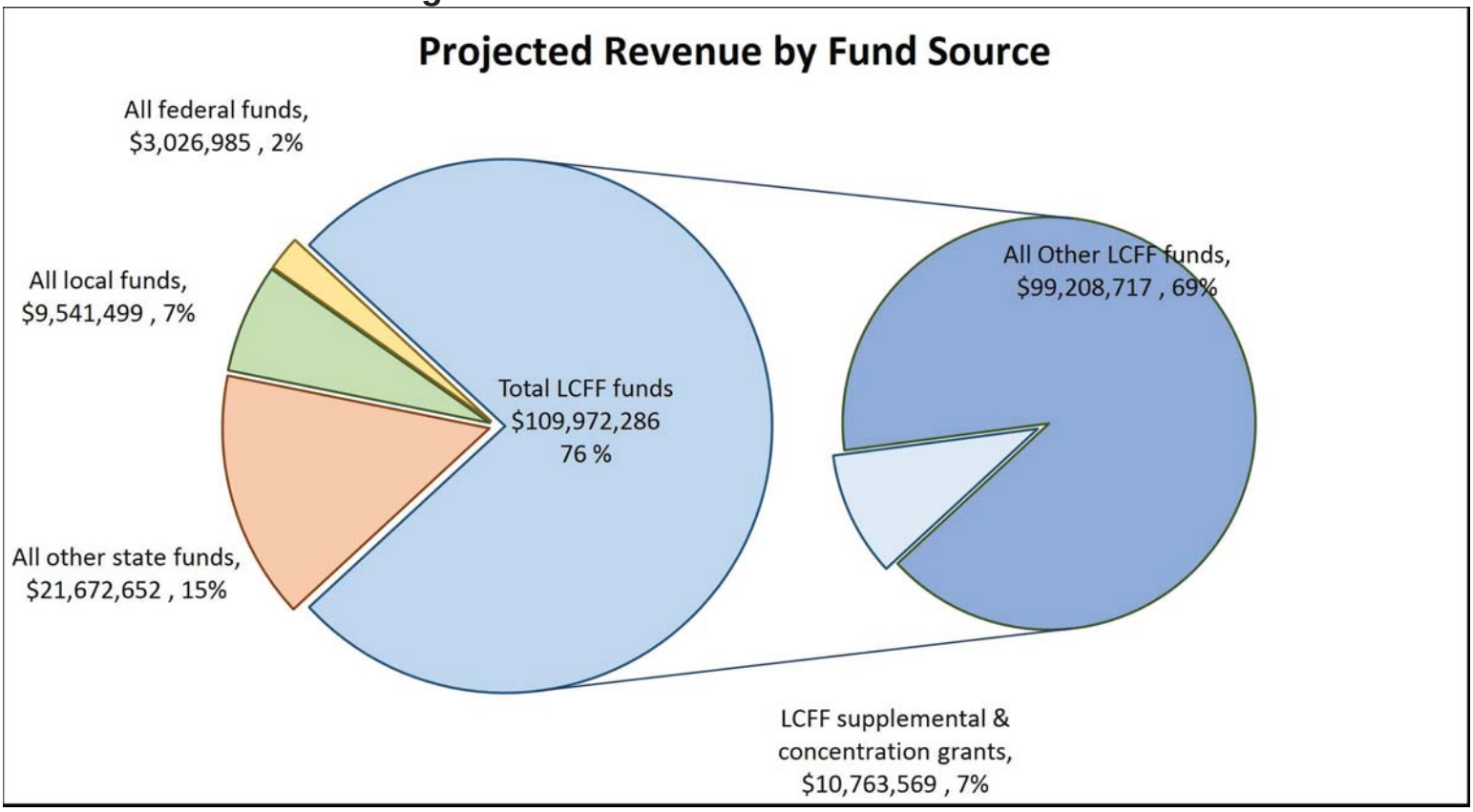
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Campbell Union School District
CDS Code: 43-69393-6046676
School Year: 2026-27
LEA contact information:
Shelly Viramontez
Superintendent
Sviramontez@campbellusd.org
408-364-4200

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

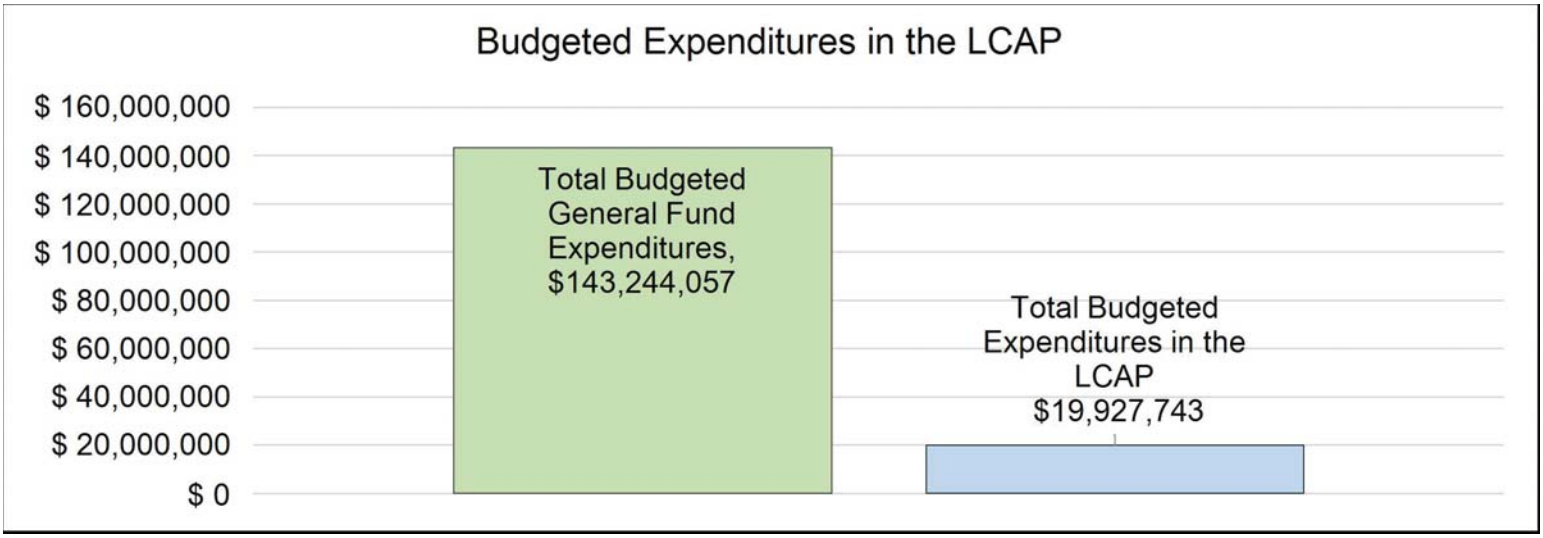


This chart shows the total general purpose revenue Campbell Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Campbell Union School District is $144,213,422, of which $109,972,286 is Local Control Funding Formula (LCFF), $21,672,652 is other state funds, $9,541,499 is local funds, and $3,026,985 is federal funds. Of the $109,972,286 in LCFF Funds, $10,763,569 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Campbell Union School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Campbell Union School District plans to spend $143,244,057 for the 2026-27 school year. Of that amount, $19,927,743 is tied to actions/services in the LCAP and $123,316,314 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

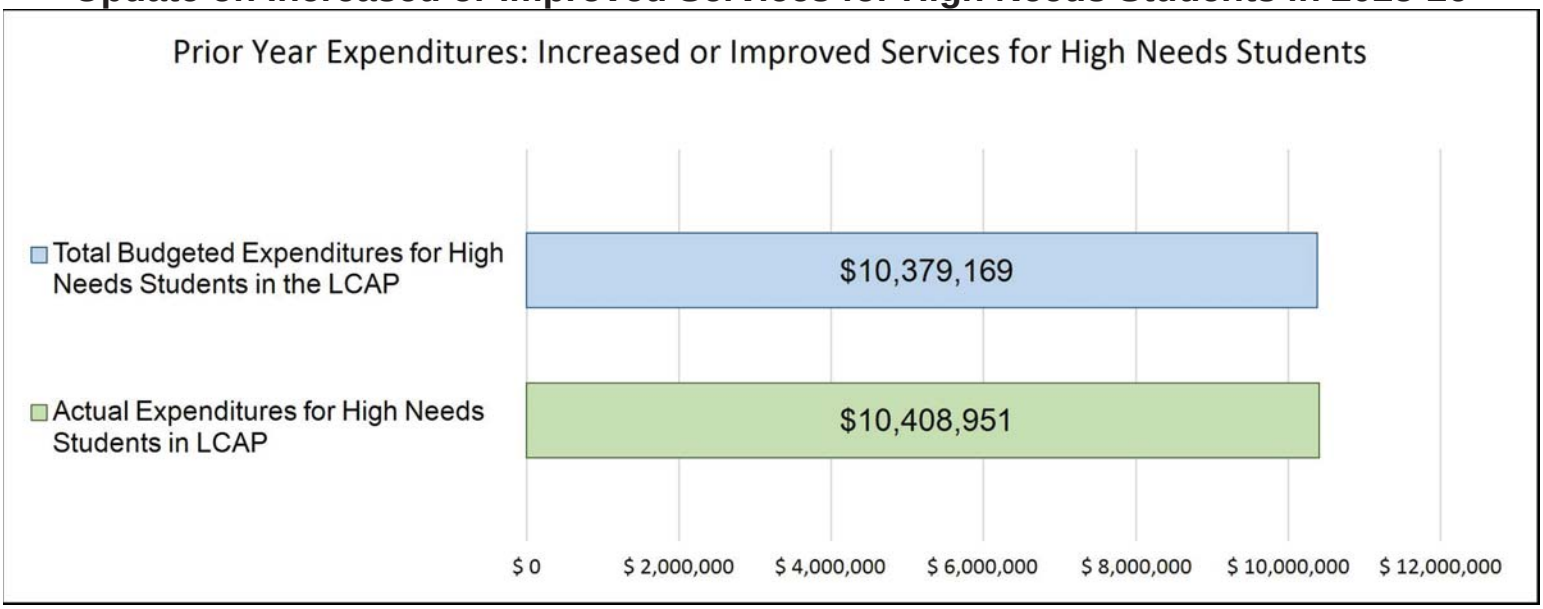
Campbell Union School district comprise of 12 schools that serve more than 6,300 students from pre-school to grade 8 who come from Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno, and Saratoga. CUSD consists of one district and 11 charter schools. Each of the 11 charter schools develop their own local control accountability plan. Those plans can be viewed separately by school name on our district website: www.campbellusd.org. The funds allocated in this plan support the three overarching educational goals that are shared by each of our 12 schools. The General Fund expenditures include the regular classroom instruction, operational, other ancillary and administrative costs that are not included in the LCAP.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Campbell Union School District is projecting it will receive $10,763,569 based on the enrollment of foster youth, English learner, and low-income students. Campbell Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Campbell Union School District plans to spend $10,911,677 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Campbell Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Campbell Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Campbell Union School District's LCAP budgeted $10,379,169 for planned actions to increase or improve services for high needs students. Campbell Union School District actually spent $10,408,951 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Campbell Union School District	Alanna Callaway-Wilson Principal	acallaway-wilson@campbellusd.org 408-556-0368

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

District Vision and Mission
The Campbell Union School District (CUSD) is committed to educating every student to their highest potential. We serve as a model for innovative programs that engage, empower, and inspire students within a safe and thriving environment. Our educational blueprint is guided by our Profile of a Graduate (POG), developed in partnership with our community to instill five core competencies:
Self-Directed
Innovative
Critical Thinker
Collaborative
Empathetic

Continuous Classroom Improvement (CCI) Framework
In the 2025–26 school year, CUSD deepened the systemwide implementation of our Continuous Improvement Framework. Launched in 2024–25 after extensive pilot testing with educators, this framework centers on high-quality first instruction and shared ownership of learning. Key components of our PDSA (Plan-Do-Study-Act) cycles include:
Classroom Mission Statements: Establish a shared purpose as a learning community.
Essential Standards and Learning Targets: Clarifies learning targets for student understanding with models of proficiency.
Data Transparency: Charts and analyzes results with student input to set improvement goals.

