

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lynhaven School

CDS Code: 43-69393-6046601

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Beatrice Rowan, Principal

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 2019-20 LCAP Year

Projected Revenue by Fund Source

Total LCFF funds,
\$0, 0 %

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

The total revenue projected for Lynhaven School is \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 Lynhaven School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

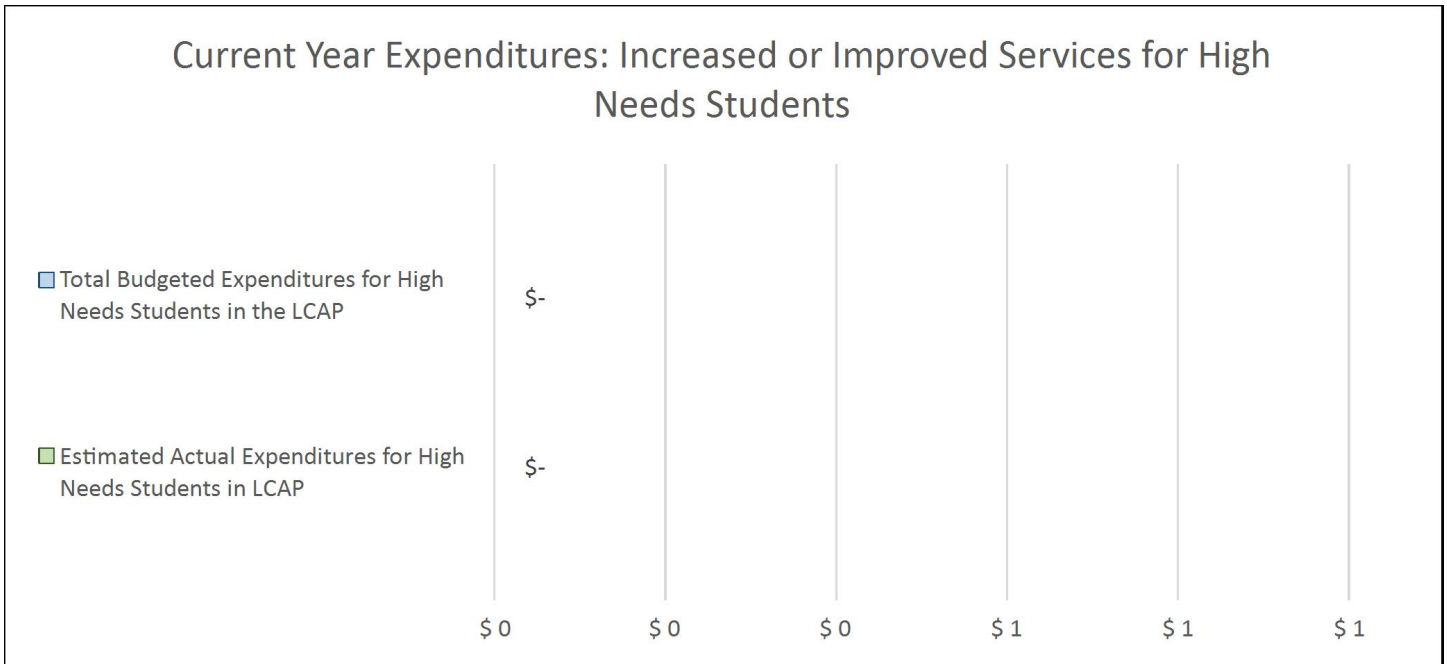
Lynhaven School plans to spend \$ for the 2019-20 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Lynhaven School is projecting it will receive \$ based on the enrollment of foster youth, English learner, and low-income students. Lynhaven School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Lynhaven School plans to spend \$ on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Lynhaven School's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. Lynhaven School estimates that it will actually spend \$ for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Lynhaven School	Beatrice Rowan Principal	browan@campbellusd.org 408-556-0368

