



# Local Control and Accountability Plan

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

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

### General Information

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

At Lynhaven, our mission is to foster a community of critical thinkers who practice collaboration, innovation, and empathy throughout their lives.

Lynhaven School, one of nine elementary schools in the Campbell Union School District, educates 512 students from grades Transitional Kindergarten through 5th. Our skilled teachers provide engaging instruction based on the Common Core State Standards. We partner with parents and the community to enrich the school experience, provide a caring, respectful school climate, and prepare students for the rigors of college and career in the 21st century.

#### Mission Statement:

Lynhaven, the home of the Lynx, is a caring community of students, families, and staff. Our mission is to foster a community of critical thinkers, who practice collaboration, innovation, and empathy throughout their lives. Our student population is made up of many ethnicities. Our largest populations consists of 55.2% Hispanic Latino, 11.9% White, 15.6% Asian and 4.8% as African American. Our English Language Learners make up 32.2% of our school population, our Students with Disabilities make up 25% of our school population and 51.4% of our students are classified as socioeconomically disadvantaged. There are currently 2 children who are under Foster Youth designation and 5 children who are in McVento status.

Lynhaven is an AVID school. We are in year eight of our AVID (Achievement Via Individual Determination) implementation. All grades, TK-5, participate in AVID. All classrooms utilize WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies. We received the status of AVID Certified School in Fall of 2022 and Fall of 2023. Recertification Data is due to AVID annually in May. We work closely with our District AVID Director and our Regional AVID Coach to refine our AVID implementation.

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 data that informs teaching and learning. PLC time is implemented as job-embedded professional development for our teaching staff. Our teachers participate in PLC (Professional Learning Community) and RTI (Response to Instruction/Intervention). Together, our teams, have developed strong instruction and intervention supports. Our teachers participate in weekly collaboration, reflecting on student data and program implementation. Our support providers and Special Education teachers also participate with our general education teachers during the weekly PLC meetings. Staff are 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 strategic teaching and learning strategies that guide our practice. We begin with 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. It begins 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 profile of a graduate competencies of critical thinking, empathy, self-direction, collaboration and innovation. Students are exposed to a well rounded instructional program that includes technology integration, the arts, science including environmental literacy, and physical education. Our high quality instructional program is partnered with equal importance with an emphasis on social emotional learning which supports the whole child.

Our school has five special education classes serving students in grades TK-5 with mild-moderate learning disabilities and students on the Autism Spectrum. Lynhaven is the only school in Campbell Union Elementary School District that serves students with mild-moderate learning disabilities in special education classes. All of our students in the special education setting are mainstreamed in the general education setting for a portion of their school day. Additional mainstreaming opportunities are provided as soon as possible and as determined by IEP teams. Our culture is inclusive, celebrating the unique qualities of each of the children we serve.

Our parents are involved in the education of their children. Our parents participate through leadership opportunities, serving on ELAC, SSC, PTA, DELAC, and SPAC. Our parents volunteer in the classrooms, help in the library, participate on field trips, volunteer for schoolwide events, and attend school wide events and activities. We believe that in order to support 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. We value families as our partners in the educational process.

Campbell USD is strong in its 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 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, Foothill College's Family Engagement Institute, First 5, Catholic Charities, and the City of San Jose to provide counseling, parent education classes, resource management and referral guidance to community based resources and nursing support. Our community is strong and innovative and committed to changing with the needs of our stakeholders as our LCAP will consistently demonstrate. Lynhaven has a strong outreach program, which is supported by our Community Liaison. Each year we partner with Los Gatos Assistance League to coordinate the effort to get our students shoes and coats. We also make sure our families have access to food and toiletries. Our staff works together to collect food items and gift cards. We partner

with local charities to gain access to food resources we can give our families on a weekly basis. We partner with CASSY and Uplift to provide mental health support for our students.

We hold several parenting workshops throughout the year presented by Campbell Union Family Engagement Staff, 5210 Healthy Eating Program, Catholic Charities, and the San Jose Police Department. Our parenting workshops are well attended and interest is increasing every year. In addition, we held 2 community outreach fairs this year to provide families with resources and information on how to connect to various community agencies such as the public library, Campbell USD Health Services, Pacific Clinics, and Campbell Adult and Community Education.

We continue to see the effects of the COVID-19 pandemic amplifying the opportunity gap for certain student groups. We are continuing to work to re-engage students and families with the importance of regular school attendance and the positive impact that attendance has on the learning process. We are also working to support students in re-building social emotional skills that did not develop as they typically would have during the COVID-pandemic. We also acknowledge that we need to strengthen our practices toward becoming an Anti-Racist organization and the LCAP will intentionally use language and demonstrate metrics and goals and services in support of this. As part of this initiative, Lynhaven purchased the Character Strong Equity Professional Development. All certificated staff worked through these modules together during staff meeting time, and completed the modules during the 2021-2022 school year. Throughout the 2023-2024 school year we have returned to these modules and other DEI activities to continue our work in this area.

Additionally, we face the growing challenge of declining student enrollment, which has a direct budget impact. The goals/metrics and the planned actions and services in the LCAP will transparently address how we will implement improvement strategies to address the challenges facing our district. We consistently work with stakeholders and 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.

## Reflections: Annual Performance

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

Academic performance for all students continues to be an area of focus for Lynhaven. Early literacy data (DIBELs) indicate that we have strong instructional practices at these grade levels. In addition to regular progress monitoring in the primary grades, K-2 regroup for targeted instruction in phonics and writing. iReady assessment results demonstrate growth for grades 1-5 in math and 2-5 in Language Arts. This indicates the positive impact of supporting students to make academic progress. State test results indicate that enhanced, targeted instruction in math, Language Arts, and Science for grades 3-5 is needed. In particular our Students with Disabilities and our English Language Learners are not reaching state test benchmarks.

A review of the Indicators on the California School Dashboard show the following areas of need:  
English Language Arts: English Learner students were red for this indicator.

English Language Arts and Math: Students with Disabilities were red for both of these indicators.

The additional release time provided by Campbell Union School District's AIM (Arts Innovation and Music) program has provided our teachers more planning time to develop targeted, responsive, and differentiated instruction. In the primary grade band, K-2, this time has been partially informed by literacy progress monitoring data as well as CFAs (common formative assessments) based on essential standards. In grades 3-5 this planning time has been informed by CFAs based on essential standards. Additionally, grades 3-5 began using interim assessments for math and Language Arts in the 2024-2025 school year. These interim assessments have served as CFAs aligned with the annual state tests and have provided students and teachers with valuable feedback about students' readiness for state tests. The readiness data has been content knowledge and skill readiness as well as test-taking/testing platform familiarity. Additionally, the interim assessments have provided our Students with Disabilities with valuable opportunities to practice using their testing accommodations prior to the Summative SBA (Smarter Balanced Assessments).

In the 2023-2024 school year we also started the use of Interim ELPAC assessments in grades 3-5. Students and teachers have received valuable feedback on students' readiness for the Summative ELPAC. This additional data has been used in PLC (professional learning community) sessions to plan responsive, differentiated instruction for our English Learners with the goal of increasing the number of students reclassifying as English proficient.

In the 2023-2024 school year, our chronic absenteeism rate declined and our attendance rate improved. We believe the continued classroom and schoolwide focus on Panorama-identified needs and AVID SEL curriculum has contributed to a safe and welcoming school environment that students want to be in. In the 2024-2025 school year staff will continue to work on attendance intervention strategies at the teacher, administration, and community liaison levels.

Panorama indicates that an area to continue to focus on is students' sense of belonging. Connected to this need, our annual engagement survey results demonstrate that students' perception is that students are not nice to each other at Lynhaven. Our continued partnership with Playworks (2.6) will help students with respectful communication and collaborative problem-solving through structured play opportunities. The Playworks class game time also has the added benefit of enabling the classroom teacher to participate in structured play opportunities alongside students. This fosters positive classroom community.

In April 2024, Lynhaven applied for Silver Level Recognition from the California PBIS Coalition. While there are areas to continue to improve on, we believe all of our actions and services in Goal 2 of our have helped us to establish a consistent, predictable, school environment.

ODR (Office Discipline Referral) data indicates that we should continue to source Tier 2 and Tier 3 supports for all site staff, including teachers, so that the whole team feels more equipped to respond to the changing needs that our students bring to school. In this 3 year LCAP cycle we will also focus on strengthening our MTSS (Multi-Tiered Systems of Supports) processes and practices so that our students receive individualized, research-based supports and interventions for behavioral and academic needs.

# 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.

Lyhaven 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)	<p>Lynhaven holds four SSC meetings annually, where staff and parent members are given the opportunity to provide feedback on action items in the LCAP. This group is also provided with school updates. School Site Council members provide feedback for our local indicators for Goal 3 (Community and Family Engagement).</p> <p>School Site Council also provides feedback on actions and services throughout the year.</p>
English Language Acquisition Group (ELAC)	<p>Lynhaven holds four ELAC meetings annually, where parents are given the opportunity to provide input on action items in the LCAP that support emerging bilingual students. In addition to gathering feedback for our local indicators for Goal 3 (Community and Family Engagement) an annual needs survey is completed each May to help inform ELAC content and parent/family workshops for the upcoming year. Our community liaisons regularly engages 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.</p> <p>LCAP updates are provided at every ELAC meeting and site administrators gather feedback about actions and services throughout the LCAP cycle.</p>

<p>Students</p>	<p>Student Council meets monthly to plan spirit days and to create posters for spirit days. The student council reps are students from all classrooms grades 3rd through 5th, including special education classrooms.</p> <p>Additionally, we have restarted our partnership with YMCA Project Cornerstone's Expect Respect program. In this program student ambassadors from 4th and 5th grades are selected to help work on respectful communication and conflict resolution. The student ambassadors meet in smaller focus groups with the staff lead to determine the needs.</p> <p>Finally, through our Playworks Junior Coach Program, 4th and 5th graders are selected to serve as Junior Coaches. They take on student leadership roles to lead games and activities during morning recess. On rainy days they also help in early primary classrooms (TK-2) to lead games and support younger peers to stay active and engaged when outdoor recess options are limited.</p> <p>Our students also participate on the district-level SSAC (Superintendent Student Advisory Committee). The student representatives bring back their feedback and ideas from SSAC to share with other students in the 5th grade.</p>
<p>Teachers</p>	<p>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. Discussions of school-wide needs and reviews of academic and behavioral data occur regularly throughout the year.</p> <p>Input from Teachers who are Special Education Staff is also shared with the CUSD Special Education Department so that they can also respond to the PD needs as well as classroom level resources and supports that are needed.</p> <p>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</p>

	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	<p>Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process.</p> <p>Discussions of school-wide needs and reviews of academic and behavioral data occur regularly throughout the year. These discussions help to inform PD needs as well classroom level resources and supports that are needed. Classified staff member input helps us to continue to refine our actions and services to be responsive to the needs of our students throughout the LCAP cycle.</p> <p>Input from Classified Special Education Staff is also shared with the CUSD Special Education Department so that they can also respond to the PD needs as well as classroom level resources and supports that are needed.</p>



