022 Redesignation • Total Number of ELs: 268 • Number Redesignated: 47 • Percent Redesignated: 18%	2022.2023 Redesignation • Total Number of ELs: 243 • Number Redesignated: 57 • Percent Redesignated: 23%	2023.2024 Redesignation Desired Outcome • Total Percent of ELs Redesignated: 15%
Performance Indicator Review (PIR): Special Education Performance:	2018.2019 SBAC ELA: Performance PIR Identified Schools • Monroe: 10.49%	Metric removed. CUSD has simplified our SBAC Math, ELA, and Science metrics	Metric removed.	Metric removed.	Metric removed. 2021.2022 SBAC ELA: Performance PIR Identified Schools • Monroe: 27%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
• Increase CAASPP ELA Performance for Special Education students by at least 15.9% at PIR identified schools as measured by the 2021.2022 SBAC. • Increase CAASPP Mathematics Performance for Special Education students by at least 9.43% at PIR identified schools as measured by the 2021.2022 SBAC.	2018.2019 SBAC Mathematics: Performance PIR Identified Schools • Monroe: 4.17%	to better align to Goal 1. Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.			2021.2022 SBAC Mathematics: Performance PIR Identified Schools • Monroe: 14%

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.

Actions for Monroe's goal of High Quality First Instruction for All fall into the following categories:
- Site-Based Instruction and Intervention Staff (Actions 1.1, 1.5, 1.6, 1.8, and 1.9)
- Professional Development and Planning (Actions 1.2)
- Programming and Materials (Actions 1.3 and 1.7)
- Release Time (1.4)

There were no substantive differences in planned actions and actual implementation of these actions.

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

In 2023.2024 the following material differences between budgeted expenditures and estimated actual expenditures occurred:

Increases in salary and benefits costs for staffing are a result of a negotiated pay raises.

- Professional Development and Planning (Actions 1.2)
We were able to offer AVID Professional Development at an AVID Regional Conference to 16 additional teachers, counselors, and administrators. This action was more than the planned expenditure.

- Programming and Materials (Actions 1.3 and 1.7). This action was more than the planned expenditure.
We needed more consumable workbooks than we estimated in the spring of 2023.
The iXL contract was less than estimated because we needed fewer licenses.

- Release Time (1.4). This action was more than the planned expenditure.
We were able to add release days to support additional teacher collaboration by department.

- AVID Excel Summer Bridge (1.5). This action was less than the planned expenditure.
The cost of stipends was less than budgeted as we only need one teacher to support the program in August of 2023.

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

Categories and efficacy in making progress:

- Site-Based Instruction and Intervention Staff (Actions 1.1, 1.5, 1.6, 1.8, and 1.9)

Our math specialist continued to support math intervention time in 6th grade. Additionally, our Math Specialist has gained additional training in supporting math intervention in middle school.

Additional staffing to support newcomers has allowed us to open two classes to support newcomers. The teacher has also provided family engagement opportunities throughout the year based on family interests and learning needs.

Through the PLCs, our Equity TOSA supports PLC teams to engage in Plan, Do, Study, Act cycles around AVID strategies to support student access to grade-level content.

- Professional Development and Planning (Actions 1.2)

Based on the AVID training and work we have completed this year, we are on track to recertify as Emerging Schoolwide on the AVID certification Instrument.

- Programming and Materials (Actions 1.3 and 1.7)

The consistent work to strengthen our designated ELD courses has resulted in increased reclassification and our school's ELPI rating.

iXL is being used in all three grade levels. Teachers have shifted to a model of use that supports student progress over compliance.

- Release Time (1.4)

With the release days, we have support nine days for teaching teams and families to meet to discuss student strengths and areas of need through the Student Success Team Process.

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

For the 24-25 school year we will be continuing with these services and actions as they are contributing to our over progress and growth as a school.