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Lynhaven School, one of nine elementary schools in the Campbell Union School District, educates 591 students from grades Transitional Kindergarten through 5th. Our skilled teachers provide engaging instruction based on the California 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 population consists of 56.7% Hispanic Latino, 16.9% White, 11.3% Asian and 3.6% as African American. Our student population consists of 43.% English Language learners and 56.7% of the students are classified as socioeconomically disadvantaged. There are currently four children who are under Foster Youth designation.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP highlights a refinement of our goals to align to a new Instructional Vision that was born through our strategic planning process. The new instructional vision provides coherence throughout the organization around our core practices aligned to the goals. It clarifies expectations for the staff and defines key terms so that staff have a common understanding of our goals and

purpose. The instructional vision came after a group of community stakeholders including business members, parents, students, teachers, administrators and classified staff came together to develop a profile of a graduate. Through this process we determined the core competencies that we want for all students who graduate our system. The work done at these sessions have guided our LCAP with the formation of a new goal. Since the onset of Common Core and the new SBAC testing we have been consistently and deeply examining data to drive our work. With the adoption of new curriculum in both English Language Arts and Math over the last two years our students and staff have faced many changes. Throughout this time we have been examining the strengths and weaknesses of curriculum as well as looking at data. This work has guided our instructional vision which was launched with staff in the spring of 2018. The vision included the new 2017-2018 goals and steps for accomplishing the goals. Those are as follows:

LCAP Goal 1: Provide High Quality teaching and learning the promotes opportunity for applying knowledge.

LCAP Goal 2: Ensure that students are college and future ready by equipping them with the competencies identified in a Profile of a Graduate (Self-directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

LCAP Goal 3: Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students.

LCAP Goal 4: Fully engage parents/guardians, students and the community in support of student educational outcomes.

Along with changes to the goals we are moving towards coherence for all 12 of our schools by creating uniform matrices to evaluate the effectiveness of the actions and services aligned to our goals. The annual update of this plan documents the new matrices that will take effect moving forward. (attendance, suspension, expulsion, SBAC ELA and Math, iReady, Benchmark Assessment System/Dibels, Special Ed integration data, PLC rubric, attendance of teachers attending professional development, attendance of parents at engagement events) The data will be evaluated by sub-groups to make sure we are consistently focusing on closing the achievement gap.

The steps to achieving our goals are:

1. Deepen learning through an effective instructional program which leverages high quality first instruction aligned to LCAP goal 1.
2. Ensure every child is a reader by third grade aligned to LCAP goal 1.
3. Build the capacity of our teachers through collaboration and job embedded professional development in professional learning communities aligned to LCAP goal 1.
4. Define mastery of guaranteed learning through our Profile of a Graduate aligned to LCAP goal 2.
5. Provide strategic whole system engagement through multi-tiered systems of support aligned to LCAP goal 3.
6. Actively engage parents and the community in student learning and well being aligned to LCAP goal 4.

Key actions and services outlined in the LCAP are Equity TOSAs, Reading Intervention Teachers, Counselors, additional teachers to lower class size at title I schools, additional intervention teachers at middle school, attendance tracking systems, district teachers on special assignment to provide professional development.

The highlights of Lynhaven's LCAP are that while we saw a decline in some areas, we did maintain our chronic absenteeism percentage of 6.7% and our suspension rate increased 1%. With the help of our Community Liaison and our Assistant Principal, we were able to make home visits to approximately 12 student homes, some multiple times, to support students coming to school. We also provided alternatives to suspension beginning with community service around campus, and alternative scheduling to lessen students stress during certain class times.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

This year our overall results show that in ELA we have increased between 7.7 -10.6 points. In Math we have increased 9.2 -15.6 points. Our subgroup data reflects similar results in that in ELA, all subgroups increased. In Math, all subgroups increased with our students with disabilities, socially economically disadvantaged, and our white students increased significantly. Fall 2017 Dashboard indicates we are in the green level, medium, and we increased by 3-15 points in performance this year.

Our EL students increased overall 7.7 points.

Our suspension data reflects our African American students declined significantly.

New entries:

This year we faced some challenges and our dashboard reflects a decline with our ELA and math data for all students. We did maintain our chronically absent and our suspension rate increased as well.

This year we worked hard to improve on our PLC (Professional Learning Community) commitments of meeting regularly, responding to the data, and creating flexible groups. We met with grade levels and supported them with making sure that they were teaching the essential standards and that teachers were unpacking standards to ensure that students had mastered the prerequisite skills.

The Lynhaven Instructional Team has been key in supporting our message around PLC and keeping groups flexible. These are teachers who represent Kindergarten through 4th grade and our Special Education Department. They are leaders in their grades and bring back the information we've discussed to their team and the grades not represented in our meetings. One significant change we're making for the 2019-20 school year, is the change in our Response to Intervention

In ELA our Asian students (13 students) increased 16.9 points. our White (46 students) declined - 3.1 points.