Parents/Guardians	<p>Lynhaven 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 English Language Acquisition Committee (ELAC). Lynhaven utilizes uniform LCAP slide decks which are prepared by the Teaching and Learning Department for all parent school site council and ELAC 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. School data is also shared at PTA meetings and in School Board meetings.</p> <p>The process for district surveys is to send out notification that a survey is coming, we send postcards to families with instructions for how to take the survey (offered in Spanish and English), we communicate weekly during the survey window using Parent Square. The results are shared back with parents in a message from the Superintendent as well as individual school results shared with community partners in school based meetings, such as SSC and ELAC.</p>
PTA	<p>Lynhaven's PTA holds 3 general meetings a year. PTA leadership is invited to attend all ELAC meetings to present about PTA events and recruit PTA members. A strong connection between PTA and ELAC is important so that all families feel comfortable engaging in school community events. The PTA encourages and welcomes all Lynhaven caregivers to join PTA .</p>

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

Consultation from our district leaders and various educational partner and community groups consistently came back with a theme for the need to add additional social emotional learning and behavioral supports for our students. This is an instrumental part of a high quality multi-tiered system of support and continues to be included in our LCAP. There is one intentional goal for academics and one for social emotional and behavioral learning. Within each goal we are able to intentionally and transparently identify actions and services to support "all" children, "some" children and "few" children. This also allows us to look at equity of funding and ensure that our resources are aligned to areas where data tells us we need additional support. A theme from our teacher and administrative staff educational partner groups indicated the need for more intervention supports for students struggling academically. This need has led us to allocate targeted funds for professional development

to build the capacity of our teachers to provide tier 2 academic and social emotional supports for students. Various educational partners and community groups have provided input about the importance of reading and math intervention supports as well as ensuring we have services to support the counseling, social emotional and behavioral needs. Feedback from educational partners also indicated that families are eager for more community events and volunteering opportunities as a way to deepen the partnership between school and home. Our educational partners also requested that students continue to be provided opportunities to engage in the arts/music/dance as part of the academic program.

The LCAP is informed by feedback from educational partners throughout the cycle. School Site Council also provides feedback on the Comprehensive School Safety Plan, which is directly tied to our actions and services in Goal 2. ELAC provides feedback and input on actions and services for English Language Learners as well as Students With Disabilities. Discussions with SSC and ELAC directly support Goal 3 (community engagement). Feedback gathered from certificated and classified staff helps to inform PD needs in Goal 1 and 2. Staff feedback also helps to inform our needs for classroom level resources and supports. Input from all of our educational partner groups help us to continue to refine our actions and services to be responsive to the needs of our students throughout the LCAP cycle.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

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

	<p>Balanced Assessment: English Language Arts in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>Results</p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Overall: 41%</li> <li>• Socioeconomically Disadvantaged : 27%</li> <li>• Students with Disabilities: 4%</li> <li>• English Learners: 13%</li> <li>• White: 54%</li> <li>• Asian: 60%</li> <li>• Hispanic/Latino: 29%</li> <li>• Black: 31%</li> </ul>			<p>Exceeding Standard on the Smarter Balanced Assessment: English Language Arts by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.2	<p>Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 SBAC Math Results</p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Overall: 35%</li> <li>• Socioeconomically Disadvantaged : 24%</li> <li>• Students with Disabilities: 0%</li> <li>• English Learners: 15%</li> <li>• White: 41%</li> <li>• Asian: 55%</li> <li>• Hispanic/Latino : 26%</li> <li>• Black: 23%</li> </ul>			<p>80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment: Mathematics by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	

1.3	<p>Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8.</p> <p>Source: California Assessment of Student Performance and Progress (CAASPP) Results.</p>	<p>2022.2023 CAST Results</p> <ul style="list-style-type: none"> <li>• Grade 5 and/or 8</li> <li>• Overall: 21%</li> <li>• Socioeconomically Disadvantaged : 18%</li> <li>• Students with Disabilities: 0%</li> <li>• English Learners: 0%</li> <li>• White: *</li> <li>• Asian: *</li> <li>• Hispanic/Latino : 8%</li> <li>• Black: *</li> </ul> <p>* Student group size too small to report.</p>			<p>80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 26-27. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 26-27.</p>	
1.4	<p>Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard.</p> <p>Source: California School Dashboard</p>	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> <li>• Number of English Learners with a current and prior year ELPAC score: 87</li> <li>• Percent of English Learners making at least one level of</li> </ul>			<p>Increase the percent of English Learners making at least one level or progress or maintaining a level of 4 on the ELPAC to 55% percent by 26-27.</p>	

		<p>progress or maintaining a level of 4 on the ELPAC: 46%</p>				
1.5	<p>Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP).</p> <p>Number of Long Term English Learners (LTELs) in 8th grade as of Census Day.</p> <p>Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs).</p>	<p>2022.2023 Redesignation Results</p> <ul style="list-style-type: none"> <li>County</li> <li>Number of ELs as of CalPads Census Date: 54266</li> <li>Number of ELs redesignated: 7087</li> <li>Percent of ELs redesignated: 31.5%</li> <li>School</li> <li>Number of ELs as of CalPads Census Date: 111</li> <li>Number of ELs redesignated (excludes K): 12</li> <li>Percent of ELs redesignated (excludes K): 115</li> </ul> <p>2023.2024 Number of Long Term English Learners (LTELs) in 8th grade as of Census Day:</p> <ul style="list-style-type: none"> <li>Not Applicable, Metric applicable only</li> </ul>			<p>Increase or maintain a redesignation rate that is at or above the county redesignation rate by 26-27.</p> <p>LTEL Target Outcome: Not Applicable, does not currently meet LTEL enrollment threshold.</p>	

		to sites meeting LTEL enrollment threshold.				
1.6	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Reading Results</p> <ul style="list-style-type: none"> <li>• Grades 3-5</li> <li>• Overall: 38%</li> <li>• Socioeconomically Disadvantaged : 23%</li> <li>• Students with Disabilities: 7%</li> <li>• English Learners: 14%</li> <li>• White: 59%</li> <li>• Asian: 57%</li> <li>• Hispanic/Latino : 28%</li> <li>• Black: 8%</li> </ul>			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Reading to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.</p>	
1.7	<p>Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8.</p> <p>Source: i-Ready</p>	<p>2023.2024: Winter i-Ready Math Results</p> <ul style="list-style-type: none"> <li>• Grades 1-5</li> <li>• Overall: 24%</li> <li>• Socioeconomically Disadvantaged : 10%</li> <li>• Students with Disabilities: 3%</li> <li>• English Learners: 6%</li> </ul>			<p>80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade</p>	

		<ul style="list-style-type: none"> <li>• White: 41%</li> <li>• Asian: 36%</li> <li>• Hispanic/Latino : 14%</li> <li>• Black: 6%</li> </ul>			Level by 15 percentage points by 26-27.	
1.8	<p>Percent of students scoring At or Above Benchmark on DIBELS in grades K-2.</p> <p>Source: DIBELS/Amplify</p>	<p>2023.2024: Middle of Year DIBELS Results</p> <ul style="list-style-type: none"> <li>• Grades K-2</li> <li>• Overall: 64%</li> <li>• Socioeconomically Disadvantaged : 47%</li> <li>• Students with Disabilities: 26%</li> <li>• English Learners: 49%</li> <li>• White: 60%</li> <li>• Asian: 89%</li> <li>• Hispanic/Latino : 50%</li> <li>• Black: *</li> </ul> <p>* Student group size too small to report.</p>			80% of students in grades K-2 scoring At or Above Benchmark on DIBELS by 26-27. Increase the percent of students in each student groups scoring At or Above Benchmark by 15 percentage points by 26-27.	
1.9	<p>Number of teachers misassigned and number of vacant teacher positions.</p> <p>Source: Human Resources Department</p>	<p>2022.2023 and 2023.2024 Results</p> <ul style="list-style-type: none"> <li>• 2022.2023 Number of teachers misassigned: 0</li> <li>• 2023.2024 Number of vacant</li> </ul>			Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	



		teacher positions: 0				
1.10	<p>Percent of students with access to standards aligned instructional materials.</p> <p>Source: School Accountability Report Cards (SARCs)</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>100%</li> </ul>			<p>Maintain 100% of students having access to standards aligned instructional materials.</p>	
1.11	<p>Facilities Inspection Tool (FIT) Score</p> <p>A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good.</p> <p>Source: Final FIT Evaluations</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>99.35%</li> </ul>			<p>Maintain a FIT Score of at least 95%.</p>	
1.12	<p>Not Applicable, District Level Metric.</p> <p>Percent of English Learners with an ELPAC score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study through Specialized Academic Instruction (SAI).</p>	<p>Not Applicable, District Level Metric.</p>			<p>Not Applicable, District Level Metric.</p>	

	Source: PowerSchool and SIRAS					
1.13	<p>Instructional Leadership Teams (ILTs) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 2: Implementation of State Academic Standards.</p> <p>Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards."</p> <p>Source: Annual Self Reflection</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>English Language Arts: 4 (Full Implementation)</li> <li>English Language Development: 4 (Full Implementation)</li> <li>Math: 4 (Full Implementation)</li> <li>Next Generation Science Standards: 1 (Exploration and Research Phase) <ul style="list-style-type: none"> <li>History/Social Studies: 1 (Exploration and Research Phase)</li> </ul> </li> </ul>			Reach and maintain a rating of 5 (Full Implementation and Sustainability).	
1.15						
1.16						

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## Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Additional Reading Intervention Teacher (part-time)	We are funding an additional part time Reading Intervention teacher to support students in grades 3-5. This action supports the student group indicators which are "red" by providing an additional reading intervention teacher to improve ELA outcomes for English Learners and Students with Disabilities.	\$65,764.00	Yes
1.2	Library Clerk (part-time)	Funding our library clerk (part-time) who supports the school with managing the library, ordering books appropriate for each grade level.	\$26,126.00	No

<b>1.3</b>	Improvement Coach (Formerly Equity TOSA)	<p>Increased or Improved Service: Supports students in grades 3-5 with ELA and helps all teachers with curriculum needs, staff development, and co-teaching.</p> <p>This action supports the student group indicators which are "red" by providing an Improvement Coach who will use improvement science strategies and best practices to help close the achievement gap among English Learners and Students with Disabilities in English Language Arts.</p>	\$174,997.00	Yes
<b>1.4</b>	Assistant Principal	<p>Principally Directed Funds, Action: Additional Administrative Support; Funding our assistant principal who supports with academics, behavior, and MTSS.</p> <p>This action supports the student group indicators which are "red" by providing academic, behavioral and MTSS supports to improve ELA outcomes for English Learners and ELA and Math outcomes for Students with Disabilities.</p>	\$218,054.00	Yes
<b>1.5</b>	Intervention Hourly	Our hourly intervention will support students struggling with foundational skills.	\$20,000.00	No
<b>1.6</b>	Reading Intervention K-2	<p>Full time reading intervention teacher for grades K-2.</p> <p>This action supports the student group indicators which are "red" by providing a reading intervention teacher for grades K-2 to improve ELA outcomes for English Learners and Students with Disabilities.</p>	\$140,309.00	Yes
<b>1.7</b>	Assemblies	Enrichment opportunities for students with assemblies.	\$5,000.00	No
<b>1.8</b>	Stipend for Kindergarten	Kindergarten teachers assess students before school starts in order to best understand students' academic and social emotional needs to create	\$1,400.00	No