Our Students and Schools
CUSD operates 12 schools—including eight TK–5 elementary schools, one TK–8 Dual Language (Spanish/English) school, one TK–8 Design Thinking school, and two 6–8 middle schools, serving 6051 students across several municipalities, including: Campbell, San Jose, Santa Clara, Los Gatos, Monte Sereno and Saratoga. As of January 2026, our student body reflects a rich diversity that informs our resource allocation: 47.7% Hispanic/Latino, 20.2% White, 17.4% Asian, 3.6% Black/African American and the remaining 11.1% represents students not reported, two or more races and other race and ethnicities.

Of the total enrollment in the 2025.2026, 29.0% are English Learners, 45.7% Socio-Economically Disadvantaged and 12.2% are Students with Disabilities (data from CalPads).
The ratio of students to teachers in our classrooms is as follows:
Transitional Kindergarten: 1:12
Kindergarten-3rd Grade: 1:24
4th-8th grade: 1:30

CUSD prioritizes the "Whole Child" by providing a continuum of care from age three through 8th grade. To meet the needs of our community, we offer both state-subsidized and tuition-based preschools at six campuses, featuring robust inclusion opportunities for Special Education students. We have successfully scaled our Transitional Kindergarten (TK) access to meet state mandates:
2023-24: 5 years old from September 2-April 2nd
2024-25: 5 years old from September 2-June 2nd
2025-26: 5 years old who turn 4 by September 1st of that school year

Since the 2012–13 school year, Campbell has provided a seamless, full-day Transitional Kindergarten program fully integrated into our LCAP goal planning and metric identification. In alignment with California's Universal Pre-Kindergarten (UPK) expansion, we added seven TK classrooms in the 2025–26 school year—bringing our total to 22—to ensure broader access for our youngest learners.To maintain high-quality instruction during this expansion, we provided comprehensive onboarding and ongoing professional development for all TK teachers and instructional assistants. This training focused on three core pillars:
Assessment: Mastery of the Desired Results Developmental Profile (DRDP) to track individual student growth.
Curriculum: Implementation of Teaching Strategies (adopted in 2023) to ensure age-appropriate, rigorous instruction.
Whole-Child Support: Social-Emotional Competence training through the Center on the Social and Emotional Foundations for Early Learning (CSEFEL).

Recognizing that student success is rooted in family support, our Expanded Learning programs include TK students during after-school and summer sessions. Developed through meaningful consultation with our educational partners, these programs reflect our commitment to the "whole child" and provide the flexibility necessary to meet the diverse needs of the families we serve.

Teaching, Learning, and Strategic Staff Support
In Campbell, our commitment to student success begins with recruiting high-caliber educators and empowering them through Professional Learning Communities (PLCs). In order to achieve our vision of educating every child to their highest potential, we implement an instructional

model built on High-Quality First Instruction, a research-based approach designed to meet the needs of our most vulnerable learners—including English Learners, students with disabilities, foster youth, and low-income students. We utilize job-embedded professional development to ensure all teaching staff can evaluate multiple data points to inform collaborative planning and instruction. By centering our planning on California Common Core Standards and "Essential Standards," we create a rigorous, standards-based environment where students take ownership of their learning targets.

The Whole-Child Approach: Academics and Wellness
We provide a well-rounded educational experience that integrates technology, the arts, science (including environmental literacy), and physical education. This academic rigor is balanced by an equal emphasis on Social-Emotional Learning (SEL) and the Profile of a Graduate (POG) competencies. To remove barriers to success, CUSD maintains robust partnerships with community-based agencies such as Project Cornerstone (YMCA), Uplift, First 5, Catholic Charities, City of San Jose, and Alum Rock Counseling Center. Through a School Linked Services grant and the Santa Clara County Behavioral Health Services Department, our families access a comprehensive support network, including:
Counseling & Behavioral Health: Partnerships with Uplift and Alum Rock Counseling Center.
Family Resources: Parent education and resource management through First 5, Catholic Charities, and the City of San Jose.
Health Services: Integrated nursing support and community referrals.

Enrollment, Attendance, and Responsive Systems
Since our return to in-person learning in 2021, CUSD has seen a steady improvement in attendance and a significant decrease in chronic absenteeism, now approaching pre-pandemic levels. While the region faces shifting demographics, our expanded Transitional Kindergarten (TK) enrollment has offset broader declining enrollment trends, helping to stabilize our district's footprint. In the 2024–25 and 2025–26 school years, our system pivoted to address two specific trends:
Newcomer Multilingual Learners: Deploying targeted resources to support students arriving from diverse global backgrounds.
Increased Economic Need: Coordinating added supports for the growing number of students qualifying for free and/or reduced-price meals.

By transparently aligning our LCAP goals and metrics with these real-time challenges, we ensure that our actions and services have a measurable impact. We remain committed to knowing our impact—celebrating successes while remaining agile enough to evolve with the needs of our educational partners.

Lynhaven School, one of nine elementary schools in the Campbell Union School District, educates 425 students from grades Transitional Kindergarten through 5th. Lynhaven also hosts a preschool program which serves 24 students. 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 consist of 54.1% Hispanic Latino, 13.7% White, 10.6% Asian, and 4.5% African American. Our English Language

Learners make up 31.1% of our school population, our Students with Disabilities make up 11.5% of our school population and 56.7% of our students are classified as socioeconomically disadvantaged. This demographic data is from CalPads as of January 2026.

Lynhaven is an AVID school. We are in year ten of our AVID (Achievement Via Individual Determination) implementation and have achieved the status of AVID Demonstration School. All grades, TK-5, participate in AVID. All classrooms utilize WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies. Lynhaven has received the status of AVID Certified School since the Fall of 2022. Recertification Data is due to AVID annually in May. We work closely with our District AVID Director and our Regional AVID Implementation Strategist 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 or 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 parents/caregivers are involved in the education of their children. Our parents/caregivers participate in the Lynhaven school community through leadership opportunities, serving on English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA), District English Learner Advisory Committee (DELAC), and SPAC (Superintendent's Parent Advisory Council) . Our parents/caregivers volunteer in the classrooms, help in the library, participate on field trips, volunteer for schoolwide events, and attend schoolwide 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 for our families. Information on how to access these resources in communicated to our families on a regular basis through our Community Liaison. We partner with Pacific Clinics 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 hold a community resource fair at least once per trimester. At these events we share resources and information with our families about how to connect to various community agencies such as the public library, Campbell USD Health Services, Pacific Clinics, and Campbell Adult and Community Education.

The opportunity gap persists for certain student groups. We continue to engage with students and families about the importance of regular school attendance and the positive impact that attendance has on the learning process. We support students with building social-emotional skills as part of our commitment to developing the whole child. 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 continues to invest in the Character Strong Equity Professional Development. Additionally in 2024-2025, all certificated staff participated in a U.N.I.T.E Equity Workshop led by Lion Pride Leadership, local equity consultants.

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) (grades K-2) 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 in 1-5 in math and 2-5 in Language Arts. This indicates a 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 local and state benchmarks.

A review of the indicators on the 2023 California School Dashboard show the following areas of need:
English Language Arts: English Learners and Students with Disabilities were Red for this indicator

Mathematics: Students with Disabilities were Red for this indicator

With the release of the 2025 California School Dashboard, the following remain as areas of need as they are indicators in Red or Orange:
All Students: English Language Arts (Orange), Mathematics (Orange)
English Learners: English Learner Progress (Orange), Mathematics (Orange)
Socioeconomically Disadvantaged: English Language Arts (Orange), Mathematics (Orange), Science (Orange)
Students with Disabilities: English Language Arts (Orange), Mathematics (Orange), Suspension (Red)
Asian: Chronic Absenteeism (Orange)
Hispanic: English Language Arts (Orange), Mathematics (Orange), Science (Orange)
White: Chronic Absenteeism (Orange)

With the release of the 2025 California School Dashboard, the following are areas to celebrate:

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 have continued using interim assessments for math and Language Arts. These interim assessments have been utilized as CFAs aligned to the annual state tests and have provided students and teachers with valuable feedback about students' readiness for state testing. The readiness data provided has been knowledge and skill readiness as well as test-taking/testing platform familiarity. Furthermore, 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 2025-2026 school year we continued our use of Interim English Language Proficiency Assessments for California (ELPAC) assessments in grades 3-5. Our primary team continues to use the Bakersfield School District sample questions to provide additional ELPAC practice for our younger learners. Through these sample questions and Interim ELPAC, 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.

Our chronic absenteeism rate continues to decline. This improvement is captured in our data on the California School Dashboard. We believe the continued classroom and school wide focus on Panorama-identified needs and Advancement Via Individual Determination (AVID) focus on building positive relationships between has contributed to a safe and welcoming school environment that students want to be part of. We continue to work on attendance intervention strategies at the 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 (Action 2.6) will help students with respectful communication and collaborative problem-solving through structured play

opportunities. The Playworks Class Game Time has the added benefit of enabling the classroom teacher to participate in structured play opportunities alongside students. This fosters positive relationships and a positive classroom community.

In the Spring of 2026 Lynhaven will apply for Platinum Level Recognition from the California Positive Behavioral Interventions and Supports (PBIS) Coalition. While there are areas to continue to refine with our PBIS implementation, we believe all of our actions and services in Goal 2 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. Throughout this LCAP cycle we will also continue to 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.

Campbell Union School District has unexpended Learning Recovery and Emergency Block Grant (LREBG) funds for the 2026-27 school year. LREBG funded action for Lynhaven, in the amount of $149,189, may be found in Goal 1, Action 1.14 and Goal 3, Action 3.2. See the action descriptions for an explanation of the rationale for choosing the selected actions.

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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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)	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). School Site Council also provides feedback on actions and services throughout the year.
English Language Acquisition Group (ELAC)	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 liaison 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. LCAP updates are provided at every ELAC meeting and site administrators gather feedback about actions and services throughout the LCAP cycle.
Students	Student Council meets monthly to plan spirit days and to create posters for spirit days. The student council reps are students from all

Educational Partner(s)	Process for Engagement
	classrooms grades 2nd through 5th, including special education classrooms. Additionally, we are continuing 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. 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. 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.
Teachers	Teachers are engaged through school leadership teams which meet monthly, staff meetings, experience surveys and a process called Leader Rounding where teachers are asked a series of questions to understand their experience with different district/school services and processes. Discussions of school-wide needs and reviews of academic and behavioral data occur regularly throughout the year. 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. 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

Educational Partner(s)	Process for Engagement
	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. Campbell's Special Education team leverages the Compliance Improvement Process (CIM) to further address ongoing supports for students with disabilities with review and input from CDE consultant. 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 2023.2024 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 Superintendent's Parent Advisory Committee (SPAC) and part of school site council teams at the school level.
Principals/Administrators	School site Principals and District Administrators are engaged with the LCAP process regularly through Cabinet and District Leadership team monthly meetings. Data is regularly discussed and aligned to the actions as funded in the LCAP so that we can determine the impact of actions.
Classified Staff members	Classified staff participate in the annual employee experience survey. They are also asked for feedback through the process of Leader Rounding by their supervisors. They provide feedback after meetings and training through the Plus/Delta process. 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. Input from Classified Special Education Staff is also shared with the CUSD Special Education Department so that they can also respond

Educational Partner(s)	Process for Engagement
	to the PD needs as well as classroom level resources and supports that are needed.
Parents/Guardians	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 (SSC) Meetings, Parent Teacher Association (PTA) meetings, English Language Acquisition Committee (ELAC), District English Learner Advisory Committee (DELAC), and SPAC (Superintendent's Parent Advisory Council). 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. 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.
PTA	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 .