In Math our Asian students (13 students) increased 15.3 points; White (45 students) maintained 1 point

Academic Engagement/Chronic Absenteeism: All students (624) maintained 0.3%/6.7% chronically absent. Socioeconomically Disadvantaged (365) maintained 0.1%/8.8% chronically absent. White (101 students) declined by 4.6%/2% chronically absent. Our Hispanic population (357 students) maintained 0%/9% chronically absent. African American (22 students) declined 4.8%/0% chronically absent.

Conditions and Climate/Suspension Rate: English Learners (278 students) declined -0.4%/1.8% suspended at least once. Filipino (21 students) 0% maintained/ 0% suspended at least once. Two or More Races (48 students) maintained 0.2%/4.2% suspended at least once. Hispanic (364 students) maintained 0.2%/2.2% suspended at least once.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The Fall 2017 Dashboard indicator for the LEA Lynhaven, was “yellow” for “all students” based on the 2016 CAASPP Mathematics results.

53% of the students of the district scored standard met or standard exceeded in Mathematics. Scores for our unduplicated populations (EL and Low income) were two performance levels below the “All Student” group in this measure and scored in the “red” category. Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the Lynhaven and CUSD LCAP invest heavily in instructional coaching in content areas and continuing to invest in professional development for teachers regarding implementation of the district’s identified elements of high quality first instruction and teaching of the essential standards.

We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students. (Reading Intervention teachers)

The Dashboard Indicator for suspensions was "red" for students with disabilities, indicating a status of high and a change indicator of increased significantly by 2.4%. Although our dashboard data is not in, this increase is in part due to the higher numbers of students with mental health needs and living with trauma.

We will implement the AVID Excel program which focuses specifically on meeting the needs of long term English language learners. We are implementing an AVID elementary program so we are creating an AVID pathway from grades 4-8. AVID is a research based school model that focuses on creating a college going culture for first generation college students. It provides them with powerful strategies for helping student access curriculum.

In addition to all of these school based initiatives we are placing a strategic focus on improving our response to intervention(RTI) systems as aligned to multi-tiered systems of support (MTSS) work at all schools. We will send school teams to RTI training that aligns to our PLC work so that schools can put effective tiered supports in place for students. Out of school time programs such as the after

school program and summer programs will prioritize English Language learners who are struggling academically. Finally, our ELD Coordinator is doing regular walk throughs and evaluations of the Designated ELD programs at our sites to ensure that they are rigorous and aligned to content area standards.

2018-2019

The Fall 2018 Dashboard indicator for the LEA Lynhaven showed a decline to "orange" for all students in ELA and in Math. While we are looking into the data to see where we can further support our students, we plan on redesigning our RTI (Response To Intervention) dedicated time block so that we can target the gaps that students are displaying. This will apply to ELA initially, then incorporate into math. Our main focus will be in the area of ELA, with some grade level teams also focusing in the area of Math. Our teachers are committed to increasing their use of AVID strategies and focus on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading). This year we had our Equity TOSA team teach with our newest 5th grade teacher and she was also able to pull both our EL and non EL students for math support in grades 3-6.

our low SE and ELL scored in the orange and red

Our suspension data reflects English Language Learners declined -0.04%, while our "All" students (640) 2.3% suspended at least once/ increased 0.7%, as well as our Socioeconomically Disadvantaged students (370) 2.7% suspended at least once/ increased 0.3% and Students with Disabilities (129) 3.9% suspended at least once/ increased 0.3% In 2017 our data reflected 1.6% suspended at least once while our 2018 data reflects 2.3 suspended at least once. Our African American student population (22) increased 4.5 %; Two or More Races (48) 4.2% suspended at least once/maintained 0.2%/; White (105) 2.9% suspended at least once/increased 1.9%; Asian (77) increased 1.3%--CALL OUT ANY RED OR ORANGE AND WHAT ARE YOU GOING TO DO TO ADDRESS IT"

This year we faced some challenges and our dashboard reflects score declines between -12.3% for All students (248) in ELA and -21.6 for All students (248) in Math. In ELA our ELL students (12) declined -13 points; Socioeconomically Disadvantaged students (141) declined -16.9 points; Students with Disabilities (51) declined -18.9 points. In ELA our Asian students (13) increased 16.9 points. Our Hispanic (160) students declined -12.4 points and our White (46) declined -3.1 points.