	Teacher Assessments	balanced classes and start to form relationships with caregivers prior to the first day of school.		
<b>1.9</b>	AVID Professional Development and Curriculum	AVID Professional Development and curriculum to continue to build teacher capacity to support at promise students' academic success.	\$12,500.00	No
<b>1.10</b>	Math, ELA, STEAM Instructional Materials	Additional materials to support instruction in the classroom.	\$6,000.00	No
<b>1.11</b>	Professional Development	PD aligned to closing learning gaps, the instructional vision and strategies to support ELs, SWDs, Low Income, Foster Youth, homeless students, Trauma Affected, performing below grade level.	\$5,000.00	Yes
<b>1.12</b>	Teacher Release	Provide teacher release time for extended collaboration, student data analysis, and planning. This time will be prioritized for TK and Special Education Teams, to provide these teams with extended collaboration as well.	\$2,000.00	No
<b>1.13</b>	AIM Supplies	The district funded AIM program provides teachers K-5 with extended collaboration time. During the release time, students participate in a rotation of STEAM lessons. These STEAM lessons are enrichment and extension opportunities.	\$1,000.00	No
<b>1.14</b>	MTSS Aides	MTSS Aides to support the emotional/behavioral and academic needs of our students. District funded positions.	\$113,273.00	No
<b>1.15</b>	Math TOSA/Specialist	District-funded math TOSA/Specialist to help build teacher capacity through co-planning and co-teaching, help strengthen Professional Learning Community (PLC) work on math instruction, and support data analysis of student math performance.	\$74,588.00	No

		This action supports the student group indicator which is "red" for Students with Disabilities in Math by providing a Math TOSA to improve math performance outcomes.		
<b>1.16</b>	Updated Library Book Titles	There continues to be a need to update our library collection.	\$2,000.00	No
<b>1.17</b>	Art Vista Curriculum	Purchase the Art Vista Curriculum with lessons for TK-5th grade that teachers can use in their classrooms to provide additional arts education opportunities connected to the updated Visual and Performing Arts Standards/Framework.	\$2,000.00	No
<b>1.18</b>	Art Vistas Materials	Purchase materials and supplies for the Art Vistas Lessons as well as any supplies needed for the annual arts showcase family engagement event.	\$50,000.00	No
<b>1.19</b>	ELD Teacher	English Language Development Teacher to support Newcomer Students This action supports the student group indicator which is "red" for English Learners in ELA by providing an additional ELD Teacher to support Newcomers' English language development.	\$73,880.00	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  • 92.32%			Increase the Annual Attendance Rate to at least 98%.	
2.2	Chronic Absenteeism Rate  Source: DataQuest	2022.2023 Rates  • Overall: 23.7% • Socioeconomic ally			Decrease the Chronic Absenteeism Rate Overall and for all	

		<ul style="list-style-type: none"> <li>Disadvantaged : 30.8%</li> <li>Students with Disabilities: 34.2%</li> <li>English Learners: 22.7%</li> <li>White: 14.7%</li> <li>Asian: 8.2%</li> <li>Hispanic/Latino : 29.9%</li> <li>Black: 32.3%</li> </ul>			student groups to 6%.	
2.3	<p>Suspension Rate</p> <p>Source: DataQuest</p>	<p>2022.2023 Rates</p> <ul style="list-style-type: none"> <li>Overall: 2.5%</li> <li>Socioeconomically Disadvantaged : 3.0%</li> <li>Students with Disabilities: 1.7%</li> <li>English Learners: 1.7%</li> <li>White: 1.4%</li> <li>Asian: 1.6%</li> <li>Hispanic/Latino : 2.0%</li> <li>Black: 9.4%</li> </ul>			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	<p>Not Applicable, Middle School Metric.</p> <p>Middle School Drop Out Count</p>	Not Applicable, Middle School Metric.			Not Applicable, Middle School Metric.	



	Source: CalPads					
2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate <ul style="list-style-type: none"><li>0%</li></ul>			Decrease the Expulsion Rate to 0.0%.	
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8) Source: Panorama	2023.2024 Results <ul style="list-style-type: none"><li>Grades 3-5</li><li>Overall: 72%</li><li>Students with Disabilities: 69%</li><li>English Learners: 72%</li></ul>			Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.	
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8): <ul style="list-style-type: none"><li>I feel safe at school.</li><li>My school is clean.</li></ul> Source: Annual Student Survey Results.	2023.2024 Ratings <ul style="list-style-type: none"><li>Grades 3-5</li><li>Overall Rating</li><li>I feel safe at school: 3.92</li><li>My school is clean: 3.32</li><li>Top Box Percent:</li><li>I feel safe at school: 31.38%</li><li>My school is clean: 14.52%</li></ul>			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	Counselor	Provides group and individual academic counseling for students. District-funded position.	\$177,756.00	No
2.2	Professional Development	Provide professional development to support the SEL needs of our students and Panorama-identified needs and AVID SEL implementation	\$5,000.00	No
2.3	Anti-Racist Book titles	Increase awareness of cultural identities and anti-racism concepts in order to disrupt racism. These funds will be used to purchase additional inclusive titles for classroom libraries.	\$2,000.00	No

<b>2.4</b>	Staff Development in Zones of Regulation	Provide all staff members, certificated and classified, with training on Zones of Regulation strategies and concepts.	\$2,000.00	No
<b>2.5</b>	Playworks	Bring full, year-long Playworks program which will provide on-site training and support for staff and students one week a month for the entire year, to support positive play and our PBIS program	\$25,000.00	No
<b>2.6</b>	PBIS Positive School Climate	This is a new position to help support our implementation of our PBIS program, assist with conflict resolution and de-escalation.	\$34,226.00	No
<b>2.7</b>	Noon Duty Supervision	Will will continue to ensure that we have a full team of noon duty/yard duty supervision. These are district-funded positions. Our yard duty are key staff members for supporting conflict resolution and respectful communication during non class time.	\$44,380.00	No
<b>2.8</b>	SWIS Subscription	Continue our SWIS Subscription as part of our PBIS program.	\$500.00	No
<b>2.9</b>	SKIPS Counseling	Continue to partner with SKIPS to provide individual counseling services to students, as well as classroom projects to teach and support problem solving skills, social skills, and emotional regulation skills. This is a district-funded program.	\$26,250.00	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)
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An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey.  Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings <ul style="list-style-type: none"> <li>Overall Satisfaction Rating: 4.23</li> <li>Top Box Percent: 50.18%</li> </ul>			Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for the Overall Rating by 26-27.	

3.2	<p>Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school."</p> <p>Source: Annual Parent/Caregiver Survey Results</p>	<p>2023.2024 Ratings</p> <ul style="list-style-type: none"> <li>• Overall Rating: 3.8</li> <li>• Top Box Percent: 33.84%</li> </ul>			<p>Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low and 5 as the high) for each question by 26-27.</p>	
3.3	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families.</p> <p>Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 5 (Full Implementation and Sustainability)</li> </ul>			<p>Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.</p>	
3.4	<p>School Site Councils (SSC) and English</p>	<p>2023.2024 Rating</p>			<p>Reach and maintain a rating of</p>	

	<p>Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.</p> <p>Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home."</p>	<ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			5 (Full Implementation and Sustainability) by 26-27.	
3.5	<p>School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Seeking Input for Decision Making.</p> <p>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</p>	<p>2023.2024 Rating</p> <ul style="list-style-type: none"> <li>• 4 (Full Implementation)</li> </ul>			Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	

	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 of improving services and results as part of the IEP process.  Source: SIRAS	2023.2024 Results  • 100%			100% of parents of students with IEPs reporting that the school district facilitated parent 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	AVID Family/Caregiver Engagement events throughout the year	We will host AVID family/caregiver events throughout the year to increase awareness of our AVID program and to help strengthen the home and school connection which is a key component of supporting our students to realize their full potential.	\$1,000.00	No
3.2	Community Liaison	To work with our community and focus on parent outreach and participation.	\$87,973.00	Yes
3.3	Community Resource Fairs once per trimester.	We will hold Community Resource fairs at least once per trimester so that our families are regularly receiving information about CUSD and community resources.		No



3.4	Family/Caregiver workshops during the year	We will continue to use the feedback from our educational partners (gathered from a variety of sources such as School Site Council, ELAC and the annual family/caregiver engagement survey) to provide family/caregiver workshops during the school year so that we are supporting families/caregivers to also be learners.		No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$754,481.00	\$34,409.00