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

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain. Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain.	2019.2020 Suspension Rate • Overall: 3.7% • EL: 6.5% • SWD: 11.0% • SED: 6.8% • Black/African American: 4.3% • Hispanic/Latino: 6.8%	Metric Adjusted for 2020.2021 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' 2020.2021 Suspension Rate: • Overall: 0.1% • EL: 0.0% • SWD: ** • SED: ** • Black/African American: 0.0% • Hispanic/Latino: 0.1%	Metric Adjusted for 2021.2022 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' Adjust to Low or Very Low on CA Dashboard Overall and for all reported student groups. 2021.2022 Suspension Rate: • Overall: High • EL: High • SWD: Very High • SED: High	Metric Adjusted for 2022.2023 CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.' Adjust to Low or Very Low on CA Dashboard Overall and for all reported student groups. 2022.2023 Suspension Rate: • Overall: High • EL: High • SWD: High • SED: High	Updated 2023.2024 Suspension Desired Outcome • Status of Very Low or Low Overall and for all Student Groups. 2023.2024 Suspension Rate Desired Outcome • Overall: 2.2% • EL: 5% • SWD: 9.5% • SED: 5.3% • Black/African American: 2.8% • Hispanic/Latino: 5.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		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.	• Black/African American: Medium • Hispanic/Lati no: High	• Black/African American: Medium • Hispanic/Lati no: High	
Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group. • Overall reduce by 300; 100 annually. • ELs and SWDs reduce by	2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression • Overall: 28 • EL: 12 • SWD: 11 • SED: 23 • Hispanic/Lati no: 22 • Black African American: 3	Metric Removed. CUSD monitors ODRs locally. 2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression: 31 • Overall: • EL: 10 • SWD: 7 • SED: 24 • Hispanic/Lati no: 25	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome • Overall: 9 • EL: 4 • SWD: 3 • SED: 7 • Hispanic/Lati no: 7 • Black African American: 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
TBD; TBD annually. • SED and Hispanic reduce by TBD; TBD annually.					
Decrease the overall Chronic Absenteeism rate by 0.5% annually. Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.	2019.2020 Chronic Absenteeism Rate • Overall: 6.71% • EL: 6.6% • SWD: 11.3% • SED: 8.0% Note: Chronic Absenteeism data not reported publicly for 2019.2020.	2020.2021 Chronic Absenteeism Rate: • Overall: 8% • EL: 9.2% • SWD: 13.4% • SED: 10.3%	2021.2022 Chronic Absenteeism Rate: • Overall: 22% • EL: 23% • SWD: 30% • SED: 25%	2022.2023 Chronic Absenteeism Rate: • Overall: 17.9% • EL: 16% • SWD: 28.6% • SED: 24.8%	2023.2024 Chronic Absenteeism Rate Desired Outcome • Overall: 5.2% • EL: 6.1% • SWD: 9.8% • SED: 6.5%
Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%. • Students in grades 3-8 to 95%; 5.7% annually. • Teachers and Staff to 95%;	2020.2021 Fall Panorama Survey Participation Rate • Students Grades 3-8: 78% • Teachers and Staff: 79%	Metric Adjusted for 2021.2022. CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Participation: • Students Grades 3-8: Fall 58%; Spring 78%	2022.2023 Panorama Survey Participation: • Students Grades 3-8: Fall 88%; Spring 97% • Teachers and Staff: Fall 97%; Spring 86%	2023.2024 Panorama Survey Participation: • Students Grades 3-8: Fall 88% • Teachers and Staff: Fall 80%	2023.2024 Fall Panorama Survey Participation Rate Desired Outcome • Students Grades 3-8: 95% • Teachers and Staff: 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5.4% annually.		• Teachers and Staff: Fall 66%; Spring 89%			