In Math All students (248) declined -21.6 points; English Learners (127) declined -24 points; Socioeconomically Disadvantaged (141) declined -32.1 points; Students with Disabilities declined -64.3%. In Math our Asian students (13) increased 15.3 points; Hispanic (159) declined -29.5 points; White (45) maintained 1 point

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

We do not have any groups who fall 2 or more areas behind all students

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

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Provide high quality teaching and learning that promotes opportunities for applying knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Instructional Vision

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator
ELA SBAC Data

18-19
Low with change status of " increased significantly"

Baseline
Low with change status of "maintained"

Metric/Indicator
Math SBAC Data

We did not meet the expected goal. Our actual performance fell in the orange low with a decline

We did not meet the expected goal. Our actual performance fell in the orange low with a decline

Expected

18-19

Low with change status of "increased significantly"

Baseline

Low with change status of "maintained"

Metric/Indicator

iReady ELA Data: Percentage of students meeting the 100% growth target.

18-19

47% of students will meet or exceed standards.

Baseline

Currently 39% of students are meeting or exceeding the achievement standards.

Metric/Indicator

iReady Math Data: Percentage of students meeting the 100% growth target.

18-19

41% of students will meet or exceed standards

Baseline

Currently 35% of students are meeting or exceeding the achievement standards.

Metric/Indicator

Percentage of students on track to be readers by 3rd grade as measured by BAS/DIBELS.

18-19

75% of students will meet or exceed standards

Baseline

This is a new metric so the 2017-18 data is baseline

Metric/Indicator

Implementation of state standards as measured by CDE approved local indicator rubric tool.

18-19

Maintain Met

Baseline

Met

Metric/Indicator

Percentage of district teachers participating in choice PD aligned to standards as measured by sign in sheets.

Actual

We met the goal because our iReady data shows that 50% of our students reached the 100% growth target for this metric.

We met this goal because our iReady data shows that 41% of our students met the 100% growth target for math.

We are in a transition year with DIBELS and our KIndergarten data from Spring of 2019 shows that 80% of students are on track to be readers by 3rd grade. We will no longer be using the BAS assessments.

We maintained "Met" on this measure

We met this goal as 40% of our teachers took advantage of at least one offering of choice PD.

Expected

Actual

<p>18-19 40%</p> <p>Baseline This is a new metric so the 2017-18 data is baseline</p>	
<p>Metric/Indicator Sufficiency of instructional materials as measured by percentage of students with access to standards aligned materials.</p> <p>18-19 100%</p> <p>Baseline This is a new metric so the 2017-18 data is baseline</p>	<p>We met this goal with 100% of our students had access to standard aligned materials</p>
<p>Metric/Indicator %Percentage of fully credentialed and appropriately assigned teachers.</p> <p>18-19 100%</p> <p>Baseline This is a new metric so the 2017-18 data is baseline</p>	<p>100% fully credentialed and appropriately assigned teachers.</p>
<p>Metric/Indicator Facilities in good repair as measured by the FIT overall school ratings.</p> <p>18-19 Maintain or increase</p> <p>Baseline Rating: 91.5</p>	<p>Rating 97.20/"good"</p>
<p>Metric/Indicator Implementation of Professional Learning Communities as measured by a rubric from the book Learning by Doing by Rick Dufour.</p> <p>18-19 Each grade level will advance at least one column on the rubric in one area.</p> <p>Baseline This is a new metric so the 2017-18 data is baseline</p>	<p>We will no longer use this metric as it is difficult to get an overall school measure and we did not find the data to help us guide overall implementation.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Partially fund an Equity Teacher on Special Assignment to provide intervention support to identified students.</p> <p>2. Partially fund an Assistant Principal to provide additional support to ensure high quality first instruction and additional support for struggling learners.</p>	<p>1. We funded .25 of an equity TOSA who gave support to the teachers in RTI and intervention strategies</p> <p>2. We partially funded our Assistant Principal, who provided additional support to ensure quality first instruction through PLC support, AVID implementation, and teacher evaluations. The Assistant Principal also helped to support struggling learners who are facing chronic absenteeism, low socioeconomic status and behavioral challenges.</p>	<p>1. Equity TOSA will work with students in small groups during our EXCEL block for ELA support along with dedicated to ELA. 1000-1999: Certificated Personnel Salaries Supplemental \$24,496</p> <p>2. Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$56,569</p> <p>3. Equity TOSA benefits 3000-3999: Employee Benefits Base \$7,488</p> <p>4. Assistant Principal benefits 3000-3999: Employee Benefits Supplemental \$2,618</p>	<p>1. Equity TOSA will work with students in small groups during our EXCEL block for ELA support along with dedicated to ELA. 1000-1999: Certificated Personnel Salaries Supplemental \$24,496</p> <p>2. Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$56,569</p> <p>3. Equity TOSA benefits 3000-3999: Employee Benefits Base \$7,488</p> <p>4. Assistant Principal benefits 3000-3999: Employee Benefits Supplemental \$2,618</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation went as planned. Our Equity TOSA was able to support 4 grade levels and provide a co-teaching model with our newest 5th grade teacher during math. Our Assistant Principal was able to support home visits, mental health referrals along with our community liaison, and students needing more support for behavior or academics with a student study team (SST) meeting.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