## 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
1.1	<p><b>Action:</b> Additional Reading Intervention Teacher (part-time)</p> <p><b>Need:</b> Some students in grades 3-5 demonstrate on state and local assessments that they are not</p>	Reading Intervention services for grades 3-5 is a key support for our students who have not yet been successful as part of our Every Child a Reader by Third Grade initiative. This support helps to serve students who continue to be beginning/emerging readers in grades 3-5, including those who enroll at Lynhaven from	California Assessment of Student Performance and Progress (CAASPP) Reading Results (1.1) Local i-Ready Reading Results (1.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>yet proficient readers. This is a higher need at schools with larger populations of UPs.</p> <p><b>Scope:</b> Schoolwide</p>	<p>schools/districts that have not yet adopted a science of reading approach to literacy instruction.</p>	
<p><b>1.3</b></p>	<p><b>Action:</b> Improvement Coach (Formerly Equity TOSA)</p> <p><b>Need:</b> Equity TOSAs will support instruction through co-teaching and co-planning with a particular focus on research-based access strategies that have been demonstrated to positively impact English Language Learners and Students with Disabilities.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Students with disabilities and English Language Learners are not yet reaching academic proficiency in Language Arts as demonstrated on local and state assessments.</p>	<p>California Assessment of Student Performance and Progress (CAASPP) Reading Results (1.1) Local i-Ready Reading Results (1.6)</p>
<p><b>1.4</b></p>	<p><b>Action:</b> Assistant Principal</p> <p><b>Need:</b> Assistant Principals will be hired at school sites where there is a high number of UPs to support the additional behavioral and academic needs. They will write behavior support plans and monitor progress for students.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Internal data indicates a significantly higher number of office referrals at schools with higher levels of UPs interfering with the ability of the Administrator to monitor and support high quality first instruction.</p>	<p>Month-over-month attendance and behavior reports. MTSS team meeting notes. SST meeting notes and interventions.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
<p><b>1.6</b></p>	<p><b>Action:</b> Reading Intervention K-2</p> <p><b>Need:</b> Reading Intervention Teachers will be hired at school sites where there is a high number of UPs to support the additional academic needs, specifically literacy needs. They will support progress monitoring and small group instruction for students who need support with foundational skills. They will also provide support to teachers through co-teaching and co-planning.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Internal data indicates that there is a high need to support acquisition of foundational literacy skills in grades K-2 and to complete frequent cycles of progress monitoring and intervention.</p>	<p>Local DIBELS Results (1.8)</p>
<p><b>1.11</b></p>	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> At school sites where there is a high number of UPs, additional, research-based PD is needed to support the additional behavioral and academic needs that students exhibit at school.</p> <p><b>Scope:</b> Schoolwide</p>	<p>Internal data indicates significant behavioral, academic, and mental health needs. By building staff capacity, we are enhancing our MTSS practices and gaining additional skills to provide additional, research-based interventions in the classroom. This is beneficial for students as it doesn't add any additional pull-out interventions, thereby minimizing the amount of Tier 1/core instruction missed by students. This PD will also help staff to adjust instruction to align with UDL practices.</p>	<p>California Assessment of Student Performance and Progress (CAASPP) Results (1.1, 1.2, 1.3) ELPI Indicator (1.4) Redesignation Rates (1.5) Local assessments (1.6, 1.7, 1.8)</p>
<p><b>3.2</b></p>	<p><b>Action:</b> Community Liaison</p> <p><b>Need:</b> Community Liaisons will be hired at school sites where there is a high number of UPs to</p>	<p>Internal data indicates a significantly higher number of caregiver/home needs at schools with higher levels of UPs. Addressing these needs will enable UPs to have greater housing, food, and resource security and enable students to feel more engaged and secure in the learning process.</p>	<p>Annual Self Reflection Tool (3.3, 3.4)</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support the additional caregiver/home needs for community resources.  <b>Scope:</b> Schoolwide		

**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
<b>1.19</b>	<b>Action:</b> ELD Teacher  <b>Need:</b> Language Development for Newcomer students  <b>Scope:</b> Limited to Unduplicated Student Group(s)	Targeted instruction for the needs of newcomer students.	Student performance growth on the summative ELPAC.  Student reclassification rates.

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.

Lynhaven Elementary School is required to demonstrate increased and improved actions or services for emerging bilingual, foster youth, and low-income students by 14.39%. 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.

Additional concentration grant funding in the amount \$34,409 for al part-time reading intervention teacher to support upper-grade students who are English Learners, low-income, and foster youth.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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		754,481.00		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	\$1,092,251.00	\$245,961.00	\$5,000.00	\$56,764.00	\$1,399,976.00	\$1,278,976.00	\$121,000.00

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	Additional Reading Intervention Teacher (part-time)	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	2024-2025	\$65,764.00	\$0.00	\$52,611.00			\$13,153.00	\$65,764.00
1	1.2	Library Clerk (part-time)	All	No				2024-2025	\$26,126.00	\$0.00	\$26,126.00				\$26,126.00
1	1.3	Improvement Coach (Formerly Equity TOSA)	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	2024-2025	\$174,997.00	\$0.00	\$174,997.00				\$174,997.00
1	1.4	Assistant Principal	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5	2024-2025	\$218,054.00	\$0.00	\$174,443.00			\$43,611.00	\$218,054.00
1	1.5	Intervention Hourly	All	No				2024-2025	\$20,000.00	\$0.00	\$20,000.00				\$20,000.00
1	1.6	Reading Intervention K-2	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary K-2	2024-2025	\$140,309.00	\$0.00	\$140,309.00				\$140,309.00
1	1.7	Assemblies	All	No				2024-2025	\$0.00	\$5,000.00			\$5,000.00		\$5,000.00

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	1.8	Stipend for Kindergarten Teacher Assessments	All	No				2024-2025	\$1,400.00	\$0.00	\$1,400.00				\$1,400.00
1	1.9	AVID Professional Development and Curriculum	All	No				2024-2025	\$0.00	\$12,500.00		\$12,500.00			\$12,500.00
1	1.10	Math, ELA, STEAM Instructional Materials	All	No				2024-2025							\$6,000.00
1	1.11	Professional Development	English Foster Low	Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven School TK-5	2024-2025	\$0.00	\$6,000.00		\$6,000.00		\$5,000.00
1	1.12	Teacher Release	All	No				2024-2025	\$0.00	\$5,000.00		\$5,000.00			\$2,000.00
1	1.13	AIM Supplies	All	No				2024-2025	\$0.00	\$2,000.00	\$2,000.00				\$1,000.00
1	1.14	MTSS Aides	All	No				2024-2025	\$0.00	\$1,000.00		\$1,000.00			\$113,273.00
1	1.15	Math TOSA/Specialist	All Students with Disabilities	No				2024-2025	\$113,273.00	\$0.00	\$113,273.00				\$74,588.00
1	1.16	Updated Library Book Titles	All	No				2024-2025	\$74,588.00	\$0.00		\$74,588.00			\$2,000.00
1	1.17	Art Vista Curriculum	All	No				2024-2025	\$0.00	\$2,000.00		\$2,000.00			\$2,000.00
1	1.18	Art Vistas Materials	All	No				2024-2025	\$0.00	\$2,000.00		\$2,000.00			\$50,000.00
1	1.19	ELD Teacher	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lynhaven School TK-5	2024-2025	\$0.00	\$50,000.00		\$50,000.00			\$73,880.00
1	1.20								\$73,880.00	\$0.00	\$73,880.00				
2	2.1	Counselor	All	No				2024-2025	\$177,756.00	\$0.00	\$177,756.00				\$177,756.00
2	2.2	Professional Development	All	No				2024-2025							\$5,000.00



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	2.3	Anti-Racist Book titles	All	No				2024-2025	\$0.00	\$5,000.00	\$5,000.00				\$2,000.00
2	2.4	Staff Development in Zones of Regulation	All	No				2024-2025	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00
2	2.5	Playworks	All	No				2024-2025	\$0.00	\$2,000.00	\$2,000.00				\$25,000.00
2	2.6	PBIS Positive School Climate	All	No				2024-2025	\$0.00	\$25,000.00		\$25,000.00			\$34,226.00
2	2.7	Noon Duty Supervision	All	No				2024-2025	\$34,226.00	\$0.00	\$34,226.00				\$44,380.00
2	2.8	SWIS Subscription	All	No				2024-2025	\$44,380.00	\$0.00		\$44,380.00			\$500.00
2	2.9	SKIPS Counseling	All	No				2024-2025							\$26,250.00
2	2.10								\$0.00	\$500.00		\$500.00			
2	2.11								\$26,250.00	\$0.00	\$26,250.00				
3	3.1	AVID Family/Caregiver Engagement events throughout the year	All	No				2024-2025	\$87,973.00	\$0.00	\$65,980.00	\$21,993.00			\$1,000.00
3	3.2	Community Liaison	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5	2024-2025							\$87,973.00
3	3.3	Community Resource Fairs once per trimester.	All	No				2024-025							
3	3.4	Family/Caregiver workshops during the year	All	No				2024-2025	\$0.00	\$1,000.00		\$1,000.00			

# 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]
	754,481.00		0.000%		\$682,220.00	0.000%	0.000 %	<b>Total:</b>	\$682,220.00
								<b>LEA-wide Total:</b>	\$0.00
								<b>Limited Total:</b>	\$73,880.00
								<b>Schoolwide Total:</b>	\$608,340.00

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	Additional Reading Intervention Teacher (part-time)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	\$52,611.00	
1	1.3	Improvement Coach (Formerly Equity TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	\$174,997.00	
1	1.4	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5	\$174,443.00	
1	1.6	Reading Intervention K-2	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary K-2	\$140,309.00	

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	1.11	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven School TK-5		
1	1.19	ELD Teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lynhaven School TK-5		
3	3.2	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5		

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
<b>Totals</b>	\$865,481.00	\$1,138,323.23

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	Additional Reading Intervention Teacher (part-time)	Yes	\$49,637.00	\$50,486.00
1	1.2	Librarian (part-time)	No	\$17,619.00	\$26,126.00
1	1.3	Equity TOSA	Yes	\$29,767.00	\$174,997.00
1	1.4	Assistant Principal	Yes	\$98,760.00	\$109,027.00
1	1.5	Math Intervention Hourly	No	\$20,000.00	\$20,000.00
1	1.6	Reading Intervention K-2	Yes	\$148,836.00	\$140,309.00
1	1.7	Assemblies	No	\$5,000.00	\$5,000.00
1	1.8	Stipend for Kindergarten Teacher Assessments	No	\$1,400.00	\$1,400.00
1	1.9	AVID Professional Development and Curriculum	No	\$12,500.00	\$12,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.10	MTSS/Intervention Stipend	No	\$3,000.00	\$0.00
1	1.11	Math, ELA, STEAM Instructional Materials	No	\$6,000.00	\$6,000.00
1	1.12	Professional Development	Yes	\$5,000.00	\$5,000.00
1	1.13	Teacher Release	No	\$2,000.00	\$2,000.00
1	1.14	Innovation Lab Release	No	\$0.00	\$0.00
1	1.15	MTSS Aides	No	\$100,434.00	\$113,273.00
1	1.16	Math TOSA/Specialist	No		\$74,588.23
1	1.17	Updated Library Book Titles	No	\$5,000.00	\$5,000.00
1	1.18	Art Vista Curriculum	No	\$2,000.00	\$2,000.00
1	1.19	Art Vistas Materials	No	\$2,000.00	\$2,000.00
2	2.1	Counselor	No	\$149,619.00	\$177,756.00
2	2.2	No longer funding-- Montalvo Art Residencies			
2	2.3	Professional Development	No	\$5,000.00	\$5,000.00
2	2.4	Anti-Racist Book titles	No	\$2,000.00	\$2,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Staff Development in Zones of Regulation	No	\$2,000.00	\$2,000.00
2	2.6	Playworks	No	\$25,000.00	\$25,000.00
2	2.7	PBIS Safety and Support Position	No	\$25,928.00	\$13,058.00
2	2.8	Noon Duty Supervision	No	\$39,908.00	\$51,683.00
2	2.10	SWIS Subscription	No	\$500.00	\$500.00
2	2.11	SKIPS Counseling	No	\$24,255.00	\$24,255.00
3	3.1	Community Liaison	Yes	\$81,318.00	\$87,365.00
3	3.2	No longer funding - Social Worker			
3	3.3	No longer funding-- Living Classroom			
3	3.4	AVID Family/Caregiver Engagement events throughout the year	No	\$1,000.00	\$0.00
3	3.5	Community Resource Fairs once per trimester.	No	\$0.00	\$0.00
3	3.6	Family/Caregiver workshops during the year	No	\$0.00	\$0.00