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.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment:	2022.2023 SBAC English Language Arts Results • Grades 3-5	2023.2024 SBAC English Language Arts Results	2024.2025 SBAC English Language Arts Results	80% of students in grades 3-8 Meeting or Exceeding	• Grades 3-5 • Overall: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English Language Arts in grades 3-8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	• Overall: 41% • Socioeconomically Disadvantaged: 27% • Students with Disabilities: 4% • English Learners: 13% • White: 54% • Asian: 60% • Hispanic/Latino: 29% • Black: 31%	• Grades 3-5 • Overall: 39% • Socioeconomically Disadvantaged: 23% • Students with Disabilities: 6% • English Learners: 11% • White: 72% • Asian: 45% • Hispanic/Latino: 25% • Black: 0%	• Grades 3-5 • Overall: 36% • Socioeconomically Disadvantaged: 24% • Students with Disabilities: 8% • English Learners: 13% • White: 62% • Asian: 61% • Hispanic/Latino: 24% • Black: * * Student group size too small to report.	Standard on the Smarter Balanced Assessment: English Language Arts by 25-26. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 25-26.	• Socioeconomically Disadvantaged: -3% • Students with Disabilities: +4% • English Learners: 0% (no change) • White: +8% • Asian: +1% • Hispanic/Latino: -5% • Black: * * Student group size too small to report.
1.2	Percent of students Meeting or Exceeding Standard on the Smarter Balanced Assessment (SBAC): Mathematics in grades 3-8.	2022.2023 SBAC Math Results • Grades 3-5 • Overall: 35% • Socioeconomically Disadvantaged: 24%	2023.2024 SBAC Math Results • Grades 3-5 • Overall: 37% • Socioeconomically	2024.2025 SBAC Math Results • Grades 3-5 • Overall: 39% • Socioeconomically	80% of students in grades 3-8 Meeting or Exceeding Standard on the Smarter Balanced Assessment:	• Grades 3-5 • Overall: +4% • Socioeconomically Disadvant

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: California Assessment of Student Performance and Progress (CAASPP) Results.	• Students with Disabilities: 0% • English Learners: 15% • White: 41% • Asian: 55% • Hispanic/Latino: 26% • Black: 23%	Disadvantaged: 24% • Students with Disabilities: 4% • English Learners: 16% • White: 65% • Asian: 62% • Hispanic/Latino: 24% • Black: 9%	Disadvantaged: 22% • Students with Disabilities: 11% • English Learners: 17% • White: 54% • Asian: 72% • Hispanic/Latino: 27% • Black: * * Student group size too small to report.	Mathematics by 25-26. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15 percentage points by 25-26.	aged: -2% • Students with Disabilities: +11% • English Learners: +2% • White: +13% • Asian: +17% • Hispanic/Latino: +1% • Black: * * Student group size too small to report.
1.3	Percent of students Meeting or Exceeding Standard on the California Science Test (CAST) in grades 5 and 8. Source: California Assessment of Student Performance and Progress (CAASPP) Results.	2022.2023 CAST Results • Grade 5 and/or 8 • Overall: 21% • Socioeconomically Disadvantaged: 18% • Students with Disabilities: 0% • English Learners: 0%	2023.2024 CAST Results • Grade 5 and/or 8 • Overall: 37% • Socioeconomically Disadvantaged: 24% • Students with Disabilities: 7%	2024.2025 CAST Results • Grade 5 and/or 8 • Overall: 27% • Socioeconomically Disadvantaged: 19% • Students with	80% of students in grades 5 and 8 Meeting or Exceeding Standard on the California Science Test by 25-26. Increase the percent of students in each student group scoring Meeting or Exceeding Standard by 15	• Grade 5 and/or 8 • Overall: +6% • Socioeconomically Disadvantaged: +1% • Students with Disabilities: +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• White: * • Asian: * • Hispanic/Latino: 8% • Black: * * Student group size too small to report.	• English Learners: * • White: 64% • Asian: * • Hispanic/Latino: 29% • Black: * * Student group size too small to report.	Disabilities: 5% • English Learners: 10% • White: * • Asian: * • Hispanic/Latino: 14% • Black: * * Student group size too small to report.	percentage points by 25-26.	• English Learners: +10% • White: * • Asian: * • Hispanic/Latino: +6% • Black: * * Student group size too small to report.
1.4	Percent of English Learners making at least one level of progress or maintaining a level of 4 on the English Language Proficiency Assessments for California (ELPAC) as reported through the English Learner Progress Indicator (ELPI) on the California School Dashboard. Source: California School Dashboard	2022.2023 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 87 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on the ELPAC: 46%	2023.2024 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 96 • Percent of English Learners making at least one level of progress or maintaining a level	2024.2025 English Learner Progress • Number of English Learners with a current and prior year ELPAC score: 107 • Percent of English Learners making at least one level of progress or maintaini	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 25-26.	• Number of English Learners with a current and prior year ELPAC score: +20 • Percent of English Learners making at least one level of progress or maintaining a level of 4 on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			of 4 on the ELPAC: 43.8%	ng a level of 4 on the ELPAC: 40.20%		the ELPAC: -6%
1.5	Percent of English Learners (ELs) redesignated to fluent English Proficient (RFEP). Number of Long Term English Learners (LTELS) in 8th grade as of Census Day. Source: Local (Redesignation) and CalPads using California School Dashboard LTEL definition (LTELs).	2022.2023 Redesignation Results • County • Number of ELs as of CalPads Census Date: 54266 • Number of ELs redesignated: 7087 • Percent of ELs redesignated: 13% • School • Number of ELs as of CalPads Census Date: 111 • Number of ELs redesignated (excludes K): 12 • Percent of ELs redesignated (excludes K): 11% 2023.2024 Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: • Not Applicable, Metric applicable only	2023.2024 Redesignation Results • County • Number of ELs as of CalPads Census Date: 53,180 • Number of ELs redesignated: 6,382 • Percent of ELs redesignated: 12% • School • Number of ELs as of CalPads Census Date: 116 • Number of ELs redesignated (excludes K): 16 • Percent of ELs	2024.2025 Redesignation Results • County • Number of ELs as of CalPads Census Date: 53,075 • Number of ELs redesignated: 6,866 • Percent of ELs redesignated: 12.9% • School • Number of ELs as of CalPads: 125 Census Date: • Number of ELs redesignated (excludes K): 11	Increase or maintain a redesignation rate that is at or above the county redesignation rate by 25-26. LTEL Target Outcome: Not Applicable, does not currently meet LTEL enrollment threshold.	• 5.2% below the County redesignation rate • Number of ELs as of CalPads Census Date: +9 • Number of ELs redesignated (excludes K): -5 • Percent of ELs redesignated (excludes K): -5.2% Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: • Not Applicable, Metric applicable

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to sites meeting LTEL enrollment threshold.	redesignated (excludes K): 14% Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: • Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold.	• Percent of ELs redesignated (excludes K): 8.8% Number of Long Term English Learners (LTELS) in 8th grade as of Census Day: • Not Applicable, Metric applicable only to sites meeting LTEL enrollment threshold.		only to sites meeting LTEL enrollment threshold.
1.6	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Reading in grades 2-8. Source: i-Ready	2023.2024: Winter i-Ready Reading Results • Grades 3-5 • Overall: 38% • Socioeconomically Disadvantaged: 23% • Students with Disabilities: 7% • English Learners: 14% • White: 59%	2024.2025: Winter i-Ready Reading Results • Grades 2-5 • Overall: 41% • Socioeconomically Disadvantaged: 27% • Students with	2025.2026: Winter i-Ready Reading Results • Grades 2-5 • Overall: 48% • Socioeconomically Disadvantaged: 31% • Students with	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	• Grades 2-5 • Overall: +10% • Socioeconomically Disadvantaged: +8% • Students with Disabilities: +10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Asian: 57% • Hispanic/Latino: 28% • Black: 8%	Disabilities: 7% • English Learners: 16% • White: 55% • Asian: 57% • Hispanic/Latino: 29% • Black: 18%	Disabilities: 17% • English Learners: 11% • White: 63% • Asian: 87% • Hispanic/Latino: 32% • Black: * * Student group size too small to report.	Level by 15 percentage points by 26-27.	• English Learners: -3% • White: +4% • Asian: +30% • Hispanic/Latino: +4% • Black: * * Student group size too small to report.
1.7	Percent of students achieving Early On, Mid or Above Grade Level on i-Ready Math in grades 1-8. Source: i-Ready	2023.2024: Winter i-Ready Math Results • Grades 1-5 • Overall: 24% • Socioeconomically Disadvantaged: 10% • Students with Disabilities: 3% • English Learners: 6% • White: 41% • Asian: 36% • Hispanic/Latino: 14% • Black: 6%	2024.2025: Winter i-Ready Math Results • Grades 1-5 • Overall: 32% • Socioeconomically Disadvantaged: 17% • Students with Disabilities: 8% • English Learners: 19%	2025.2026: Winter i-Ready Math Results • Grades 1-5 • Overall: 35% • Socioeconomically Disadvantaged: 21% • Students with Disabilities: 18% • English Learners: 13%	80% of students in grades 2-8 achieving Early On, Mid or Above Grade Level on i-Ready Math to reach or maintain by 26-27. Increase the percent of students in each student groups scoring Early On, Mid or Above Grade Level by 15 percentage points by 26-27.	• Grades 1-5 • Overall: +11.4% • Socioeconomically Disadvantaged: +11.2% • Students with Disabilities: +15% • English Learners: +6.5% • White: +4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• White: 38% • Asian: 68% • Hispanic/Latino: 18% • Black: 17%	• White: 45% • Asian: 69% • Hispanic/Latino: 23% • Black: * * Student group size too small to report.		• Asian: +33.0% • Hispanic/Latino: +8.9% • Black: * * Student group size too small to report.
1.8	Percent of students scoring At or Above Benchmark on DIBELS in grades K-2. Source: DIBELS/Amplify	2023.2024: Middle of Year DIBELS Results • Grades K-2 • Overall: 64% • Socioeconomically Disadvantaged: 47% • Students with Disabilities: 26% • English Learners: 49% • White: 60% • Asian: 89% • Hispanic/Latino: 50% • Black: * * Student group size too small to report.	2024.2025: Middle of Year DIBELS Results • Grades K-2 • Overall: 61% • Socioeconomically Disadvantaged: 50% • Students with Disabilities: 24% • English Learners: 42% • White: 54% • Asian: 81%	2025.2026: Middle of Year DIBELS Results • Grades K-2 • Overall: 66% • Socioeconomically Disadvantaged: 60% • Students with Disabilities: 50% • English Learners: 52% • White: 58% • Asian: 88%	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.	• Grades K-2 • Overall: +2% • Socioeconomically Disadvantaged: +13% • Students with Disabilities: +24% • English Learners: +3% • White: -2% • Asian: -1% • Hispanic/Latino: +7% • Black: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Hispanic/Latino: 48% • Black: * * Student group size too small to report.	• Hispanic/Latino: 57% • Black: * * Student group size too small to report.		* Student group size too small to report.
1.9	Number of teachers misassigned and number of vacant teacher positions. Source: Human Resources Department	2022.2023 and 2023.2024 Results • 2022.2023 Number of teachers misassigned: 0 • 2023.2024 Number of vacant teacher positions: 0	2023.2024 and 2024.2025 Results • 2023.2024 Number of teachers misassigned: 5 • 2024.2025 Number of vacant teacher positions: 0	2024.2025 and 2025.2026 Results • 2024.2025 Number of teachers misassigned: 2 • 2025.2026 Number of vacant teacher positions: 1	Achieve and maintain 0 teachers misassigned and 0 teacher positions vacant.	• Number of teachers misassigned: 2 • Number of vacant teacher positions: 1
1.10	Percent of students with access to standards aligned instructional materials. Source: School Accountability Report Cards (SARCs)	2023.2024 Rating • 100%	2024.2025 Result • 100%	2025.2026 Result • Reading/Language Arts: 100% • Mathematics: 100% • Science: 100% • History-Social Science: 29%	Maintain 100% of students having access to standards aligned instructional materials in each subject area.	Percent of students with access to standards aligned instructional materials: • Reading/Language Arts: N/A • Mathematics: N/A • Science: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				• Foreign Language: Not applicable • Health: 100% • Visual and Performing Arts: 100%		• History-Social Science: N/A • Foreign Language: N/A • Health: N/A • Visual and Performing Arts: N/A
1.11	Facilities Inspection Tool (FIT) Score A score of 100% to 99% is Exemplary and a score of 98.99% to 90% is Good. Source: Final FIT Evaluations	2023.2024 Rating • 99.35%	2024.2025 Result • 98.09%	2025.2026 Result • 99.8%	Maintain a FIT Score of at least 95%.	• +0.45%
1.12	Not Applicable, District Level Metric. Percent of English Learners with an ELPAC score of 4 and Socioeconomically Disadvantaged students enrolled in Grade 8 Advanced Math and the percent of Students with Disabilities receiving a modified course of study	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.	Not Applicable, District Level Metric.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	through Specialized Academic Instruction (SAI). Source: PowerSchool and SIRAS					
1.13	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. Ratings by subject for the practice, "Professional Learning for Teaching Academic Standards." Source: Annual Self Reflection	In recognition of the need to ensure Local Indicators and connected metrics are accessible to relevant educational partners and actionable for staff, CUSD adjusted the input process for this metric, beginning in 2024.2025. Local Indicator ratings for Priority 2: Implementation of State Academic Standards are now rated by site administrators and certificated staff. This change allows for those closest to the work to provide feedback and information on: making instructional materials for academic standards, implementing policies or programs to support staff in identifying areas	2024.2025 Ratings • English Language Arts: 4 (Full Implementation) • English Language Development: 4 (Full Implementation) • Math: 5 (Full Implementation and Sustainability) • Next Generation Science Standards: 3 (Initial Implementation) • History/Social	2025.2026 Ratings • English Language Arts: 4 (Full Implementation) • English Language Development: 3 (Initial Implementation) • Math:4 (Full Implementation) • Next Generation Science Standards: 3 (Initial Implementation) • History/Social Studies: 2 (Beginning	Reach and maintain a rating of 5 (Full Implementation and Sustainability).	• English Language Arts: No Change • English Language Development: -1 • Next Generation Science Standards: +2 • History/Social Studies: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		where they can improve in delivering instruction for academic standards, progress implementing other academic standards, and support for teachers and administrators, supporting more meaningful reflection and planning from these results.	Studies: 3 (Initial Implementation)	Development)		
1.15						
1.16						