Increase favorable response to Emotional Regulation (grades 3-8) and Sense of Belonging (grades 6-8) in Fall 2021 Panorama Survey to 80% (12% annually).	2020.2021 Fall Panorama Survey Student Responses • Emotional Regulation (grades 3-8): 40% • Sense of Belonging (grades 6-8): 37%	Metric Adjusted for 2021.2022. CUSD now includes Fall and Spring Panorama results. 2021.2022 Panorama Survey Student Responses: • Emotional Regulation (grades 6-8): • Fall 38%; Spring 31% • Sense of Belonging (grades 6-8) • Fall 36%; Spring 38%	Metric Adjusted for 2022.2023. CUSD now includes Fall and Spring Panorama results and Report on Sense of Belonging only. 2022.2023 Panorama Survey Student Responses: • Sense of Belonging (grades 6-8) • Fall 34%; Spring 35%	Metric Adjusted for 2023.2024. CUSD now includes Fall and Spring Panorama results and Report on Sense of Belonging only. 2023.2024 Panorama Survey Student Responses: • Sense of Belonging (grades 6-8) • Fall 36%	2023.2024 Fall Panorama Survey Student Responses Desired Outcome • Emotional Regulation (grades 3-8): 76% • Sense of Belonging (grades 6-8): 61%
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	Metric Adjusted for 2022.2023. CUSD uses the Studer Education School Student Engagement Survey to measure and report	2022.2023 Climate Survey Question Responses: • I feel safe at my school: 3.23; 9.36%	2023.2024 Climate Survey Question Responses: • I feel safe at my school: 3.13; 8.84%	Metric Adjusted. Updated 2023.2024 Desired Outcome: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the annual LCAP review process.	on LCFF Priority 6: School Climate. The percent of students reporting a favorable response as represented by the Overall Top Box (the percent of students reporting a 5) score to School Climate Questions will increase by 10% annually. 2021.2022 Climate Survey Question Responses: • I feel safe at my school: 3.35; 11.84% • School rules are fair: 3.33; 11.09% • My school is clean: 2.60; 3.36% • Students are nice to each other at my school: 2.73; 5.52% • I like going to my school each day: 3.13; 14.44%	• School rules are fair: 3.11; 4.75% • My school is clean: 2.51; 3.28% • Students are nice to each other at my school: 2.61; 3.50% • I like going to my school each day: 2.88; 9.90%	• School rules are fair: 3.13; 10.38% • My school is clean: 2.52; 4.04% • Students are nice to each other at my school: 2.54; 4.86% • I like going to my school each day: 2.71; 8.88%	increase by 5% in 2023.2024 from the 2021.2022 baseline. The Overall Mean for questions will be at least 4.5 by 2023.2024. 2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase Annual Attendance Rate to at least 98%.	Metric Added. 2020.2021 Annual Attendance Rate: • Monroe: 96.72%	N/A	2021.2022 Annual Attendance Rate: • Monroe: 93.57%	2022.2023 Annual Attendance Rate: • Monroe: 93.33%	Metric Added. 2023.2024 Attendance Rate Desired Outcome • Monroe: At least 98%
Maintain Middle School Drop Out Count of 0.	Metric Added. 2020.2021 Middle School Drop Out Count • Monroe: 0	N/A	2021.2022 Middle School Drop Out Count • Monroe: 0	2022.2023 Middle School Drop Out Count • Monroe: 0	Metric Added. 2023.2024 Middle School Drop Out Desired Outcome • Monroe: 0
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	Metric Added. 2020.2021 Expulsion Rate Monroe • Overall: 0.0% • EL: 0.0% • SWD: 0.0% • SED: 0.0%	N/A	2021.2022 Expulsion Rate Monroe • Overall: 0.1% • EL: 0.3% • SWD: * • SED: * *To protect student privacy, reporting for these programs are disabled when the count of suspensions or expulsions is less than 5.	2022.2023 Expulsion Rate Monroe • Overall: 0.25% • EL: 0.73% • SWD: 0%* • SED: 0%* *To protect student privacy, reporting for these programs are disabled when the count of suspensions or expulsions is less than 5.	Metric Added. 2023.2024 Expulsion Rate Desired Outcome: Monroe • 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.