# 2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$413,348.00	\$676,211.00	(\$262,863.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
This table was automatically populated from the 2022 LCAP. Existing content should not be changed, but additional actions/funding can be added.							
1	1.1	Additional Reading Intervention Teacher (part-time)	Yes	\$49,637.00	\$50,486.00		
1	1.3	Equity TOSA	Yes	\$29,797.00	\$174,997.00		
1	1.4	Assistant Principal	Yes	\$98,760.00	\$218,054.00		
1	1.6	Reading Intervention K-2	Yes	\$148,836.00	\$140,309.00		
1	1.12	Professional Development	Yes	\$5,000.00	\$5,000.00		
3	3.1	Community Liaison	Yes	\$81,318.00	\$87,365.00		

# 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%	\$676,211.00	0.000%	0.000%	\$0.00	0.000%





## 2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
<b>[Insert LEA Name here]</b>	<b>[Insert Contact Name and Title here]</b>	<b>[Insert Email and Phone here]</b>
Lynhaven Elementary School	Alanna Callaway-Wilson Principal	acallaway-wilson@campbellusd.org 408-556-0368

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean, and Functional School Facilities	<p>As reported on each school's 2020.2021 SARC:</p> <ul style="list-style-type: none"> <li>No teachers are missassigned, no positions are vacant</li> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score Lynhaven: 97.83</li> </ul>	<p>2021.2022</p> <p>0 teachers are mis-assigned, 0 positions are vacant</p> <ul style="list-style-type: none"> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score: 97.29</li> </ul>	<p>2022.2023</p> <ul style="list-style-type: none"> <li>No teachers are mis-assigned, no positions are vacant</li> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score Lynhaven: 96.6</li> </ul>	<p>2023.2024</p> <ul style="list-style-type: none"> <li>For 2022.2023, no teachers were mis-assigned. For 2023.2024, no positions are vacant</li> <li>100% of students have access to standards aligned instructional materials.</li> <li>FIT Score 99.4</li> </ul>	<p>Maintain 0% of Misassigned teachers.</p> <p>Maintain 100% of student access to standards aligned instructional materials.</p> <ul style="list-style-type: none"> <li>FIT Score Lynhaven: 97.83</li> </ul>
Complete narrative summary for LCFF	Powerschool data indicates that 100% of	2021.2022 Powerschool data	2022.2023 Powerschool data		Maintain 100% of student access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 7: Access to a Broad Course of Study	students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	indicates that 100% of students in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE.	indicates that 100% of students, including low income and foster youth, in TK-8 have access to core subjects including Language Arts, Math, Science, Social Studies, and PE. English Language Development (ELD) is provided to all EL students in Campbell. Students have access to core subjects and other services as determined by their IEP, including Resource Specialist Program (RSP) and Speech and Language services.		broad course of study as evidenced by Powerschool.
Complete self-reflection tool for LCFF Priority 2: Implementation of State Academic Standards.	Overall Professional Learning for teaching academic standards: ELA: 4 (Full implementation) Math: 4 (Full implementation) ELD: 2 (Beginning Development)	The Instructional Leadership Team (ILT) at Lynhaven completed the LCFF Priority 2 Self-Reflection tool with the following results: 2021.2022  Overall Professional Learning for eaching academic standards:	Overall Professional Learning for teaching academic standards: ELA: 3 (Initial Implementation) Math: 3 (Initial Implementation) ELD: 1 (Exploration and Research Phase)	Overall Professional Learning for teaching academic standards: ELA: 4 (Full Implementation) Math: 4 (Full Implementation) ELD: 4 (Full 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
		<ul style="list-style-type: none"> <li>• ELA: 4 (Full Implementation)</li> <li>• Math: 3 (Initial Implementation)</li> <li>• ELD: 3 (Initial Implementation)</li> </ul>			
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 3rd Grade: <ul style="list-style-type: none"> <li>• Overall: 60 %</li> <li>• EL: 17%</li> <li>• SWD: 14%</li> <li>• SED: 62%</li> </ul>	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 3rd Grade: <ul style="list-style-type: none"> <li>• Overall: 75%</li> <li>• EL: 37%</li> <li>• SWD: 34%</li> <li>• SED: 72%</li> </ul>
Literacy: Increase the percent of students who reach “At or Above Benchmark”	Winter 2021 DIBELS Performance <ul style="list-style-type: none"> <li>• Overall: 53%</li> </ul>	Metric adjusted.  Subtest metrics removed beginning	Winter 2023 DIBELS Performance <ul style="list-style-type: none"> <li>• Overall: 55%</li> </ul>	Winter 2024 DIBELS Performance <ul style="list-style-type: none"> <li>• Overall: 64%</li> <li>• EL: 50%</li> </ul>	Metric Adjusted.  Winter 2024 DIBELS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Overall on DIBELS assessment by 7% each year and on each subtest:</p> <ul style="list-style-type: none"> <li>Kindergarten PSF (Phonemic Awareness)</li> <li>1st NWF (Decoding)</li> <li>2nd ORF (Reading Fluency)</li> </ul>	<ul style="list-style-type: none"> <li>EL: 28%</li> <li>SWD: 21%</li> <li>SED: 40 %</li> </ul> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>K: 51 %</li> <li>1: 54%</li> <li>2: 52 %</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 39%</li> <li>1st NWF: 48%</li> <li>2nd ORF: 51%</li> </ul>	<p>2022.2023. CUSD monitors subtest results locally through beginning, middle, and end of year assessments.</p> <p>Winter 2022 DIBELS Performance</p> <ul style="list-style-type: none"> <li>Overall: 53%</li> <li>EL: 31%</li> <li>SWD: Results for this student group not reported. CUSD is working internally and with data warehouse vendor to provide this data in 2022.2023.</li> <li>SED: 38%</li> </ul> <p>Grade Level</p> <ul style="list-style-type: none"> <li>K: 52%</li> <li>1: 52%</li> <li>2: 56%</li> </ul> <p>Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 56%</li> <li>1st NWF: 49%</li> </ul>	<ul style="list-style-type: none"> <li>EL: 34%</li> <li>SWD: 24%</li> <li>SED: 46%</li> </ul> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>K: 49%</li> <li>1: 57%</li> <li>2: 61%</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 56%</li> <li>1st NWF: 65%</li> <li>2nd ORF: 61%</li> </ul>	<ul style="list-style-type: none"> <li>SWD: 26%</li> <li>SED: 47%</li> </ul> <p>CUSD monitors grade level results locally.</p> <ul style="list-style-type: none"> <li>K:</li> <li>1:</li> <li>2:</li> </ul> <p>CUSD monitors subtest results locally.</p> <ul style="list-style-type: none"> <li>K PSF:</li> <li>1st NWF:</li> <li>2nd ORF:</li> </ul>	<p>Performance Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 83%</li> <li>EL: 58%</li> <li>SWD: 51%</li> <li>SED: 70%</li> </ul> <p>By Grade Level</p> <ul style="list-style-type: none"> <li>K: 81%</li> <li>1: 84%</li> <li>2: 82%</li> </ul> <p>By Subtest</p> <ul style="list-style-type: none"> <li>K PSF: 69%</li> <li>1st NWF: 78%</li> <li>2nd ORF: 81%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>2nd ORF: 56%</li> </ul>			
<p>Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid or Above Grade Level" to at least 80% in iReady.</p> <p>Literacy: Grades 2-5: 7% annually; +21% by 2023.2024</p> <p>Mathematics: Grades 2-5: 9% annually; +26% by 2023.2024</p>	<p>iReady: Reading</p> <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 44%</li> <li>EL: 15%</li> <li>SWD: 20%</li> <li>SED: 34%</li> </ul> <p>• Spring: Grades 1-5:</p> <ul style="list-style-type: none"> <li>Overall: 42%</li> <li>EL: 20%</li> <li>SWD: 16%</li> <li>SED: 34%</li> </ul>	<p>iReady Reading Spring 2021.2022: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 45%</li> <li>EL: 17%</li> <li>SWD: 5%</li> <li>SED: 34%</li> </ul> <p>• iReady Math Spring 2021.2022: Grades 1-5:</p> <ul style="list-style-type: none"> <li>Overall: 37%</li> <li>EL: 13%</li> <li>SWD: 9%</li> <li>SED: 26%</li> </ul>	<p>Metric Adjusted.</p> <p>Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>iReady: Reading Winter 2023</p> <p>Winter: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 37%</li> <li>EL: 8%</li> <li>SWD: 5%</li> <li>SED: 26%</li> </ul> <p>iReady: Mathematics</p> <ul style="list-style-type: none"> <li>Winter: Grades 1-5: Overall: 25%</li> <li>EL: 6%</li> <li>SWD: 3%</li> <li>SED: 15%</li> </ul>	<p>Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.</p> <p>iReady: Reading Winter 2024</p> <p>Winter: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 38%</li> <li>EL: 14%</li> <li>SWD: 7%</li> <li>SED: 23%</li> </ul> <p>iReady: Mathematics Winter 2024</p> <ul style="list-style-type: none"> <li>Winter: Grades 1-5: Overall: 24%</li> <li>EL: 6%</li> <li>SWD: 3%</li> <li>SED: 10%</li> </ul>	<p>iReady: Reading Performance Desired Outcome</p> <p>Spring: Grades 2-5:</p> <ul style="list-style-type: none"> <li>Overall: 74%</li> <li>EL: 45%</li> <li>SWD: 50%</li> <li>SED: 84%</li> </ul> <p>• Spring: Grades 2-5: Overall: 72% <li>EL: 50%</li> <li>SWD: 46 %</li> <li>SED: 74%</li> </p>
<p>English Language Arts and Mathematics:</p> <p>Increase the percent of Overall students proficient on SBAC</p>	<p>2018.2019 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 44%</li> </ul>	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In</p>	<p>2021.2022 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 40%</li> </ul>	<p>2022.2023 SBAC: English Language Arts</p> <ul style="list-style-type: none"> <li>Overall: 41%</li> </ul>	<p>2023.2024 SBAC: English Language Arts Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 74%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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.</p>	<ul style="list-style-type: none"> <li>Black/African American: *****%</li> </ul> <p>Hispanic/Latino: 34.78%</p> <ul style="list-style-type: none"> <li>SED: 40.35%</li> <li>EL: 6.58%</li> </ul> <p>2018.2019 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 42.44%</li> <li>Black/African American: *****%</li> </ul> <p>Hispanic/Latino: 33.13%</p> <ul style="list-style-type: none"> <li>SED: 38.01%</li> <li>EL: 13.2%</li> </ul>	<p>2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC</p>	<ul style="list-style-type: none"> <li>Black/African American: *****%</li> </ul> <p>Hispanic/Latino: 31%</p> <ul style="list-style-type: none"> <li>SED: 31%</li> <li>EL: 12%</li> </ul> <p>2021.2022 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 35%</li> <li>Black/African American: *****%</li> </ul> <p>Hispanic/Latino: 25%</p> <ul style="list-style-type: none"> <li>SED: 23 %</li> <li>EL: 11%</li> </ul>	<ul style="list-style-type: none"> <li>Black/African American: *%</li> </ul> <p>Hispanic/Latino: 29%</p> <ul style="list-style-type: none"> <li>SED: 27%</li> <li>EL: 13%</li> </ul> <p>2022.2023 SBAC: Mathematics</p> <ul style="list-style-type: none"> <li>Overall: 35 %</li> <li>Black/African American: *%</li> </ul> <p>Hispanic/Latino: 26%</p> <ul style="list-style-type: none"> <li>SED: 24%</li> <li>EL: 15%</li> </ul>	<ul style="list-style-type: none"> <li>Black/African American: *****%</li> <li>Hispanic/Latino: 75%</li> <li>SED: 70%</li> <li>EL: 40%</li> </ul> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 72%</li> <li>Black/African American: *****%</li> <li>Hispanic/Latino: 64%</li> <li>SED: 68%</li> <li>EL: 44%</li> </ul>
<p>Increase the percent of 4th grade students who meet or exceed standard in math as a grade level cohort by 3% annually.</p> <p>Source: 2019-CAASPP Research File; 2018-CAASPP Research File</p>	<p>2018.2019 SBAC: Mathematics DONE</p> <ul style="list-style-type: none"> <li>Grade 4: 42.68% (-4% from 2017.2018)</li> </ul>	<p>Metric removed.</p> <p>CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was</p>	<p>Metric removed.</p>	<p>Metric removed.</p>	<p>Metric Removed.</p> <p>2023.2024 SBAC: Mathematics Desired Outcome</p> <ul style="list-style-type: none"> <li>Grade 4: 72%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.			
<p>Science: Increase the number of 5th and 8th grade students who are on the CAST assessment by 5% annually.</p> <p>Rationale: In 2018.2019, 43.47% of 5th grade students were Level 2: Standard Nearly Met with a mean scaled score of 206.2. (Mean Scale Score range of 214-230 for Level 3: Standard Met).</p>	<p>2018-2019 CAST Results Grade 5</p> <ul style="list-style-type: none"> <li>Overall: 27.08%</li> <li>EL: 7.14%</li> <li>SWD: 8%</li> <li>SED:24.59 %</li> </ul> <p>Note: 5th grade students in 2018.2019 will be in 8th grade in 2021.2022.</p>	<p>Metric on hold.</p> <p>For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.</p>	<p>2021.2022 CAST Results Grade 5</p> <ul style="list-style-type: none"> <li>Overall: 31%</li> <li>EL: 6%</li> <li>SWD: 7%</li> <li>SED: 32%</li> </ul>	<p>2022.2023 CAST Results Grade 5</p> <ul style="list-style-type: none"> <li>Overall: 21%</li> <li>EL: 0%</li> <li>SWD: 0%</li> <li>SED: 17%</li> </ul>	<p>2023.2024 CAST Desired Outcome</p> <ul style="list-style-type: none"> <li>Grade 5: 60%</li> </ul>
<p>Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC).</p>	<p>2019 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 142</li> </ul>	<p>Metric on hold.</p> <p>CUSD uses the California State Dashboard measure for English Learner Progress for this metric.</p>	<p>2021.2022 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 95</li> </ul>	<p>2022.2023 English Learner Progress</p> <ul style="list-style-type: none"> <li>Number of ELs who had current and prior year ELPAC scores: 87</li> </ul>	<p>Updated 2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> <li>The percentage of EL students making at least one</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>Percent of ELs making at least one level of progress: 46.5%</li> </ul>	<p>Dashboard measures were suspended as a result of COVID, and the measure is not available to demonstrate annual progress of ELs in English language acquisition.</p> <p>A baseline goal will be established for this metric in the Fall of 2022 with the resumption of California State Dashboard measures.</p>	<ul style="list-style-type: none"> <li>Percent of ELs making at least one level of progress: 52.6%</li> </ul>	<ul style="list-style-type: none"> <li>Percent of ELs making at least one level of progress: 46%</li> </ul>	<p>level progress on the ELPAC will meet or exceed the State of California percentage.</p> <p>2023.2024 ELPAC Desired Outcome</p> <ul style="list-style-type: none"> <li>Increase the percent of EL students making at least one level progress on the ELPAC based on an analysis of 2020.2021 Summative ELPAC results.</li> </ul>
Increase the percent of Redesignated ELs by at least 3% annually.	<p>2019.2020 Redesignation</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 164</li> <li>Redesignated: 12</li> <li>Number: 12</li> <li>Percent: 7%</li> </ul>	<p>2020.2021 Redesignation</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 127</li> <li>Number Redesignated: 4</li> </ul>	<p>2021.2022 Redesignation</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 119</li> <li>Number Redesignated: 13</li> </ul>	<p>2022.2203 Redesignation</p> <ul style="list-style-type: none"> <li>Total Number of ELs: 111</li> <li>Number Redesignated: 12 (not including</li> </ul>	<p>2023.2024 Redesignation Desired Outcome</p> <ul style="list-style-type: none"> <li>Total Percent of ELs Redesignated: 13.3%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<ul style="list-style-type: none"> <li>Percent Redesignated: 3%</li> </ul> <p>Note: Total number of ELs as of 2021.11.20.</p>	<ul style="list-style-type: none"> <li>Percent Redesignated: 11%</li> </ul> <p>Note: Total number of ELs as of 10.6.2021</p>	Kindergarten ) <ul style="list-style-type: none"> <li>Percent Redesignated: 11%</li> </ul> <p>Note: Total number of ELs as of 10.5.2022</p>	
Performance Indicator Review (PIR): Special Education  Performance: <ul style="list-style-type: none"> <li>Increase CAASPP ELA Performance for Special Education students by at least 15.9% at PIR identified schools as measured by the 2021.2022 SBAC.</li> <li>Increase CAASPP Mathematics Performance for Special Education</li> </ul>	2018.2019 SBAC ELA: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Lynhaven: 11.67%</li> </ul> 2018.2019 SBAC Mathematics: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Lynhaven: 15%</li> </ul>	Metric removed.  CUSD has simplified our SBAC Math, ELA, and Science metrics to better align to Goal 1. Performance Indicator Review (PIR) results are reported as required to the CDE. For 2021.2022, there are no updates to state assessment results at this time. In 2019.2020, state testing was suspended. In 2020.2021, CUSD administered i-Ready in lieu of SBAC.	Metric removed.	Metric removed.	Metric Removed.  2021.2022 SBAC ELA: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Lynhaven: 42%</li> </ul> 2021.2022 SBAC Mathematics: Performance PIR Identified Schools <ul style="list-style-type: none"> <li>Lynhaven: 45%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students by at least 9.43% at PIR identified schools as measured by the 2021.2022 SBAC.					