Goal Analysis [2025-26]

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.

In the 2025.20256 school year, all actions for Lynhaven's goal of providing high quality academic first instruction for all students were fully implemented. To support the analysis of this goal, actions are grouped by 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, 1.12, 1.13, 1.14, 1.19, 1.20), Programming and Materials (Actions 1.7, 1.11, 1.17, 1.18, 1.19).

Site-based professional development was provided in the areas of AVID College and Career Framework, Access Strategies for English Learners and Students with Disabilities, Learning Targets, Charting and Analyzing Data, Student Goal Setting, Plan Do Study Act (PDSA) Cycles, Classroom Environment and Student Behavior, and The Power of Feedback (informed by Culturally Responsive Teaching and the Brain). All of these topics support Lynhaven’s and CUSD’s commitment to high quality first instruction and continuous improvement to best serve the diverse range of learners in our classrooms.

Site-based professional development was also provided to our Classified MTSS (Multi-Tiered Systems of Support) Instructional Assistants (IAs) and our Classified Special Education Instructional Assistants (IAs) in the following areas: supporting diverse learners, building

productive learning partnerships with students, ABCs/Functions of Behavior, Proactive Strategies, Reinforcement, Data Collection, De-Escalation Strategies, Check in/Open Discussion, Generalization & Maintenance Skills.These sessions supported our implementation of the Continuous Improvement Framework in all classrooms at Lynhaven.

Additionally, teachers at Lynhaven were able to access Professional Development provided by the CUSD Teaching and Learning Department in the areas of Writing Revolution, Magma Math, TWIG Science, support for Newcomer English Learners, Building Thinking Classrooms, IEP support, AI and Profile of a Graduate, LETRS, Arts/Innovation/Music ELD support, Teaching Pyramid for TK teachers and Instructional Assistant (IA) Training. CUSD's Pay to Play professional development day on March 9th was site based. Lynhaven's Professional Development focus areas were AVID and Continuous Improvement Implementation to support English Learner performance. Our MTSS (Multi-Tiered Systems of Support) Instructional Assistants (IAs) were provided on-going professional development through the job-alike MTSS IA meetings facilitated by CUSD Student Services Department and the CUSD Teaching and Learning Department.

Within the category of Intervention Specialist and Support Staff Actions are personnel who support teachers with coaching, co-teaching, co-planning, and professional development on research based high quality first instruction strategies, as well as providing students with small group tier 3 instruction. There are also personnel who support teachers by pushing into classrooms to provide academic and SEL (social emotional learning) support for students. Through Action 1.14 students also receive tier 2 and 3 small group instruction based on identified needs. The small group instruction was provided in the areas of Language Arts and mathematics. Action 1.5 is personnel who provide students with tier 2 and 3 small group instruction in the area of Language Arts.

In the 2025.2026 school year, Staff Professional Development (Actions 1.9 and 1.11) focused on ensuring all students have access to a guaranteed and viable curriculum and instruction in rigorous grade level content standards. Lynhaven’s continued work with the Continuous Improvement Framework, CFAs (Common Formative Assessments), and CAASPP Interim Assessments provide our diverse learners with access to tiered instruction from homeroom teachers and specialists (through push-in and pull-out). Much of this planning occurs during teacher release time (Action 1.12) and PLC (Professional Learning Community) time. During teacher release time and PLC time, grade level teams analyze student performance and plan instruction in response to results. Grade level teams also meet to discuss vertical articulation for key skills and essential standards.

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 2025.2026 no materials differences occurred.

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

A review of the metrics shows that all actions as categorized below have demonstrated or are approaching effectiveness in making progress toward Lynhaven's goal of providing high quality academic first instruction for all students.

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, 1.12, 1.13, 1.14, 1.19, 1.20), and Programs and Materials (Actions 1.7, 1.11, 1.17, 1.18, 1.19).

Analysis of Metrics 1.1, 1.2 , 1.4, 1.5, 1.6, 1.7, 1.8:
When compared to the 2023 SBAC results, analysis of the results for the 2024 SBAC English Language Arts assessment (grades 3-5) (Metric 1.1) shows a 2% decrease overall in students Meeting or Exceeding Standard. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 4% decrease in students Meeting or Exceeding Standard, English Learners had a 2% decrease in students Meeting or Exceeding Standard, Hispanic/Latino students had a 4% decrease in students Meeting or Exceeding Standard, and Black students had a 31% decrease in students Meeting or Exceeding Standard. Students with Disabilities, however, had a 2% increase in students Meeting or Exceeding Standard.

When compared to the baseline (2022.2023), analysis of the results for the 2024 SBAC English Language Arts assessment (grades 3-5) (Metric 1.1) shows a 5% decrease overall in students Meeting or Exceeding Standard. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 3% decrease in students Meeting or Exceeding Standard, English Learners had no change in the number of in students Meeting or Exceeding Standard, Hispanic/Latino students had a 5% decrease in students Meeting or Exceeding Standard, and Students with Disabilities had 4% increase in students Meeting or Exceeding Standard. Black students had a student group too small to report performance for the 2025.2026 school year.

When compared to 2024.2025 Winter iReady Reading local assessment, analysis of the 2025.2026 Winter iReady Reading local assessment (grades 2-5) (Metric 1.6), shows a 7% increase overall in students achieving Early On, Mid or Above Grade Level. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 4% increase in students achieving Early On, Mid or Above Grade Level; Students with Disabilities had a 10% increase in students achieving Early On, Mid or Above Grade Level; English Learners had a 5% decrease in students achieving Early On, Mid or Above Grade Level; Hispanic/Latino students had a 3% increase in students achieving Early On, Mid or Above Grade Level; and Black students had student group too small to report performance for the 2025.2026 school year.

When compared to the baseline (2023.2024 Winter iReady Reading local assessment), analysis of the 2025. 2026 Winter iReady Reading local assessment (grades 2-5) (Metric 1.6), shows an increase of 10.4% overall in students achieving Early On, Mid or Above Grade Level. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 8% increase in students achieving Early On, Mid or Above Grade Level; Students with Disabilities had a 10.2% increase in students achieving Early On, Mid or Above Grade Level; English Learners had a 2.9% decrease in students achieving Early On, Mid or Above Grade Level; Hispanic/Latino students had a 4.2% increase in students achieving Early On, Mid or Above Grade Level; and Black students had a student group size too small to report for the 2025.2026 school year.

When compared to the 2023-2024 SBAC results, analysis of the results for the 2024-2025 SBAC mathematics assessment (grades 3-5) (Metric 1.2) shows a 2% increase overall in students Meeting or Exceeding Standard. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 2% decrease in students Meeting or Exceeding Standard. The following student groups had an increase in students Meeting or Exceeding Standard: Students with Disabilities 7% increase, English Learners 1% increase, Hispanic/Latino students 3% increase. Black students had a student group size too small to report for the 2024.2025 school year.

When compared to the baseline (2022.2023), analysis of the result for the 2024 SBAC mathematics assessment (grades 3-5) (Metric 1.2), shows an increase of 4% overall in students Meeting or Exceeding Standard. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 2% decrease in students Meeting or Exceeding Standard, Students with Disabilities had an 11% increase in students Meeting or Exceeding Standard, English Learners had a 2% increase in students Meeting or Exceeding Standard, and Hispanic/Latino students had a 1% increase in students Meeting or Exceeding Standard. Black students had a student group too small to report performance for the 2025.2026 school year.

When compared to 2024.2025 Winter iReady mathematics local assessment, analysis of the 2025.2026 Winter mathematics local assessment (grades 1-5) (Metric 1.7) shows a 3% increase overall in students achieving Early On, Mid or Above Grade Level. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 3% increase in students achieving Early On, Mid or Above Grade Level; Students with Disabilities had a 10% increase in students achieving Early On, Mid or Above Grade Level; English Learners had a 6% decrease in students achieving Early On, Mid or Above Grade Level; Hispanic/Latino students had a 5% increase in students achieving Early On, Mid or Above Grade Level. Black students had a student group too small to report performance for the 2025.2026 school year.

When compared to the baseline (2023.2024 Winter iReady mathematics local assessment), 2025.2026 Winter mathematics local assessment (grades 1-5) (Metric 1.7) shows an 11/4% increase overall in students achieving Early On, Mid or Above Grade Level. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 11.2% increase in students achieving Early On, Mid or Above Grade Level; Students with Disabilities had a 15% increase in students achieving Early On, Mid or Above Grade Level; English Learners had a 6.5% increase in students achieving Early On, Mid or Above Grade Level; Hispanic/Latino students had a 8.9% increase in students achieving Early On, Mid or Above Grade Level. Black students had a student group too small to report performance for the 2025.2026 school year.