WAS THIS EFFECTIVE AND HOW DO WE KNOW AND HOW DID THEY IMPROVE QUALITY FIRST INSTRUCTION Our Equity TOSA was able to support 2nd grade through 5th grade students with reteaching of essential standards that were not yet mastered. She supported 2nd grade with enrichment in ELA and 3rd through 5th grade with intervention in math. She was also able to co-teach math to our newest 5th grade teacher and this has been done all year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no differences between the budgeted and the actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will no longer be using the PLC implementation rubric as a metric. This will not be replaced as we will monitor PLC implementation using student data measures instead.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Ensure that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: Instructional Vision

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

SBAC data for EL's students in ELA.

18-19

27% of our EL students will meet standards on 2019 SBAC assessment.

Baseline

Only 19% of our English learners met standard on the 2016 SBAC ELA assessment.

5.68% of our English Learners met standard for ELA SBAC assessment.

Metric/Indicator

SBAC data for SED students in ELA.

18-19

33% of our SED students will meet standards on 2019 SBAC assessment.

Baseline

Only 26% of our Socio-economically disadvantaged students met standard on the SBAC ELA assessment.

25.51 % met standard on the SBAC ELA assessment in 2017-2018.

Expected

Metric/Indicator

CELDT Scores

18-19

This metric will be replaced with ELPAC data.

Baseline

24% of students in school for less than five years have scored at the English Proficient level.

Metric/Indicator

CELDT Long Term EL's

18-19

This metric will be replaced with ELPAC data.

Baseline

50% of students in school for 5 years or more met English Proficient Level.

Metric/Indicator

CELDT AMAO 1

18-19

This metric will be replaced with ELPAC data.

Baseline

60% of Rosemary EL's improved at least on level on the CELDT

Metric/Indicator

Decrease the percentage of ELs performing 2 or more grade levels below on iReady in Reading and Math.

18-19

Reading: 30%

Math: 15%

Baseline

New metric so baseline will be 17-18 as of Diagnostic 3

Reading: 39.2%

Math: 25.6%

Metric/Indicator

Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.

18-19

Reading: 55%

Actual

This metric will be replaced with ELPAC data.

This metric will be replaced with ELPAC data.

This metric will be replaced with ELPAC data.

We did not meet this metric. Our iReady data for reading showed that we have 39.2% of our students 2 or more grade levels below. In math, we have 25.6% of our students performing 2 or more grade levels below.

We did not meet this metric as we have 59% in ELA and 47% in math performing 2 or more grade levels below.

Expected

Math: 45%

Baseline

New metric so baseline will be 17-18 as of Diagnostic 3

Reading: 65.4%

Math: 55.7%

Metric/Indicator

Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.

18-19

LYN: 40%

CDE Target:52.2%

District Average: 65%

Baseline

Ne metric so baseline will be 17-18 as of 5/23/18:

LYN: 35.5% of special ed students placed in least restrictive environment inside of the regular class 80% or more of the day

LYN is a hub for specialized district programs, mild moderate TK-5th, Autism continuum support program

CDE Target 51.2%

District Average: 59.9%

Metric/Indicator

Percentage of English learners who make progress toward English proficiency as measured by the ELPAC

18-19

To be determined

Baseline

Baseline data not available yet due to new State testing.