## Goal Analysis

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

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

Actions for Lynhaven’s goal of High Quality First Instruction for All fall into the following categories:

- Instruction and Intervention Specialist and Support Staff (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.15, 1.16)
- Professional Development and Planning (Actions 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.20)
- Programming and Materials (Actions 1.7, 1.11, 1.17, 1.18, 1.19)

Differences in planned actions and actual implementation of actions:

- Instruction and Intervention Specialist and Support Staff (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.15, 1.16): All position costs were higher than budgeted due to negotiated salary increases and increasing cost of benefits. Additionally the 2022-2023 LCAP did not list the district-funded cost of the Math TOSA/Specialist. The estimated actual expenditure of this position is captured in the annual update table.
- Professional Development and Planning (Actions 1.10): We were unable to staff for the MTSS stipends in the 2023-2024 school year.

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

In 2023.2024 the following differences occurred:

- Due to salary increases and increased cost of benefits, all personnel (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.15, 1.16) had estimated actual expenditures more than budgeted expenditures.
- Action 1.5 started in December, due to staff needing to take a short leave of absence (August through November).
- Action 1.11 had estimated actual expenditures more than budgeted expenditures due to the increased cost of instructional materials.
- Action 1.13 had estimated actual expenditures less than budgeted expenditures due to challenges finding substitutes for all the planned release days.

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:

- Instruction and Intervention Specialist and Support Staff (Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.15, 1.16)
- Students received instruction as well as targeted support in the areas of mathematics, literacy, English Language Development (ELD), science, STEAM, enrichment, and technology from certificated and classified staff.
- Classified staff supported Inclusion of students with disabilities in the general education setting and delivery of interventions based on implementation of Multi-Tiered Systems of Support (MTSS).
- Classified staff supported enrichment by overseeing library visits with read-alouds and accompanying activities.
- Administrative staff--both the Principal and the Assistant Principal/MTSS Administrator supported the MTSS program, including high quality academics, as well as addressing social emotional behavioral needs.
- Professional Development and Planning (Actions 1.8, 1.9, 1.10, 1.12, 1.13, 1.14, 1.20)
- In 2023.2024, professional development was offered in the areas of SEL, AVID, and instructional strategies for math. In Professional Learning Communities (PLCs) staff participated in Professional Development and Planning for English Language Development, Science, and 2-D and 3-D art.
- In 2023.2024, the kindergarten assessments (Action 1.8) enabled teachers to meet families and students prior to the first day of school and gain insights into incoming students' academic and social emotional strengths and needs. We were able to create balanced classes and have families meet their teacher of record at the Kindergarten Orientation prior to the first day of school.

- Teacher Release (Action 1.13) and the teacher release provided through Arts Integration and Music (AIM) Program (Action 1.14) enabled teachers to participate in data responsive planning to support student learning.

While we did not meet our goal for iReady we did see growth during the year which indicates the positive impact of supporting student to make academic progress. Early literacy data (DIBELS) indicate that we have strong instructional practices at these grade levels. In addition to regular progress monitoring in the primary grades, K-2 regroup for targeted instruction in phonics and writing. The additional release time has enabled our teachers to have more planning time to develop targeted, responsive, and differentiated instruction.

State test results are an area of continued focus for Lynhaven as these results indicate a continuing needs for our English Language Learners and our Students with Disabilities.

In the 2023-2024 school year we started the use of interim assessments in Math and Language Arts for grades 3-5. We also started the use of the Interim ELPAC assessment in grades 3-5. These interim assessments have provided students and staff with additional data on student progress. This data has been used in PLC (professional learning community) sessions to plan responsive, differentiated instruction.

- Programming and Materials (Actions 1.7, 1.11, 1.17, 1.18, 1.19)
- Action 1.7 provided us opportunities to gather as a school community throughout the year. We had safety assemblies, SEL, assemblies, and science assemblies.
- 2023-2024 was our second year of implementation of the Art Vistas Curriculum (Actions 1.18 and 1.19). This curriculum enables students to receive additional, standards-based instruction in 2-D and 3-D art. Additionally, we held our second annual Lynhaven Arts Showcase as a community event and displayed student artwork for the community to enjoy. This was a very well attended community event.