When compared to the 2024.2025 Middle of Year DIBELS, the 2025.2026 Middle of the Year DIBELS (grades K-2) local assessment (Metric 1.8) shows a 5% increase overall in students scoring At or Above Benchmark. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 10% increase in students scoring At or Above Benchmark, Students with Disabilities had a 26% increase in students scoring At or Above Benchmark, English Learners had a 10% increase in students scoring At or Above Benchmark, and Hispanic/Latino students had a 9% increase in students scoring At or Above Benchmark. The student group size for Black students was too small to report for the 2024-2026 school years..

When compared to the baseline (2023.2024 Middle of the Year DIBELS), the 2025.2026 Middle of the Year DIBELS (grades K-2) local assessment (Metric 1.8) shows a 2.5% increase overall in students scoring At or Above Benchmark. Examining performance of student groups shows that Socioeconomically Disadvantaged students had a 13.4% increase in students scoring At or Above Benchmark, Students with Disabilities had a 24% increase in students scoring At or Above Benchmark, English Learners had a 3.3% increase in students scoring At or Above Benchmark, and Hispanic/Latino students had a 7.3% increase in students scoring At or Above Benchmark. The student group size for Black students was too small to report for the 2024-2026 school years.

Analysis of the 2024.2025 English Learner progress (Metric 1.4) shows a decrease of 6% in the percent of English Learners making at least one level of progress or maintaining a level of 4 on the summative English Language Proficiency Assessments for California (ELPAC) assessment. Additionally, the number of English Learners with a current and prior year score grew by 20 students.

Analysis of the 2024.2025 Redesignation results (Metric 1.5) shows that the percentage of English Learners redesignated decreased by 5.2%.

The results for Metrics 1.1, 1.2 , 1.4, 1.5, 1.6, 1.7, 1.8 indicate that we should continue to strengthen high quality academic first instruction for all groups of students so that
–all student groups demonstrate growth in the percentage of students who are Meeting or Exceeding Standard on SBAC Assessments (grades 3-5),
–all student groups demonstrate growth in the percentage of students achieving Early On, Mid or Above grade level on iReady Assessments (grades 2-5 for Reading and grades 1-5 for math)
– all student groups demonstrate growth in the percentage of students scoring At or Above Benchmark on DIBELS (grades K-2)
–the number of English Learners maintaining at least on level or progress or maintaining a level of 4 on the summative assessment increases
–the percentage of English Learners continues to meet or exceed the Santa Clara County redesignation rate

Actions 1.1, 1.3, 1.4, 1.6, 1.15, and 1.19 are personnel who support teachers with coaching, co-teaching, co-planning, and professional development on research based high quality first instruction strategies, as well as providing students with small group tier 3 instruction. Additionally, Action 1.14 are personnel who support teachers by pushing into classrooms to provide academic and SEL (social emotional learning) support for students. Through Action 1.14 students also receive tier 2 and 3 small group instruction based on identified needs. The small group instruction was provided in the areas of Language Arts and mathematics. Action 1.5 is personnel who provide students with tier 2 and 3 small group instruction in the area of Language Arts.

In the 2026.2027 school year, Staff Professional Development (Actions 1.9 and 1.11) will focus on ensuring all students have access to a guaranteed and viable curriculum and instruction in rigorous grade level content standards. Lynhaven's continued work with the Continuous Improvement Framework, CFAs (Common Formative Assessments), and CAASP Interim Assessments will provide our diverse learners with access to tiered instruction from homeroom teachers and specialists (through push-in and pull-out). Much of this planning will occur during teacher release time (Action 1.12) and PLC (Professional Learning Community) time. During teacher release time and PLC time, grade level teams analyze student performance and plan instruction in response to results. Grade level teams also meet to discuss vertical articulation for key skills and essential standards.

Analysis of Metrics 2.1, 2.2, 2.3, 2.5, 2.6, and 2.7:
Analysis of Metric 2.1 shows that Lynhaven's annual attendance rate increased by 2.5%.

Analysis of Metric 2.2 shows that Lynhaven's chronic absenteeism rate decreased by 12.5% overall. Examining performance of student groups shows a decrease of 14.4% for Socioeconomically Disadvantaged Students, a decrease of 18.5% for Students with Disabilities, an 11.6% decrease for English Learners, a 9.3% decrease for Hispanic/Latino students, and a 22.8% decrease for Black students.

Analysis of Metric 2.3 shows that Lynhaven's suspension rate increased by 0.6% overall. Examining performance of student groups shows an increase of 0.5% for Socioeconomically Disadvantaged students, a 7.8% increase for Students with Disabilities, a 1.3% increase for English Learners, a 2% increase for Hispanic/Latino students, and a 0.3% decrease for Black students.

Analysis of Metric 2.5 shows a 0% expulsion rate for 2024.2025.

Analysis of Metric 2.6 shows a 6% decrease overall for students responding favorably to the Sense of Belonging Category on the Panorama survey. Examining performance of student groups shows a decrease of 12% for Students with Disabilities and an 11% decrease for English Learners.

Analysis of Metric 2.7 shows that the overall rating for "I feel safe at school" increased by 0.06 and the Top Box percent for this question increased by 1.34%. Also the overall rating for "My school is clean" increased by 0.19 and the Top Box percent for this question increased by 2.76%.

The results for Metrics 2.1, 2.2, 2.3, 2.5, 2.6, and 2.7 indicate that we should continue our efforts to focus on increasing attendance rates and the interventions to address the chronic absenteeism rates.

The changes in discipline data were a result of several incidents of harassment. As an ongoing response to the discipline data, staff developed and delivered sessions to inform students about harassing language speech and provided students opportunities to engage in restorative practices. Teachers, the Positive Climate Behavior and Support Coach, and Administrators were all involved in these efforts. We believe that continuing this multi-tiered approach to discipline trends will provide a response that ensures the most serious school consequences are issued only when all other efforts have failed to bring about proper conduct, students violate EC§48900 a, b, c, d, or e.; or the Student's presence causes a danger to person/s. This demonstrates responsive, multi-tiered professional development and support to promote behavioral change and inclusivity.

We will continue staff efforts to focus on ways to increase students' Sense of Belonging, students' perception of feeling safe at school, and students' perception of school cleanliness.

The following are Contributing Actions for Goal 1: Action 1.1, 1.3, 1.4, 1.6, 1.19.

Effectiveness of Contributing Action 1.1 is monitored through Metric 1.1 and 1.6. The analysis of student performance included above indicates Action 1.1 is approaching effectiveness.

Effectiveness of Contributing Action 1.3 is monitored through Metric 1.1, 1.6, and 1.7. The analysis of student performance included above indicates Action 1.3 is approaching effectiveness.

Effectiveness of Contributing Action 1.6 is measured by Metric 1.8. The analysis of student performance included above indicates Action 1.8 is approaching effectiveness.

Effectiveness of Contributing Action 1.4 is monitored through Metric 2.1, 2.2 2.3, 25, 2.6, and 2.7). The analysis of student performance included above indicates Action 1.6 is approaching effectiveness.

Effectiveness of Contributing Action 1.19 is monitored through Metric 1.3 and 1.4. The analysis of student performance included above indicates Action 1.19 is approaching effectiveness.

Analysis of Action 1.2
Our library was fully staffed by our part-time library clerk in the 2024.2025 school year. All classes were able to visit the library once every two weeks and check out books. During class library visits, students also had enjoyed a read aloud of a book.

Analysis of Action 1.7
Lynhaven students had 10 assemblies during the 2025.2026 school year: two student-led PBIS assembly, a Farmer's Market Interactive assembly, a Bike and Pedestrian Safety assembly, a Forces in Motion science assembly, a student stepping performance assembly, a Taiko Drum assembly, a Draw Along art assembly, a student music performance, and a Growth Mindset Hip Hop assembly.

Analysis of Action 1.8
Kindergarten teachers received stipends for assessing incoming kindergarten students at Kinder Round Up Day, prior to the start of the school year. Kinder Round Up enables the Kindergarten teachers to build classes that are balanced and helps our youngest learners and families start to become comfortable at Lynhaven prior to the first day of school.

Analysis of Actions 1.9, 1.11 and 1.12
Site-based professional development was provided in the areas of AVID College and Career Framework, Access Strategies for English Learners and Students with Disabilities, Learning Targets, Charting and Analyzing Data, Student Goal Setting, Plan Do Study Act (PDSA) Cycles, Classroom Environment and Student Behavior, and a year-long staff book study of Culturally Responsive Teaching and the Brain. All of these topics support Lynhaven's and CUSD's commitment to high quality first instruction and continuous improvement to best serve the diverse range of learners in our classrooms.

It is important to note that the site-based professional development was also provided to our Classified MTSS (Multi-Tiered Systems of Support) Instructional Assistants (IAs) and our Classified Special Education Instructional Assistants (IAs) in the following areas Learning Targets, Charting and Analyzing Data, Student Goal Setting, Plan Do Study Act. These sessions supported our implementation of the Continuous Improvement Framework in all General and Special Education classrooms at Lynhaven.

Additionally, teachers at Lynhaven were able to access Professional Development provided by the CUSD Teaching and Learning Department in the areas of Writing Revolution, support for Newcomer English Learners, GLAD, IEP support, Teaching Pyramid for TK teachers and Instructional Assistant (IA) Training. CUSD's Pay to Play professional development day on March 21st had sessions on Anti-Racism and Universal Design for Learning, Early Education, Access and Agency for English Learners as well as mathematics, TWIG Science, and Writing Revolution. Our MTSS (Multi-Tiered Systems of Support) Instructional Assistants (IAs) were provided on-going professional development through the job-alike MTSS IA meetings facilitated by CUSD Student Services Department and the CUSD Teaching and Learning Department.

Analysis of Actions 1.10, 1.13, 1.17, and 1.18
Lynhaven purchased STEAM (Science Technology Engineering Arts and Mathematics) materials to support our AIM (Arts, Innovation, and Music) program as well as our Art Vistas program. These materials were purchased in addition to the standard classroom materials and supplies requested by teachers. These materials provided students with additional hands-on learning opportunities and experiences.

Lynhaven has made measurable progress in its pursuit of high quality instruction, attendance improvements, and supportive school climate. Continued emphasis will be placed on:

Improving student performance across all assessments

Strengthening Tier 1 instruction and support for English Learners and Students with Disabilities

Increasing Sense of Belonging and school safety perceptions

Maintaining multi-tiered discipline and restorative practices

Continuing targeted professional development and collaboration time

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.

For 2026.2027 there is no change to the goal or metrics.

For 2026.2027, the following Action has been removed:
Action 1.15: Math Improvement Coach (Formerly Math TOSA/Specialist). Math Improvement Coach positions have been eliminated.

For 2025.2026, the following metric has been adjusted:
Metric 1.10: The metric has been adjusted to show the percent of students with access to standards aligned instructional materials for each subject area. This change allows for increased insight into curricular availability and increases alignment between School Accountability

Report Cards (SARCs) and the LCAP metric. As a result of this shift, the target for this Metric has been updated, baseline results are now noted in Year Two of the Metric, and the Current Difference from Baseline is not applicable for this reporting year.

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.