Metric/Indicator

Percentage of English Learners who are reclassified

18-19

14%

Actual

We will no longer use this metric because it is difficult to generate and we are not finding it useful in moving our work forward.

33.6% well developed; 37.3 moderately developed; 19.4% somewhat developed; 9.7% beginning stage?

12%

Expected

Baseline

2017-2018 baseline data: 12%

Metric/Indicator

Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices.

18-19

Move up one level

Baseline

This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.

Actual

We did not meet this goal because the rubric was not created. We will not be using this metric this year because we needed more time to develop a rubric aligned to our learning target goals associated with each profile of a graduate competency. We need more time to create a rubric that will be easy to quantify and enter into our data management system.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Release Time for Teacher Collaboration and Planning Days	1. Release time for teacher collaboration and planning days, also goal setting days.	1. Substitutes for planning/collaboration days 1000-1999: Certificated Personnel Salaries Base \$8,410	1. Substitutes for planning/collaboration days 1000-1999: Certificated Personnel Salaries Base \$8,410
2. Educational Associate Salaries	2. Educational Associate salaries	2. Educational Associate Salaries 2000-2999: Classified Personnel Salaries Title I \$24,562	2. Educational Associate Salaries 2000-2999: Classified Personnel Salaries Title I \$18,788
3. LLI intervention supplies	3. LLI Intervention supplies	3. Books for LLI program 4000-4999: Books And Supplies Supplemental \$0	3. Books for LLI program 4000-4999: Books And Supplies Supplemental \$0
4. Librarian Salary .375	4. Librarian salary .375	4. Librarian Salary 2000-2999: Classified Personnel Salaries Supplemental \$12,281	4. Librarian Salary 2000-2999: Classified Personnel Salaries Supplemental \$6,138

		4. Librarian benefits 3000-3999: Employee Benefits Supplemental \$7,908	4. Librarian benefits 3000-3999: Employee Benefits Supplemental \$1,857
		5. Educational Associates benefits 3000-3999: Employee Benefits Title I \$15,796	5. Educational Associates benefits 3000-3999: Employee Benefits Title I 4540.97

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. Educational Associates	6. Educational Associate	6. Multi-funded Educational Associate 2000-2999: Classified Personnel Salaries Title I \$8,450	6. Multi-funded Educational Associate 2000-2999: Classified Personnel Salaries Title I 6287.86

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Release time for our teachers is essential to them being able to plan effective lessons based on looking at data as a team. They are given 2 -1/2 days a year to do this in addition to early release Wednesdays across the district. Both administrators are able to also meet with all teachers and classified staff who are being evaluated and set goals for the year on the additional release days.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our Reading intervention teacher uses the LLI system and this has helped fill gaps that students may have in ELA to be more successful in their current grades. The teachers are able to look at data to decide on next steps for their students and plan lesson accordingly on these release days.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were without a librarian for 2 months and this explains the difference in the salary and benefits. We also no longer have the educational associate who is multi-funded. This person is accounted for in our Educational Associate funds.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We no longer have two educational associates serving our grade 3-5 ExCEL program. One of our original educational associates resigned in January and we were not able to rehire for the position.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan #1, 3, 4

Annual Measurable Outcomes

Expected

Metric/Indicator

Suspension/Expulsion Data

18-19

Decrease the total number of suspensions by 10%.

Baseline

Three students have been suspended in 2016-17 for a total of seven days.
No students were expelled.

Metric/Indicator

SWIS ODR Data

18-19

Serve both male and female students by providing social skills groups to all five different grade levels

Baseline

12% of our students have two or more ODR's

Actual

Currently there are 12 suspensions, down from 22 suspensions in 2017-2018. Decrease of 45%

3.9% of our students have two or more ODRs.

Expected

Metric/Indicator

Track in Powerschool the number of initial student study team meetings to plan support for students.

18-19

Increase the number of S1 meetings to 60.

Baseline

We have held 50 S4 SST meetings.

Metric/Indicator

School Attendance Rates

18-19

96.5%

Baseline

2016-17 Attendance Rate:

Metric/Indicator

Reduce the number of students who are chronically absent

Baseline

2016-2017

Overall Chronic Absenteeism Rate

Overall LYN: 6.9%

ELL: 5.8%

SED: 9.5%

SWD: 10.7%

Metric/Indicator

Number of students who received an initial student study team meeting to create a support plan

Baseline

new metric: baseline will be 17-18

Metric/Indicator

Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.