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 2023.2024, there is no change to the goal.

For 2023.2024, no actions have been removed.

For 2023-2024, no actions were added.

For 2023.2024, the following metrics have been adjusted:

- Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid of Above Grade Level" in i-Ready: Campbell reports Winter results in the LCAP. Fall and Spring results are monitored locally.
- Beginning in 2023.2024, for the following two metrics, Campbell will report English Learner progress as the English Learner Cohort,

a student group that contains all English Learners as of the first Wednesday in October. This creates consistency with state measures and a fixed cohort of students. Use of English Learners only resulted in a changing student group due to reclassification, and caused challenges with measurement of performance over time.

- Literacy: Increase the percent of students who reach “At or Above Benchmark” Overall on DIBELS assessment.
- Literacy and Mathematics: Increase the percent of students who reach "Early On" and "Mid of Above Grade Level" in i-Ready.

For 2023.2024, the Desired Outcome for the following metric has been adjusted:

- Increase the percentage of English Language Learners (ELs) making at least one level of progress on the English Language Proficiency Assessments for California (ELPAC): With the resumption of California School Dashboard reporting, the English Learner Progress Desired Outcome (goal) has been determined.

- 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.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Reduce the overall Suspension rate by at least 0.5% annually until at 0% and maintain.</p> <p>Reduce the Suspension rate for ELs, SWDs, SED, Black/African American and Hispanic/Latino Students by at least 1.3% annually until at 0% and maintain.</p>	<p>2019.2020 Suspension Rate</p> <ul style="list-style-type: none"> <li>Overall: 1.4%</li> <li>EL: 1.8%</li> <li>SWD: 4.0%</li> <li>SED: 2.3%</li> <li>Black/African American: 3.3%</li> <li>Hispanic/Latino: 2.1%</li> </ul> <p>Lynhaven Data:</p> <ul style="list-style-type: none"> <li>Overall: 0.5%</li> <li>EL: 0.5%</li> <li>SWD: 0.8%</li> <li>SED: 0.9%</li> <li>Black/African American: 4.8%</li> <li>Hispanic/Latino: 0.6%</li> </ul>	<p>Metric Adjusted</p> <p>CUSD tracks student suspension as reported on the California School Dashboard as required in 'Reflections: Identified Need.'</p> <p>2020.2021 Suspension Rate:</p> <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: **</li> <li>SED: **</li> <li>Black/African American: 0.0%</li> <li>Hispanic/Latino: 0.0%</li> </ul> <p>**DataQuest: Disabled</p>	<p>2021.2022 CUSD Suspension Rate</p> <p>Lynhaven Data:</p> <ul style="list-style-type: none"> <li>Overall: Low</li> <li>EL: Low</li> <li>SWD: Low</li> <li>SED: Low</li> <li>Black/African American:**</li> <li>Hispanic/Latino: Very Low</li> </ul>	<p>2022.2032 CUSD Suspension Rate</p> <p>Lynhaven Data:</p> <ul style="list-style-type: none"> <li>Overall: Medium</li> <li>EL: Medium</li> <li>SWD: Medium</li> <li>SED: Medium</li> <li>Black/African American:**</li> <li>Hispanic/Latino: Medium</li> </ul>	<p>Metric Adjusted.</p> <p>Updated 2023.2024 Suspension Desired Outcome</p> <ul style="list-style-type: none"> <li>Status of Very Low or Low Overall and for all Student Groups.</li> </ul> <p>As needed, the suspension metric will be updated based on California School Dashboard results.</p> <p>2023.2024 Suspension Rate Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 0%</li> <li>EL: 0%</li> <li>SWD: %</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Subgroup Filter To protect student privacy, the report filtering capability for “Students with Disabilities” and “Program Subgroups” filters is disabled on the Discipline Reports under the following circumstances: At any selected entity level (county, district, school) where the count of suspensions or expulsions is less than 5.</p>			<ul style="list-style-type: none"> <li>• SED: 0%</li> <li>• Black/African American: 0%</li> <li>• Hispanic/Latino: 0%</li> </ul>
<p>Reduce the overall number of Office Discipline Referrals (ODRs) for Physical Aggression by 70% overall and for each student group.</p> <ul style="list-style-type: none"> <li>• Overall reduce by 300; 100 annually.</li> <li>• ELs and SWDs reduce by TBD; TBD annually.</li> </ul>	<p>2019.2020 Number of Office Discipline Referrals (ODRs) for Physical Aggression Overall: 421 Lynhaven Data</p> <ul style="list-style-type: none"> <li>• Overall: 21 ODRs for Physical Aggression</li> <li>• EL: 1.2%</li> <li>• SWD: 0.9%</li> <li>• SED: 2.4%</li> <li>• Hispanic/Latino: 2.6%</li> </ul>	<p>Metric Removed.</p> <p>CUSD monitors ODRs locally.</p> <p>2020.2021 Number of Office Discipline Referrals (ODRs) for Physical Aggression:</p> <ul style="list-style-type: none"> <li>• Overall: 0</li> <li>• EL: 0</li> <li>• SWD: 0</li> <li>• SED: 0</li> <li>• Hispanic/Latino: 0</li> </ul>	Metric Removed.	Metric Removed.	<p>Metric Removed.</p> <p>2023.2024 Number of Office Discipline Referrals (ODRs) for Physical Aggression Desired Outcome</p> <ul style="list-style-type: none"> <li>• Overall: 128</li> <li>• EL:</li> <li>• SWD:</li> <li>• SED:</li> <li>• Hispanic/Latino:</li> </ul>



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>SED and Hispanic reduce by TBD; TBD annually.</li> </ul>					
<p>Decrease the overall Chronic Absenteeism rate by 0.5% annually.</p> <p>Reduce the Chronic Absenteeism for ELs, SWDs, and SED Students by at least 1.3% annually.</p>	<p>2019.2020 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> <li>Overall: 8.98%</li> <li>EL: 7.5%</li> <li>SWD: 9.6%</li> <li>SED: 13.1%</li> </ul>	<p>2020.2021 Chronic Absenteeism Rate:</p> <ul style="list-style-type: none"> <li>Overall: 9.5%</li> <li>EL: 10.10%</li> <li>SWD: 13.1%</li> <li>SED: 11.1%</li> </ul>	<p>2021.2022 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> <li>Overall: 9.5%</li> <li>EL: 10.10%</li> <li>SWD: 13.1%</li> <li>SED: 13.4%</li> </ul>	<p>Metric Updated for 2021.2022 to reflect correct Chronic Absenteeism results.</p> <p>2022.2023 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> <li>Overall: 23.7%</li> <li>EL: 22.7%</li> <li>SWD: 34.2%</li> <li>SED: 30.8 %</li> </ul> <p>2021.2022 Chronic Absenteeism Rate</p> <ul style="list-style-type: none"> <li>Overall: 30%</li> <li>EL: 29.2%</li> <li>SWD: 38.3%</li> <li>SED: 40%</li> </ul>	<p>2023.2024 Chronic Absenteeism Rate Desired Outcome</p> <ul style="list-style-type: none"> <li>Overall: 3.81%</li> <li>EL: 2.39%</li> <li>SWD: 5.7%</li> <li>SED: 4.17%</li> </ul>
<p>Increase participation on annual Fall Panorama survey to students in grades 3-8 and teachers and staff to 95%.</p>	<p>2020.2021 Fall Panorama Survey Participation Rate</p> <ul style="list-style-type: none"> <li>Students Grades 3-8: 78%</li> </ul>	<p>Metric Adjusted.</p> <p>CUSD now includes Fall and Spring Panorama results.</p>	<p>2021.2022 Fall Panorama Survey Participation Rate</p> <ul style="list-style-type: none"> <li>Students Grades 3-8: 83%</li> </ul>	<p>2023.2024 Fall Panorama Survey Participation Rate</p> <ul style="list-style-type: none"> <li>Students Grades 3-8: 80%</li> </ul>	<p>Updated Desired Outcome for 2023.2024:</p> <ul style="list-style-type: none"> <li>95% participation for staff and students in</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<ul style="list-style-type: none"> <li>Students in grades 3-8 to 95%; 5.7% annually.</li> <li>Teachers and Staff to 95%; 5.4% annually.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and Staff: 79%</li> </ul>	2021.2022 Panorama Survey Participation: <ul style="list-style-type: none"> <li>Students Grades 3-8: Fall 75%; Spring 81%</li> <li>Teachers and Staff: Fall 78%; Spring 79%</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and Staff: 75%</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and Staff: 55%</li> </ul>	Fall and Spring.  2023.2024 Fall Panorama Survey Participation Rate Desired Outcome <ul style="list-style-type: none"> <li>Students Grades 3-8: 95%</li> <li>Teachers and Staff: 95%</li> </ul>
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 <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 44%</li> <li>Sense of Belonging (grades 6-8): 45%</li> </ul> Lynhaven Data (Grades 3-5): Emotion Regulation: 42%	Metric Adjusted. CUSD now includes Fall and Spring Panorama results.  2021.2022 Panorama Survey Student Responses: <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-5): Fall 40%; Spring 46%</li> </ul>	Metric Adjusted.  CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.  2021.2022 Fall Panorama Survey  Lynhaven Data (Grades 3-5): <ul style="list-style-type: none"> <li>Emotional Regulation: 45%</li> <li>Sense of Belonging: 72%</li> </ul>	CUSD no longer measures Emotional Regulation, shifting to Supportive Relationships, which is monitored locally.  2023.2024 Fall Panorama Survey  Lynhaven Data (Grades 3-5): <ul style="list-style-type: none"> <li>Supportive Relationships : 91%</li> <li>Sense of Belonging: 72%</li> </ul>	Updated Desired Outcome for 2023.2024: <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 80% for Fall and Spring</li> </ul> 2023.2024 Fall Panorama Survey Student Responses Desired Outcome <ul style="list-style-type: none"> <li>Emotional Regulation (grades 3-8): 80%</li> <li>Sense of Belonging (grades 6-8): 80%</li> </ul>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Complete narrative summary for LCFF Priority 6: School Climate.	Analysis of Spring 2021 Panorama Survey (students) completed Spring 2021. Narrative analysis presented to the Board of Education as part of the annual LCAP review process.	<p>Metric Adjusted.</p> <p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.</p> <p>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.</p> <p>2021.2022 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>• I feel safe at my school: 4.02; 37.50%</li> <li>• School rules are fair: 3.98; 37.50%</li> <li>• My school is clean: 3.78; 26.19%</li> <li>• Students are nice to each</li> </ul>	<p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.</p> <p>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.</p> <p>2022.2023 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>• I feel safe at my school: 3.96; 40.00%</li> <li>• School rules are fair: 3.84; 25.95%</li> <li>• My school is clean: 3.27; 15.82%</li> <li>• Students are nice to each other at my</li> </ul>	<p>CUSD uses the Studer Education School Student Engagement Survey to measure and report on LCFF Priority 6: School Climate.</p> <p>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.</p> <p>2023.2024 Climate Survey Question Responses:</p> <ul style="list-style-type: none"> <li>• I feel safe at my school: 3.92; 31.38%</li> <li>• School rules are fair: 3.66; 20.11%</li> <li>• My school is clean: 3.32; 14.52%</li> <li>• Students are nice to each other at my</li> </ul>	<p>Desired Outcome updated: The Overall Top Box (the percent of students reporting 5 'Strongly Agree') will increase by 5% in 2023.2024 from the 2021.2022 baseline.</p> <p>The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>Metric Adjusted.</p> <p>The Overall Top Box (the percent of students reporting 5 'Strongly Agree') Desired Outcome will be set in 2022.2023. The Overall Mean for questions will be at least 4.5 by 2023.2024.</p> <p>2023.2024 LCFF Priority 6 Desired Outcome: Maintain a Status of "Met" on Fall 2023 California School Dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>other at my school: 3.67; 24.40%</p> <ul style="list-style-type: none"> <li>I like going to my school each day: 3.96; 42.64%</li> </ul>	<p>school: 3.56; 21.15%</p> <ul style="list-style-type: none"> <li>I like going to my school each day: 3.90; 43.40%</li> </ul>	<p>school: 3.37; 17.49%</p> <ul style="list-style-type: none"> <li>I like going to my school each day: 3.57; 30.77%</li> </ul>	
Increase Annual Attendance Rate to at least 98%.	<p>Metric Added.</p> <p>2020.2021 Annual Attendance Rate:</p> <ul style="list-style-type: none"> <li>Lynhaven: 96.25%</li> </ul>	N/A	<p>2021.2022 Annual Attendance Rate</p> <ul style="list-style-type: none"> <li>Lynhaven: 91.95%</li> </ul>	<p>2022.2023 Annual Attendance Rate</p> <ul style="list-style-type: none"> <li>Lynhaven: 92.32%</li> </ul>	<p>Metric Added.</p> <p>2023.2024 Attendance Rate Desired Outcome</p> <ul style="list-style-type: none"> <li>Lynhaven: At least 98%</li> </ul>
Maintain Expulsion Rate of 0.0% Overall and for all student groups.	<p>Metric Added.</p> <p>2020.2021 Expulsion Rate Lynhaven</p> <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>	N/A	<p>2021.2022 Expulsion Rate Lynhaven</p> <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>	<p>2022.2023 Expulsion Rate Lynhaven</p> <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>	<p>Metric Added.</p> <p>2023.2024 Expulsion Rate Desired Outcome: Lynhaven</p> <ul style="list-style-type: none"> <li>Overall: 0.0%</li> <li>EL: 0.0%</li> <li>SWD: 0.0%</li> <li>SED: 0.0%</li> </ul>