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 were "red" on the 2023 California School Dashboard by providing an additional reading intervention teacher to improve ELA outcomes for English Learners and Students with Disabilities. 15% LCFF Concentration Grant Funds: $73,325	$91,656.00	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.	$23,057.00	No
1.3	Improvement Coach (Formerly Equity TOSA)	Increased or Improved Service: Supports students in grades 3-5 with ELA and helps all teachers with curriculum needs, staff development, and co-teaching. This action supports the student group indicators which were "red" on the 2023 California School Dashboard 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.	$188,769.00	Yes
1.4	Assistant Principal	Principally Directed Funds, Action: Additional Administrative Support; Funding our assistant principal who supports with academics, behavior, and MTSS. This action supports the student group indicators which was "red" on the 2023 California School Dashboard by providing academic, behavioral and	$243,660.00	Yes

Action #	Title	Description	Total Funds	Contributing
		MTSS supports to improve ELA outcomes for English Learners and ELA and Math outcomes for Students with Disabilities.		
1.5	Intervention Hourly	Our hourly intervention will support students struggling with foundational skills.	$20,000.00	No
1.6	Reading Intervention K-2	Full time reading intervention teacher for grades K-2. This action supports the student group indicators which were "red" on the 2023 California School Dashboard by providing a reading intervention teacher for grades K-2 to improve ELA outcomes for English Learners and Students with Disabilities. 15% LCFF Concentration Grant Funds: $16,021	$160,214.00	Yes
1.7	Assemblies	Enrichment opportunities for students with assemblies.	$5,000.00	No
1.8	Stipend for Kindergarten Teacher Assessments	Kindergarten teachers assess students before school starts in order to best understand students' academic and social emotional needs to create balanced classes and start to form relationships with caregivers prior to the first day of school.	$1,400.00	No
1.9	AVID Professional Development and Curriculum	AVID Professional Development and curriculum to continue to build teacher capacity to support at promise students' academic success.	$15,800.00	No
1.10	Math, ELA, STEAM Instructional Materials	Additional materials to support instruction in the classroom.	$6,000.00	No
1.11	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	No

Action #	Title	Description	Total Funds	Contributing
1.12	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
1.13	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
1.14	MTSS Aides	LREBG funded action as identified by the needs assessment: MTSS Aides support students within California's Multi Tiered Systems of Support framework, integrating evidence-based intervention practices with local systems and initiatives to effectively respond to students' academic, social-emotional, and behavioral needs (Allowable Use of Funds - Criteria C). LREBG Funds: $124,982 Metrics 1.6,1.7,1.8,1.4	$165,959.00	No
1.16	Updated Library Book Titles	There continues to be a need to update our library collection to ensure that we have engaging texts that help our students to build background knowledge and have print source material for writing and research projects.	$2,000.00	No
1.17	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
1.18	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.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.19	MTSS for Multilingual Learners (Replacing ELD Teacher)	District-wide MTSS specialist for multilingual learners will support ELD and RtI practices across sites with professional learning opportunities and coaching support aligned to EL progress data. Fully funded by district. This action supports the student group indicator which was "red" on the 2023 California School Dashboard for English Learners in ELA by providing additional ELD support.	$0.00	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 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%	2023.2024 Rate • 94.12%	2024.2025 Rate • 94.80%	Increase the Annual Attendance Rate to at least 98%.	• +2.5%
2.2	Chronic Absenteeism Rate Source: DataQuest	2022.2023 Rates • Overall: 23.7% • Socioeconomically Disadvantaged: 30.8%	2023.2024 Rates • Overall: 15.80% • Socioeconomically Disadvantaged: 17.80%	2024.2025 Rates • Overall: 11.20% • Socioeconomically Disadvantaged: 16.40%	Decrease the Chronic Absenteeism Rate Overall and for all student groups to 6%.	• Overall: -12.5% • Socioeconomically Disadvantaged: -14.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• Students with Disabilities: 34.2% • English Learners: 22.7% • White: 14.7% • Asian: 8.2% • Hispanic/Latino: 29.9% • Black: 32.3%	• Students with Disabilities: 22.80% • English Learners: 14.4% • White: 4.70% • Asian: 6.30% • Hispanic/Latino: 20.60% • Black: 19.40%	• Students with Disabilities: 15.70% • English Learners: 11.10 % • White: 5.40% • Asian: 8.60% • Hispanic/Latino: 14.50% • Black: 9.50 %		• Students with Disabilities: -18.5% • English Learners: -11.6% • White: -9.3% • Asian: +0.4% • Hispanic/Latino: -15.4% • Black: -22.8%
2.3	Suspension Rate Source: DataQuest	2022.2023 Rates • Overall: 2.5% • Socioeconomically Disadvantaged: 3.0% • Students with Disabilities: 1.7% • English Learners: 1.7% • White: 1.4% • Asian: 1.6% • Hispanic/Latino: 2.0% • Black: 9.4%	2023.2024 Rates • Overall: 3.30% • Socioeconomically Disadvantaged: 3.70% • Students with Disabilities: 3.90% • English Learners: 4.2% • White: 3.60% • Asian: 1.6%	2024.2025 Rates • Overall: 3.10% • Socioeconomically Disadvantaged: 3.50% • Students with Disabilities: 9.50% • English Learners: 3.0% • White: 1.80% • Asian: 1.60%	Decrease the Suspension Rate Overall and for all Student Groups by at least 1.5% or achieve a rate of 0% by 25-26.	• Overall: +0.6% • Socioeconomically Disadvantaged: +0.5% • Students with Disabilities: +7.8% • English Learners: +1.3% • White: +0.4% • Asian: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			• Hispanic/Latino: 3.6% • Black: 3.2%	• Hispanic/Latino: 4.0 % • Black: * • Black: 9.10%		• Hispanic/Latino: +2.0% • Black: -0.3%
2.4	Not Applicable, Middle School Metric. Middle School Drop Out Count Source: CalPads	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.	Not Applicable, Middle School Metric.
2.5	Expulsion Rate Source: DataQuest	2022.2023 Rate • 0%	2023.2024 Rate • 0%	2024.2025 Rate • 0%	Decrease the Expulsion Rate to 0.0%.	• No Change
2.6	Panorama Student Survey Response: Percent of students choosing a Favorable Response to questions for the topic Sense of Belonging (Grades 3-8) Source: Panorama	2023.2024 Results • Grades 3-5 • Overall: 72% • Students with Disabilities: 69% • English Learners: 72%	2024.2025 Results • Grades 3-5 • Overall: 66% • Students with Disabilities: 66% • English Learners: 65%	2025.2026 Results • Grades 3-5 • Overall: 66% • Students with Disabilities: 57% • English Learners: 61%	Achieve and maintain a favorable response rate of 80% for the Sense of Belonging Category.	• Grades 3-5 • Overall: -6% • Students with Disabilities: -12% • English Learners: -11%
2.7	Student response rating and top box percent from the Annual Student Engagement Survey to the questions (Grades 3-8):	2023.2024 Ratings • Grades 3-5 • Overall Rating • I feel safe at school: 3.92	2024.2025 Ratings • Grades 3-5 • Overall Rating	2025.2026 Ratings • Grades 3-5 • Overall Rating	Reach and maintain an average rating of 4.5 out of 5 (using a 5 rating scale, with 1 as the low	2025.2026 Ratings • Grades 3-5 • Overall Rating

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	• I feel safe at school. • My school is clean. Source: Annual Student Survey Results.	• My school is clean: 3.32 • Top Box Percent: • I feel safe at school: 31.38% • My school is clean: 14.52%	• I feel safe at school: 4.16 • My school is clean: 3.69 • Top Box Percent: • I feel safe at school: 45.45% • My school is clean: 28.10%	• I feel safe at school: 3.98 • My school is clean: 3.51 • Top Box Percent: • I feel safe at school: 32.72% • My school is clean: 17.28%	and 5 as the high) for each question.	• I feel safe at school: +0.06 • My school is clean: +0.19 • Top Box Percent: • I feel safe at school: +1.34% • My school is clean: +2.76%

Goal Analysis [2025-26]

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.

In the 2025.2026 school year, all actions for Lynhaven's goal of providing high quality social emotional learning for all students were fully implemented. To support the analysis of this goal, actions are grouped by the following categories: Staff to support social-emotional well being and behavior (Actions 2.1, 2.6, 2.7, 2.9, 2.10), Programs to support student social-emotional learning (Action 2.5, Action 2.11), Professional Development for Staff (Actions 2.2, 2.4).

Both contracted and directly hired staff provide counseling and support to students, and there is regular review of attendance, behavior, and survey data to ensure aligned and timely response to student needs. Beginning with the 2023.2024 school year, and continuing for 2025.2026, Campbell launched and leveraged monthly data reporting and review of attendance and behavior data at all sites, with month over month over month reporting at the overall, student group, and school level. This reporting, in conjunction with targeted response to attendance, including notifications for students at risk, positive postcards, attendance outreach, school to home messaging and videos, resulted in an increase in the positive attendance of nearly 2%. In addition, Chronic Absenteeism rates decreased Overall and for all student groups.

There were district and school level efforts to support students demonstrating social-emotional needs, and to respond to emerging trends from Panorama and Student Survey results. Professional development was offered in the areas of trauma informed response, threat assessment, alternatives to suspension, social-emotional learning, and conversations about equity. In addition, to improve support to

students, Behavior Interventionists support students across the general education and special education settings, and provide professional development at Lynhaven, and all schools in CUSD, in alignment with our continuous improvement efforts.

Our School Counselor (Action 2.1) was provided on-going professional development through the job-alike School Counselor meetings facilitated by CUSD Student Services Department. Our Positive Behavior and Climate Support Position (Action 2.6) was provided on-going professional development through the job-alike Positive Behavior and Climate Support meetings facilitated by CUSD Student Services Department. Our Behavior Specialist (Action 2.10) was provided on-going professional development through the job-alike Behaviorist meetings facilitated by CUSD Student Services Department.

Our Wellness Center (Action 2.11) was established in the fall of 2025 to support student well-being and to offer an alternative lunch recess space that students could choose if they were feeling overwhelmed out on the playground.

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 2025-2026 the following material differences occurred:

- For the School-based counselor (Action 2.1) the estimated actual expenditure was more than the budgeted expenditure due to salary increase as well as increases in the cost of benefits.
- For the PBIS Positive School Climate (Action 2.6) the estimated actual expenditure was more than the budgeted expenditure due to salary increase as well as increases in the cost of benefits.
- For the Noon Duty Staff (Action 2.7) the estimated actual expenditure was more than the budgeted expenditure due to increased student needs during unstructured, non-classroom times of the day.
- For the Behaviorist II (Action 2.10) the estimated actual expenditure was more that the budgeted expenditure due to this being a new position in 2025.2026 and due to salary increase as well as increases in the cost of benefits.

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

A review of the metrics shows that all actions described below have demonstrated or are approaching effectiveness in advancing Lynhaven's goal of providing high-quality social-emotional learning (SEL) for all students. Data and impact are organized by focus areas.

Staff to Support Social-Emotional Well-being and Behavior (Actions 2.1, 2.7, 2.8, 2.10):

Attendance Rate (Metric 2.1):

Analysis of Metric 2.1 shows that Lynhaven's annual attendance rate increased by 2.5%. These results indicate that increased staff support of attendance interventions are contributing to improved student engagement and school connection.

Analysis of Metric 2.2 shows that Lynhaven's chronic absenteeism rate decreased by 12.5% overall. Examining performance of student groups shows a decrease of 14.4% for Socioeconomically Disadvantaged Students, a decrease of 18.5% for Students with Disabilities, an 11.6% decrease for English Learners, a 15.4% decrease for Hispanic/Latino students, and a 22.8% decrease for Black students.

These results indicate that targeted interventions by staff are effectively supporting students with higher barriers to attendance.

Sense of Safety and School Environment (Metric 2.7):

Analysis of Metric 2.6 shows a 6% decrease overall for students responding favorably to the Sense of Belonging Category on the Panorama survey. Examining performance of student groups shows a decrease of 12% for Students with Disabilities and a 11% decrease for English Learners.

Analysis of Metric 2.7 shows that the overall rating for “I feel safe at school” increased by 0.06 and the Top Box percent for this question increased by 1.34%. Also the overall rating for “My school is clean” increased by 0.19 and the Top Box percent for this question increased by 2.76%.

These results reflect positive student perceptions of school safety and climate, likely tied to increased presence of support staff and environmental improvements.