Actual

This year we have held 67 SST meetings. S-1 meetings held by teachers totaled 48.

96.1%

2017-2018

SIA Data

Chronic Overall rate 7.63 % = 45 students Severe Chronic 1.33% = 8 students

SIA Data:

2018-2019 Chronic Overall rate 8.77% = 49 students Severe Chronic 1.45% = 8 students

Datazone Data:

2018-2019 Chronic overall rate 5.97%

ELL: 3.98%

SED: 3.98%

SWD: 11.29%

2 behavior plans were created this year or updated.

12 students recommended for assessment through the SST process. All 12 students qualified for IEPs.

Expected

Actual

Baseline

new metric: baseline will be 17-18

Metric/Indicator

Track by student schedule placement the number of students who are exited from Special Education and placed in General Education settings.

18-19

2 students will be exited from Special Education and placed in General Education settings

Baseline

new metric: baseline will be 17-18 (5 students were exited from Special Education and placed in the General Education setting for 17-18)

2 students will be exited from Special Education and placed in General Education setting.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. A portion of the Vice Principal Salary	1.1. Portion of Assistant Principal's salary	1. Vice Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$56,569	1. Vice Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental \$57,311
2. District funding an academic counselor	2. District funding of academic counselor	2. Academic counselor 2 1/2 days a week 1000-1999: Certificated Personnel Salaries Grant Funded \$0	2. Academic counselor 2 1/2 days a week 1000-1999: Certificated Personnel Salaries Grant Funded \$0
3. Funding Playworks recess program	3. Funding Playworks recess program	3. Playworks Recess Program 5000-5999: Services And Other Operating Expenditures Other 10,000	3. Playworks Recess Program 5000-5999: Services And Other Operating Expenditures Other \$12,000
		4. Assistant Principal benefits 3000-3999: Employee Benefits Supplemental \$13,469	4. Assistant Principal benefits 3000-3999: Employee Benefits Supplemental \$15,555

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 4			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5. A 50% portion of the Counselor Salary	5.50% portion of the counselor salary	5. School Counselor 1000-1999: Certificated Personnel Salaries Grant Funded \$0	5. School Counselor 1000-1999: Certificated Personnel Salaries Grant Funded \$0
Action 5			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6. SWIS Data for School use	6.SWIS data for school use	6. Data tracking system 5000-5999: Services And Other Operating Expenditures Supplemental \$500	6. Data tracking system 5000-5999: Services And Other Operating Expenditures Supplemental \$500
Action 6			
Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7. Community Liaison	7. Community Liaison	7.Community liaison for outreach 2000-2999: Classified Personnel Salaries Grant Funded \$0	7. Community liaison for outreach 2000-2999: Classified Personnel Salaries Grant Funded \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our counselor has been able to see 36 students for individual or group counseling.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our community Liaison was able to support Assistant Principal when making home visits to support families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A Marriage and Family Therapist was placed at our site beginning in January 2019. Salary \$20,000. There was a cost of living raise and this caused a difference in actual expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

A Marriage and Family Therapist was placed at our site beginning in January 2019. The salary was \$20,000.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Fully engage parents/guardians, students, and the community in support of student educational outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Instructional Vision

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Parent Participation in school sponsored events

18-19

All grade levels will hold a Student Showcase of work during the school day.

Baseline

50%

Our site Writing Faire 5/29/19 will host writing from every classroom for 100% participation from every student and classroom. Our site STEAM Showcase will host projects from students in our one TK classroom (100%), three Kinder classrooms (75%), two 1st grade classrooms (50%), three 2nd grade classrooms (100%), four 3rd grade classrooms (100%), three 4th grade classrooms (100%), and three 5th grade classrooms (100%. All First grade classrooms (100%) will be hosting their own grade level showcase for a Unit on Biomimicry.

Metric/Indicator

Number of parents taking leadership roles on school committees - ELAC, HSC, SSC, Campus Collaborative.

18-19

Maintain parent participation in leadership roles to 20 parents.

Baseline

12

ELAC has had an average of 25 participants at each meeting. There are 5 Board Member positions held by parents. PTA hosts 8 Board Members. An average of ____ participants at each PTA meeting. SSC has 4 parent members. Los Dichos and ABC Reader Program has two lead parents and ____ readers. Walk N Roll Program has one parent lead. 20 parent leaders for 2018-2019 school year.