## 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 Lynhaven'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, 2.7, 2.8, 2.11)
- Programs to support student social-emotional learning (Actions 2.6)
- Professional Development for Staff (Actions 2.3, 2.5)

For the 2022.2023 school year, there were no substantive difference in planned versus implemented actions. Lynhaven continues to provide student counseling, providing services from a variety of local agencies.

A representative Multi-Tiered System of Support (MTSS) working group was formed to develop consistent systems, structures, and expectations across all twelve Campbell campuses. In addition, professional development was offered by Campbell's General Education Behavior Interventionist in response to site requested topics and observed areas of need.

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 occurred:

Staff to support social-emotional well being and behavior (Actions 2.1.2.7 )

- For the School-based Counselor (Action 2.1) the estimated actual expenditure was more than the budgeted expenditure due to salary increases as well as increases in the cost of benefits.
- For the PBIS/School Climate Position (Action 2.7) the estimated actual expenditure was less than the budgeted expenditure due only finding highly qualified candidates for part of the year.
- For the Noon Duty Supervision (Action 2.8) the estimate actual expenditure was more than the budgeted expenditure due to the new needs that have surfaced with our increased TK enrollment and an additional SDC class added in 2023-2024.

Programs and Materials (Actions 2.2, 2.4, 2.6)

Professional Development for Staff (Actions 2.3, 2.5)

- For the Professional Development to support Panorama-identified needs and AVID SEL implementation (Action 2.3) the estimated actual expenditure is less than the budget expenditure. We purchased the school-wide, common SEL Curriculum Character Strong. For 2023-2204 we purchased additional supplemental resources that supported staff in their implementation of the curriculum, including Tier 2 strategies curriculum.

- For the Staff Development in Zones of Regulation (Action 2.5) the estimated actual expenditure is less than the budgeted expenditure. We focused on implementing our new school-wide, common SEL Curriculum. We will add additional curriculum and PD on Zones of regulation in the 2024-2025 school year as another tool for emotional regulation, problem solving, and conflict resolution.

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

In the 2023-2024 school year, our chronic absenteeism rate declined and our attendance rate improved. We believe the continued classroom and schoolwide focus on Panorama-identified needs and AVID SEL curriculum has contributed to a safe and welcoming school environment that students want to be in. In the 2024-2025 school year staff will continue to work on attendance intervention strategies at the teacher, administration, and community liaison levels.

Panorama indicates that an area to continue to focus on is students' sense of belonging. Connected to this need our annual engagement survey results demonstrate that students' perception is that students are not nice to each other at Lynhaven. Our continued partnership with Playworks (2.6) will help students with respectful communication and collaborative problem-solving through structured play opportunities. The Playworks class game time also has the added benefit of enabling the classroom teacher to participate in structured play opportunities alongside students. This fosters positive classroom community.

Our PBIS/School Climate Position (Action 2.7) was only staffed for a partial year. We interviewed in multiple rounds to find a highly qualified candidate. This position will be key to continuing to foster students' kindness to one another through more recognition and incentive opportunities within our PBIS program.

In April 2024, Lynhaven applied for Silver Level Recognition from the California PBIS Coalition. While there are areas to continue to improve on, we believe all of our actions and services in Goal 2 have helped us to establish a consistent, predictable,

ODR (Office Discipline Referral) data indicates that we should continue to source Tier 2 and Tier 3 supports for all site staff, including teachers, so that the whole team feels more equipped to respond to the changing needs that our students bring to school.

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 2023.2024, there is no change to the goal.

For 2023.2024, no actions have been removed.

For 2023-2024, no actions were added.

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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>development in the home: Lynhaven: 5 (Full Implementation and Sustainability)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Lynhaven: 4 (full implementation)</p>	<p>information and resources to support student learning and development in the home:</p> <ul style="list-style-type: none"> <li>Outcome: 3 (Initial Implementation)</li> </ul> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making:</p> <ul style="list-style-type: none"> <li>Outcome: 4 (full implementation)</li> </ul>	<p>development in the home: Lynhaven: 5 (Full Implementation and Sustainability)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Lynhaven: 4 (Full implementation)</p>	<p>development in the home: Lynhaven: 4 (Full Implementation)</p> <p>LEA's progress in building the capacity of supporting principals and staff to effectively engage families in advisory groups with decision-making: Lynhaven: 4 (Full Implementation)</p>	
<p>Parent/Guardian participation in Fall Conferences will increase by 10% annually.</p> <p>Source: Conference sign in sheets.</p>	<p>Note: Baseline set in Fall 2021.</p>	<p>Metric Removed.</p> <p>CUSD uses the Studer Education Parent/Family Satisfaction Survey to identify strengths and focal areas and Parent/Family Satisfaction locally.</p>	<p>Metric Removed.</p>	<p>Metric Removed.</p>	<p>Metric Removed.</p> <p>2023.2024 Parent/Guardian Fall Conference Participation Desired Outcome: TBD based on Fall 2021 Baseline</p>

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent/Guardian participation in Thought Exchange will increase by 10% as measured by participation rates from Spring 2021 Thought Exchange	Spring 2021 Thought Exchange Participation: <ul style="list-style-type: none"> <li>: TBD%</li> </ul>	Metric Adjusted. CUSD used the Studer Education Parent/Family Satisfaction Survey in lieu of Thought Exchange.  2021.2022 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> <li>106</li> </ul>	2022.2023 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> <li>88</li> </ul>	2023.2024 Parent/Family Satisfaction Survey Responses: <ul style="list-style-type: none"> <li>135</li> </ul>	Metric Adjusted 2023.2024 Desired Outcome: <ul style="list-style-type: none"> <li>At least 130 Parents/Guardians participating in Annual Parent/Family Satisfaction Survey</li> </ul> Spring 2024 Thought Exchange Participation Desired Outcome: <ul style="list-style-type: none"> <li>: TBD%</li> </ul>
100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.	Metric Added. 2021.2022 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. <ul style="list-style-type: none"> <li>Lynhaven: 100%</li> </ul>	N/A	N/A	Metric Added. 2022.2023 Percent of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process. <ul style="list-style-type: none"> <li>Lynhaven: 100%</li> </ul>	Metric Added 2023.2024 Desired Outcome: 100% of parents of students with IEPs report that the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

## Goal Analysis

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

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

In the 2023.2024 school year, all actions for Lynhaven's goal of engaging parents/guardians, and the community in support of student well-being were fully implemented. We will maintain all of the actions for the 2024-2025 school year.

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

- Outreach and Engagement Staff (Actions 3.1, 3.2)
- Parent/Family Engagement Opportunities (Actions 3.3, 3.4)

Differences in planned actions and actual implementation of actions:

- Outreach and Engagement Staff (Actions 3.1, 3.2): Funds allocated to Community Liaison (Action 3.1) was increased from 2022-2023 in response to salary increases.

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 occurred:

- Outreach and Engagement Staff (Actions 3.1, 3.2): Funds allocated to Community Liaison (Action 3.1) the estimated actual expenditure was more than the budgeted expenditure due to salary increases as well as increases in the cost of benefits.
- Parent/Family Engagement Opportunities (Action 3.4) had no estimated actual expenditure. As described below we learned that there was a need to partner with Monroe Middle School to strengthen the bridge between middle school and elementary school. Many families and caregivers have questions about the transition from elementary school to middle school.

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

In 2023-2024 we were able to gather more family/caregiver feedback on all of our local indicators. We are in our third year of the annual engagement survey. We believe this district-wide practice has enabled families/caregivers to become more comfortable sharing feedback with school staff and administration. This is demonstrated by more families/caregivers attending ELAC and School Site Council to provide feedback on other local indicators. This is also demonstrated by our increased response rate on the annual family/caregiver engagement survey. One hundred and thirty five families responded to the survey, which exceeded our metric for participation. Our average overall rating from families/caregivers was 4.23. On 13 of the 15 questions, families/caregivers rated their experience at Lynhaven above a 4.

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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.

In the 2024-2025 school year we will continue to strengthen the relationship with Monroe Middle School, which we hope will support our families as they transition to middle school. An added benefit of this partnership would be that we could explore designing student run AVID workshops (a collaboration between 5th grade and Monroe Middle School students) for families.

**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.**