Actions for Campbell's goal of High-Quality Social Emotional Learning for All fall into the following categories:

- Staff to support social-emotional well-being and behavior (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)
- Athletic Director (Action 2.7)
- Instructional Materials (Action 2.8)

Differences in planned actions and actual implementation of actions:
For the 2023.2024 school year, there were no substantive differences in planned versus implemented actions.

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

In 2023.2024 substantial increases were costs for staffing are a result of a negotiated pay raises.

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

All actions in the area will be maintained for the 2024.2025 School Year.

- Staff to support social-emotional well-being and behavior (Actions 2.1, 2.2, 2.3, 2.4, and 2.5)

We supported two sessions of 10-week clubs with 8 to 10 club offerings and a Folklorico Group. Our MTSS aide and Dean of Students support the facilitation of these club programs.
The Dean of students, MTSS aide, and PBIS aide have supported our ability to strengthen a positive school environment. This team also responds to student behavior needs. We have seen a reduction in ODRs and suspensions this year overall.

- Athletic Director (Action 2.7)

We have been able to expand our sports program and add two additional sports. We have a wrestling team and a cheer team.

- Instructional Materials (Action 2.8)

Targeted purchases have been made to expand our band instruments inventory, STEAM supplies, and art department supplies.

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

For the 24-25 school year we will be continuing with these services and actions as they are contributing to our over progress and growth as a school.

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	Overall Professional Learning for teaching academic standards: 2020.2021 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: 3 (Full implementation) LEA's progress in providing families with information and resources to support student learning and development in the home:	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2021.2022 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: 4 (Full implementation) LEA's progress in providing families with	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2022.2023 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome: 3 (Full implementation) LEA's progress in providing families with	School Site Council (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school completed the LCFF Priority 3 Self-Reflection tool with the following results: 2023.2024 LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children: • Outcome:2 (Beginning Development) LEA's progress in providing families with	Improve rubric score to 5 in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• Outcome: 4 (Full Implementation & Sustainability) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: 4 (Full implementation)	information and resources to support student learning and development in the home: • Outcome: 5 (Full Implementation & Sustainability) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: 4 (Full implementation)	information and resources to support student learning and development in the home: • Outcome: 5 (Full Implementation & Sustainability) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: 3 (Full implementation)	information and resources to support student learning and development in the home: • Outcome: 3 (Initial Implementation) LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: • Outcome: 5 (Full Implementation and Sustainability)	
Two schools will be identified Common Sense Media certified in 2021 and we will increase the number of school certifications annually.	Zero Schools Certified in 2020-2021	Metric Removed. Desired Outcome Achieved in 2021.2022.	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Common Sense Media certification Desired Outcome: • At least two schools certified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Guardian participation in Fall Conferences will increase by 10% annually.	Note: Baseline set in Fall 2021.	Metric Removed. CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline
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. Source: Sign in sheets and feedback forms.	Note: Baseline set in Fall 2021.	Metric Removed. 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. Parent and Family Engagement Strategies Training: • In January 2022, school staff participated in trainings offered by	Metric Removed.	Metric Removed.	Metric Removed. 2023.2024 Staff Professional Development on Family Engagement Desired Outcome: TBD based on Fall 2021 Baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the Family Engagement Institute. Training topics were site determined.			
Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange Source: Spring 2021 Thought Exchange	Spring 2021 Thought Exchange Participation: • : TBD%	Metric Adjusted. CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange. 2021.2022 Parent/Family Satisfaction Survey Responses: • 111	2022.2023 Parent/Family Satisfaction Survey Responses: • 26	2023.2024 Parent/Family Satisfaction Survey Responses: • 116	2023.2024 Desired Outcome: • At least 134 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey
100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	Metric Added. 2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	N/A	N/A	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• MMS: 100%				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.

Actions for Monroe's goal of parent, family, and community engagement to support all learners fall into the following categories:

- Wellness Center and Counseling Department Instructional Materials (Action 3.1)
- Wellness Center (Action 3.2)
- Community Liaison (Action 3.3)
- Newcomer Support .2 FTE (Action 3.4)

Differences in planned actions and actual implementation of actions:
There were no substantive differences in planned actions and actual implementation.

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

In 2023.2024 substantial increases were costs for staffing are a result of a negotiated pay raises.

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

- Wellness Center and Counseling Department Instructional Materials (Action 3.1)

Throughout the year our counselors/wellness staff have provided three family engagement sessions. Our counselors provide support to families for school based counseling referrals as well as any mental health needs. They also support the creation, review, and implementation of Section 504 plans.

- Wellness Center (Action 3.2)

Our wellness center continues to support students accessing wellness skills and strategies at tier 1. The center has 300-plus visits a month where students can reset and practice wellness skills.

- Community Liaison (Action 3.3)

Our community liaison supports outreach to families to access, housing, educational resources, food, health insurance, and any other needs that might be a barrier to a student accessing their education.

- Newcomer Support .2 FTE (Action 3.4)

Specific support for newcomer families facilitated 4 family sessions, 1-to-1 outreach, and training and teacher collaboration.

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

For the 24-25 school year we will be continuing with these services and actions as they are contributing to our over progress and growth as a school.

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.