Programs to Support Student Social-Emotional Learning (Actions 2.5, 2.6, 2.9, 2.11)

Analysis of Metric 2.6 shows that student sense of belonging as self-reported on the Panorama survey decreased by 6% overall. Examining performance of student subgroups shows a decrease of 3% for Students with Disabilities and a decrease of 7% for English Learners.

Results indicate this continues to be an area of focus. In response, the School Counselor is working closely with the Expect Respect student leadership team and the Tier 1 PBIS team to implement student-informed strategies. In 2025–2026, the Counselor will collaborate more broadly with staff to address belonging and inclusion.

Programs to support student social-emotional learning (Action 2.5) has a favorable impact, based on feedback from staff and students. Action 2.5 helps students to build community and build conflict resolution skills through participating in the Playworks Class Game Time as well as providing opportunities for 4th and 5th grade students to serve as Jr. Coaches and be student leaders on campus.

Action 2.9 is a Contributing Action for Goal 2.
Effectiveness of contributing Action 2.9 is monitored through Metric 2.1, 2.2, 2.3, and 2.6 The analysis of student performance included above indicates Action 2.9 is approaching effectiveness, with strong performance in attendance and chronic absenteeism but room for growth in suspension and belonging metrics.

It is important to note that Action 2.11 was developed and implemented as a new action in 2025-2026 with the goal of supporting student sense of belonging as well as decreasing potential for student conflict during unstructured time by providing an alternate lunch recess space

and emotional regulation space, as needed. In 2026-2027, staff will be able to determine if Action 2.11 helped support improved outcomes in the suspension and belonging metrics.

Professional Development for Staff Professional Development for Staff (Actions 2.2, 2.3, 2.4).

Analysis of Metric 2.3 shows that Lynhaven's suspension rate increased by 0.6% overall. Examining performance of student groups shows an increase of 0.5% for Socioeconomically Disadvantaged students, a 7.8% increase for Students with Disabilities, a 1.3% increase for English Learners, a 2% increase for Hispanic/Latino students, and a 0.3% decrease for Black students.

The changes in discipline data were a result of several incidents of harassment. As an ongoing response to the discipline data, staff developed and delivered sessions to inform students about harassing language speech and provided students opportunities to engage in restorative practices. Teachers, the Positive Climate Behavior and Support Coach, and Administrators were all involved in these efforts. We believe that continuing this multi-tiered approach to discipline trends will provide a response that ensures the most serious school consequences are issued only when all other efforts have failed to bring about proper conduct, students violate EC§48900 a, b, c, d, or e.; or the Student's presence causes a danger to person/s. This demonstrates responsive, multi-tiered professional development and support to promote behavioral change and inclusivity.

Analysis of Metric 2.5 shows a 0% expulsion rate for 2024.2025.

Results reflect a preventative and supportive approach to student behavior and discipline.

In summary, Lynhaven's multi-pronged approach—combining staffing, student programs, and professional development—has yielded measurable progress in key SEL metrics. Most indicators show improvement or are on track, while areas such as belonging and discipline are being actively addressed through targeted interventions.
We will continue staff efforts to focus on ways to increase students' Sense of Belonging, students' perception of feeling safe at school, and students' perception of school cleanliness.

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.

For 2026.2027 there is no change to the goal or metrics.

For 2026.2027 the following actions have been added:

- Behavior Specialist (Action 2.9): This was a new position for the 2025-2026 school year.
- Wellness Center (Action 2.10): This was a new resource for students, established early in the 2025-2026 school year.

For 2026.2027 the following action has been removed:

- SKIPS Counseling: CUSD is replacing SKIPs services with a university-partnered internship program for the 2026-2027 year, using redirected funds to hire a licensed internal supervisor for MFT (Marriage and Family Therapist) and MSW (Masters of Social Work) interns, allowing for coordination of a higher level of services across all Campbell campuses.

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counselor	Provides group and individual academic counseling for students. District-funded position.	$191,524.00	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	Culturally Responsive 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
2.4	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
2.5	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	$30,500.00	No
2.6	PBIS Positive School Climate	This position supports our implementation of our PBIS program, assist with conflict resolution and de-escalation.	$36,451.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Noon Duty Supervision	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.	$47,471.00	No
2.8	SWIS Subscription	Continue our SWIS Subscription as part of our PBIS program.	$650.00	No
2.9	Behavior Specialist	Position added in the 2025-2026 school year to support student behavior needs across the campus. District-funded position.	$126,452.00	No
2.10	Wellness Center	Wellness Center was established to provide an alternate lunch recess space for students who feel overwhelmed on the playground. The Wellness Center is also used a as a resource for students who need a soft start to their school day or who may need a space to regulate their emotions during the school day.	$700.00	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 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent/Guardian overall satisfaction rating and top box percent from the Annual Parent/Caregiver Engagement Survey. Source: Annual Parent/Caregiver Survey Results	2023.2024 Satisfaction Ratings • Overall Satisfaction Rating: 4.23 • Top Box Percent: 50.18%	2024.2025 Satisfaction Ratings • Overall Satisfaction Rating: 4.34 • Top Box Percent: 58.03%	2025.2026 Satisfaction Ratings • Overall Satisfaction Rating: 4.27 • Top Box Percent: 55.10%	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.	• Overall Satisfaction Rating: +0.04 • Top Box Percent: +4.92%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Parent/Guardian response rating and top box percent from the Annual Parent/Caregiver Engagement Survey to the question, "I receive positive phone calls, emails, or notes about my child from the school." Source: Annual Parent/Caregiver Survey Results	2023.2024 Ratings • Overall Rating: 3.8 • Top Box Percent: 33.84%	2024.2025 Ratings • Overall Rating: 3.94 • Top Box Percent: 42.86%	2025.2026 Ratings • Overall Rating:3.82 • Top Box Percent: 44.58%	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.	• Overall Rating:+0.02 • Top Box Percent: +10.74%
3.3	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Relationships Between School Staff and Families. Rating for the practice, "LEA's/school's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children."	In recognition of the need to ensure Local Indicators and connected metrics are accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.3 is now rated by site administrators. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site	2024.2025 Rating • 4 (Full Implementation)	2025.2026 Rating • 4 (Full Implementation)	Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	• -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				
3.4	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at each CUSD school complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3: Parent and Family Engagement - Building Partnerships for Student Outcomes.	In recognition of the need to ensure Local Indicators and connected metrics are accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.4 is rated by Community Liaisons and other site	2024.2025 Rating • 5 (Full Implementation and Sustainability)	2025.2026 Rating • 5 (Full Implementation and Sustainability)	Reach and maintain a rating of 5 (Full Implementation and Sustainability) by 26-27.	• +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home."	staff. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				
3.5	School Site Councils (SSC) and English Learner Advisory Committees (ELAC) at	In recognition of the need to ensure Local Indicators and connected metrics are	2024.2025 Rating • 5 (Full Implementation and	2025.2026 Rating • 5 (Full Implementation and	Reach and maintain a rating of 5 (Full Implementation	• +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	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. Rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making." Source: Annual Self Reflection	accessible to educational partners and actionable for staff, CUSD adjusted the input process for this metric. Beginning in 2024.2025, Metric 3.4 is rated by Community Liaisons and other site staff. This shift allows for those closest to the work of supporting families to provide input to inform and improve practices in supporting and building capacity of staff, while also ensuring School Site Councils and English Learner Advisory Committees are able to to provide ratings on other aspects of the Local Indicators, including creating welcoming environments, implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes, and building the capacity of	Sustainability)	Sustainability)	and Sustainability) by 26-27.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and supporting family members to effectively engage in advisory groups and decision-making.				
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	Not Applicable, District Level Metric	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	Not Applicable, District Level Metric	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%	2024.2025 Results • 100%	2025.2026 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.	• No Change

Goal Analysis [2025-26]

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.

In the 2025.2026 school year, Action 3.2, 3.3, and 3.4 for Lynhaven's goal of fully engaging parents/guardians, and the community in support of student well-being were fully implemented. Action 3.1 was not fully implemented. To support the analysis of this goal, actions are grouped into the following categories: Outreach and Engagement Staff (Actions 3.2) and Parent/Family Engagement Opportunities (Actions 3.1, 3.3., 3.4).

Lynhaven's Community Liaison is a key role to strengthen the connection between home and school for families, particularly the connections for families of low income, English Learner students, as well as students experiencing homelessness or placement in foster care. As will be discussed further in the analysis of the effectiveness of actions, Lynhaven's Community Liaison offers a variety of workshops throughout each school year as well as a community resource fair once per trimester. These workshops and community resource fairs are responsive to needs surfaced by the Lynhaven community and planned with input from educational partner feedback.

Lynhaven, and all schools in CUSD, continue to use the Parent/Family Engagement Survey from Studer Education, collected each winter, to better understand areas of strength and opportunities for improvement from a parent and community perspective. At English Learner Advisory Committee (ELAC) and School Site Council (SSC) meetings Lynhaven staff collaborate with Educational Partners to complete the Self Reflection Tool for Local Control Funding Formula (LCFF) Priority 3 (Metrics 3.3, 3.4, and 3.5).

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 2025-2026 the following material differences occurred:

- Community Liaison (Action 3.2) has an estimated actual expenditure more than the budgeted expenditure due to salary increase as well as increased cost of benefits.
- AVID Family/Caregiver Engagement Events (Action 3.1) has an estimated actual expenditure less than the budgeted expenditure due to this action not being fully implemented this year and due to college and AVID awareness activities being embedded with other school events and activities at no additional cost.

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

A review of the metrics shows that all actions as categorized below have demonstrated or are approaching effectiveness in making progress toward Lynhaven's goal of fully engaging parents/guardians, and the community in support of student well-being.

To support the analysis of this goal, actions are grouped into the following categories: Outreach and Engagement Staff (Actions 3.2) and Parent/Family Engagement Opportunities (Actions 3.1, 3.3., and 3.4).

On the annual 2025.2026 Annual Parent/Caregiver Engagement Survey (Metric 3.1), the overall satisfaction rating increased by 0.04 and the Top Box Percent decreased by 4.92%. In response to the annual survey question “I receive positive phone calls, emails, or notes about my child from the school” (Metric 3.2) the overall rating decreased by 0.02 and the Top Box Percent increased by 10.74%.

100% of parents of students with IEPs reporting the school district facilitated parent involvement as a means of improving services and results as part of the IEP process.

On the Self Reflection Tool for Local Control Funding Formula (LCFF), various Educational Partners provided ratings for key practices. The 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” (Metric 3.3) maintained from 2024.2025. This was level 4, Full Implementation. School Administrators rated Lynhaven at a level 4, Full Implementation, for this area. The rating for the practice, "LEA's/school's providing families with information and resources to support student learning and development in the home” (Metric 3.4) maintained the level from 2024.2025. This was level 5, Full Implementation and Sustainability. Lynhaven's Community Liaison and ELAC rated Lynhaven at a level 5, Full Implementation and Sustainability, for this area. The rating for the practice, "LEA's/school's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making” (Metric 3.5) maintained the level from 2024.2025. This was level 5, Full Implementation and Sustainability. School Administrators rated Lynhaven a 4.5, between Full Implementation and Full Implementation and Sustainability, for this area.

During the 2025.2026 school year, the Community Liaison for Lynhaven (Action 3.2) held Community Resource Fairs once per trimester (Action 3.3). The Community Liaison for Lynhaven also held parent and family workshops throughout the school year. Topics for these workshops included Safety Preparedness, Cyberbullying and Digital Safety, Nutrition, and a monthly meeting with families who have recently immigrated to the United States. Lynhaven was also able to offer families a variety of virtual engagement workshops in partnership with Project Cornerstone and the Santa Clara County Office of Education.
The following are Contributing Actions for Goal 3: Action 3.2

Effectiveness of Contributing Action 3.2 is monitored through Metric 1.4 and Metric 2.2. The analysis of student performance connected to these metrics indicates that Action 3.2 is approaching effectiveness. (Detailed analysis of Metric 1.4 is included in the description of effectiveness of actions for Goal 1. Detailed Analysis of Metric 2.2 is included in the description of effectiveness of actions for Goal 2).

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.

For 2026.2027, there are no changes to the goal, actions, or metrics.

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.

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 he 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	LREBG funded action as identified by the needs assessment: Community Liaisons provide evidence-based support to re-engage students with school, reduce barriers to learning and engage with parents through outreach, parent education and home visits (Allowable Use of Funds - Criteria C). LREBG Funds: $24,207 Metrics: 1.4 and 2.2	$96,827.00	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.	$0.00	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.	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$872,291	$60,851

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	**Action:** Additional Reading Intervention Teacher (part-time) **Need:** Some students in grades 3-5 demonstrate on state and local assessments that they are not yet proficient readers. This is a higher need at schools with larger populations of UPs.	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 schools/districts that have not yet adopted a science of reading approach to literacy instruction.	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
	Scope: Schoolwide		
1.3	**Action:** Improvement Coach (Formerly Equity TOSA) **Need:** Improvement Coaches 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. **Scope:** Schoolwide	Students with disabilities and English Language Learners are not yet reaching academic proficiency in Language Arts or math as demonstrated on local and state assessments.	California Assessment of Student Performance and Progress (CAASPP) Reading Results (1.1) Local i-Ready Reading Results (1.6) Local i-Ready Math Results (1.7)
1.4	**Action:** Assistant Principal **Need:** 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. **Scope:** Schoolwide	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.	Annual Attendance Rate (2.1) Chronic Absenteeism Rate (2.2) Suspension Rate (2.3) Expulsion Rate (2.5) Panorama Student Survey Response (2.6) Student response rating and top box (2.7)

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
1.6	**Action:** Reading Intervention K-2 **Need:** 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. **Scope:** Schoolwide	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.	Local DIBELS Results (1.8)
3.2	**Action:** Community Liaison **Need:** Community Liaisons will be hired at school sites where there is a high number of UPs to support the additional caregiver/home needs for community resources. **Scope:** Schoolwide	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.	Annual Self Reflection Tool (3.3, 3.4)

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.19	**Action:** MTSS for Multilingual Learners (Replacing ELD Teacher) **Need:** Language Development for Newcomer students **Scope:** Limited to Unduplicated Student Group(s)	Targeted instruction for the needs of newcomer students.	Student performance growth on the summative ELPAC. (Metric 1.4) Student reclassification rates. (Metric 1.5)

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 $60,851 for two part-time reading intervention teachers to support upper-grade students who are English Learners, low-income, and foster youth.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:22	1:17
Staff-to-student ratio of certificated staff providing direct services to students	1:16	1:14

2026-27 Total Planned 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 %)
Totals		872,291		0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,188,411.00	$174,339.00	$5,000.00	$111,340.00	$1,479,090.00	$1,393,440.00	$85,650.00

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	Planned Percentage of Improved Services
1	1.1	Additional Reading Intervention Teacher (part-time)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	2026-2027	$91,656.00	$0.00	$73,325.00			$18,331.00	$91,656.00	
1	1.2	Library Clerk (part-time)	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$23,057.00	$0.00	$23,057.00				$23,057.00	
1	1.3	Improvement Coach (Formerly Equity TOSA)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	2026-2027	$188,769.00	$0.00	$188,769.00				$188,769.00	
1	1.4	Assistant Principal	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5	2026-2027	$243,660.00	$0.00	$194,928.00			$48,732.00	$243,660.00	
1	1.5	Intervention Hourly	All	No			Specific Schools: Lynhaven Elementary K-5	2026-2027	$20,000.00	$0.00	$20,000.00				$20,000.00	
1	1.6	Reading Intervention K-2	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary	2026-2027	$160,214.00	$0.00	$160,214.00				$160,214.00	

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	Planned Percentage of Improved Services
							K-2									
1	**1.7**	Assemblies	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$5,000.00			$5,000.00		$5,000.00	
1	**1.8**	Stipend for Kindergarten Teacher Assessments	All	No			Specific Schools: Lynhaven Elementary Kindergarten	2026-2027	$1,400.00	$0.00	$1,400.00				$1,400.00	
1	**1.9**	AVID Professional Development and Curriculum	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$15,800.00		$12,500.00		$3,300.00	$15,800.00	
1	**1.10**	Math, ELA, STEAM Instructional Materials	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$6,000.00		$6,000.00			$6,000.00	
1	**1.11**	Professional Development	All Students with Disabilities EI, Foster Youth, Low Income	No				2026-2027	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	**1.12**	Teacher Release	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	**1.13**	AIM Supplies	All	No			Specific Schools: Lynhaven School K-5	2026-2027	$0.00	$1,000.00		$1,000.00			$1,000.00	
1	**1.14**	MTSS Aides	All	No			Specific Schools: Lynhaven School	2026-2027	$165,959.00	$0.00		$124,982.00		$40,977.00	$165,959.00	

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	Planned Percentage of Improved Services
							K-5									
1	1.15							2025-2026								
1	1.16	Updated Library Book Titles	All	No			Specific Schools: Lynhaven School TK-5	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.17	Art Vista Curriculum	All	No			Specific Schools: Lynhaven School TK-5	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	1.18	Art Vistas Materials	All	No			Specific Schools: Lynhaven School TK-5	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.19	MTSS for Multilingual Learners (Replacing ELD Teacher)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lynhaven School TK-5	2026-2027	$0.00	$0.00	$0.00				$0.00	
2	2.1	Counselor	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$191,524.00	$0.00	$191,524.00				$191,524.00	
2	2.2	Professional Development	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Culturally Responsive Book titles	All	No			Specific Schools: Lynhaven School TK-5	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.4	Staff Development in Zones of Regulation	All	No			Specific Schools: Lynhaven Elementary	2026-2027	$0.00	$2,000.00	$2,000.00				$2,000.00	

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	Planned Percentage of Improved Services
							TK-5									
2	**2.5**	Playworks	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$30,500.00	$30,500.00				$30,500.00	
2	**2.6**	PBIS Positive School Climate	All	No			Specific Schools: Lynhaven School TK-5	2026-2027	$36,451.00	$0.00	$36,451.00				$36,451.00	
2	**2.7**	Noon Duty Supervision	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$47,471.00	$0.00	$47,471.00				$47,471.00	
2	**2.8**	SWIS Subscription	All	No			Specific Schools: Lynhaven School TK-5	2026-2027	$0.00	$650.00		$650.00			$650.00	
2	**2.9**	Behavior Specialist	All	No				2026-2027	$126,452.00	$0.00	$126,452.00				$126,452.00	
2	**2.10**	Wellness Center	All	No				2026-2026	$0.00	$700.00	$700.00				$700.00	
3	**3.1**	AVID Family/Caregiver Engagement events throughout the year	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.2**	Community Liaison	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5	2026-2027	$96,827.00	$0.00	$72,620.00	$24,207.00			$96,827.00	
3	**3.3**	Community Resource Fairs once per trimester.	All	No			Specific Schools: Lynhaven Elementary	2026-2027	$0.00	$0.00	$0.00				$0.00	

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	Planned Percentage of Improved Services
							TK-5									
3	**3.4**	Family/Caregiver workshops during the year	All	No			Specific Schools: Lynhaven Elementary TK-5	2026-2027	$0.00	$0.00	$0.00				$0.00	

2026-27 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
	872,291		0.000%		$689,856.00	0.000%	0.000 %	**Total:**	$689,856.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$689,856.00

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	**1.1**	Additional Reading Intervention Teacher (part-time)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	$73,325.00	
1	**1.3**	Improvement Coach (Formerly Equity TOSA)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary 3-5	$188,769.00	
1	**1.4**	Assistant Principal	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5	$194,928.00	
1	**1.6**	Reading Intervention K-2	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary K-2	$160,214.00	
1	**1.19**	MTSS for Multilingual Learners (Replacing ELD Teacher)	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Lynhaven School TK-5	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Community Liaison	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Lynhaven Elementary TK-5	$72,620.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,437,878.00	$1,504,488.00

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	**1.1**	Additional Reading Intervention Teacher (part-time)	Yes	$70,248.00	$73,325.00
1	**1.2**	Library Clerk (part-time)	No	$21,346.00	$23,057.00
1	**1.3**	Improvement Coach (Formerly Equity TOSA)	Yes	$179,232.00	$188,769.00
1	**1.4**	Assistant Principal	Yes	$230,534.00	$243,660.00
1	**1.5**	Intervention Hourly	No	$20,000.00	$20,000.00
1	**1.6**	Reading Intervention K-2	Yes	$149,569.00	$160,214.00
1	**1.7**	Assemblies	No	$5,000.00	$5,000.00
1	**1.8**	Stipend for Kindergarten Teacher Assessments	No	$1,400.00	$1,500.00
1	**1.9**	AVID Professional Development and Curriculum	No	$15,800.00	$16,000.00
1	**1.10**	Math, ELA, STEAM Instructional Materials	No	$6,000.00	$6,000.00

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)
1	1.11	Professional Development	No	$5,000.00	$5,000.00
1	1.12	Teacher Release	No	$2,000.00	$2,000.00
1	1.13	AIM Supplies	No	$1,000.00	$1,000.00
1	1.14	MTSS Aides	No	$143,469.00	$165,960.00
1	1.15	Math Improvement Coach (Formerly Math TOSA/Specialist)	No	$76,452.00	$68,330.00
1	1.16	Updated Library Book Titles	No	$2,000.00	$2,000.00
1	1.17	Art Vista Curriculum	No	$2,000.00	$2,000.00
1	1.18	Art Vistas Materials	No	$5,000.00	$5,000.00
1	1.19	ELD Teacher	Yes	$84,477.00	$76,000.00
2	2.1	Counselor	No	$181,984.00	$191,524.00
2	2.2	Professional Development	No	$5,000.00	$5,000.00
2	2.3	Culturally Responsive Book titles	No	$2,000.00	$2,000.00
2	2.4	Staff Development in Zones of Regulation	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**	Playworks	No	$26,000.00	$30,500.00
2	**2.6**	PBIS Positive School Climate	No	$35,446.00	$36,451.00
2	**2.7**	Noon Duty Supervision	No	$44,380.00	$47,471.00
2	**2.8**	SWIS Subscription	No	$500.00	$650.00
2	**2.9**	SKIPS Counseling	Yes	$26,250.00	$26,250.00
3	**3.1**	AVID Family/Caregiver Engagement events throughout the year	No	$1,000.00	$1,000.00
3	**3.2**	Community Liaison	Yes	$92,791.00	$96,827.00
3	**3.3**	Community Resource Fairs once per trimester.	No	0	0
3	**3.4**	Family/Caregiver workshops during the year	No	0	0

2025-26 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)
	$749,745.00	$777,440.00	($27,695.00)	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)
1	1.1	Additional Reading Intervention Teacher (part-time)	Yes	$56,198.00	$58,660.00		
1	1.3	Improvement Coach (Formerly Equity TOSA)	Yes	$179,232.00	$188,769.00		
1	1.4	Assistant Principal	Yes	$184,427.00	$194,928.00		
1	1.6	Reading Intervention K-2	Yes	$149,569.00	$160,214.00		
1	1.19	ELD Teacher	Yes	$84,477.00	$76,000.00		
2	2.9	SKIPS Counseling	Yes	$26,250.00	$26,250.00		
3	3.2	Community Liaison	Yes	$69,592.00	$72,619.00		

2025-26 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)
			0.000%	$777,440.00	0.000%	0.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been 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.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE 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.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted 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.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

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.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024