Metric/Indicator

Parent participants on this year's Thought Exchange totaled 47.

Expected

Track the number of parents participating in Thought Exchange perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.

18-19

Increase district number to 2,500 and Lynhaven number to 200

Baseline

This is a new metric this year. We had 1,608 district-wide parents participate and 101 participated from Lynhaven School.

Metric/Indicator

Track the number of students participating in Thought Exchange Perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.

18-19

Maintain Lynhaven at 300 or higher

Baseline

This is a new metric this year. We had overall 280 students participated at Lynhaven School.

Metric/Indicator

Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters)

18-19

Increase by 5%

Baseline

This is a new metric and baseline data will start in 2018-2019.

Metric/Indicator

Using sign in sheets track the number of families who attend: back to school night, parent teacher conferences and the school sponsored parent engagement events.

18-19

Increase by 5%

Baseline

This is a new metric and we will determine baseline data in 2018-2019.

Metric/Indicator

Using Powerschool track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.

Actual

251 students grades 3-5 participated in Thought Exchange.

662 parents are signed up for electronic information exchange. 290 parents/families are signed up for SeeSaw There were 12,143 visits made by parents to view and respond to their child's work and postings.

428 parents signed in at Back to School Night and attended Back to School Night. ***parent attended Multicultural event. ***Parents attended PTA meetings throughout the year. 25 parents on average attended ELAC meetings throughout the year. ***parents attended Lynhaven Writing Faire *** parents attended Lynhaven Science/STEAM Night

35 Home visits were made by AP and Community Liaison to support students and families. ___ parents attended Intervention Conferences with teachers.

Expected

18-19
Increase by 2%

Baseline
This is a new metric and will have baseline data in the 2018-2019 year.

Metric/Indicator
Track the number of community based partnerships that enhance the educational experience of students. MOUs and sign in at community meetings will be used to track partnership engagement.

18-19
Increase by 1

Baseline
This is a new metric and will have baseline data in the 2017-18 year.

Actual

We will no longer use this metric as we found it to be ineffective metric to determine if the partnership was actually enhancing the student experience.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Continue with RAFT Partnership to support ongoing project based learning and STEAM projects for every classroom and every student. 2. Principal's coffee 3. Science and Writing Fair	1. RAFT projects were available for teachers to use with their students in the STEAM Lab. 2. Principal's Coffee was held 4 times 3. Writing Faire was changed to just present writing and our 5th grade science Fair projects will be displayed and presented at our new Annual STEAM/Science Night.. 4. STEAM/Science Night at Lynhaven	1. RAFT STEAM Projects 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0 2. Principal's coffee 0001-0999: Unrestricted: Locally Defined Other \$400 3. Science and Writing Fair 0001-0999: Unrestricted: Locally Defined \$0	1. RAFT STEAM Projects 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0 2. Principal's coffee 0001-0999: Unrestricted: Locally Defined Other \$50 3. Writing Fair 0001-0999: Unrestricted: Locally Defined \$0 4. STEAM/Science Night 0001-0999: Unrestricted: Locally Defined \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our Principal's coffee was held 4 times this year and the attendance was steady at 8-12 parents each time. Our partnership with RAFT (Resource Area for Teachers) allowed the teachers to have hand's on experiments and problem solving challenges with all of the necessary materials. This year we have decided to dedicate one night to our Science fair and incorporate STEAM activities for families as well. This allows for our Writing Fair to be on it's own night and the focus was on the student's writing of individual and class books and pieces of writing.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our RAFT and STEAM projects allowed all students to get hands on experiences with materials to use the design thinking process and challenges that were posed to them. All 5th graders used the scientific method for their science fair projects. Students were able to further develop their collaborative and innovative competencies that we addressed this year in the Profile of a Graduate (PoG). The Principal's coffee was very helpful in disseminating information to parents in a smaller setting. Our attendance varied between 8-12 parents for all 4 that were held this year. These events supported our attempt to increase the parent involvement and attendance at our events. We had parent volunteers in our STEAM lab and in classrooms that used the RAFT kits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our monthly Principal's coffee was a significant cost to the site until we were able to secure donations from a community coffee shop and also from Starbucks. This is the reason why there is a change in cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

District will be partnering with SJSU to bring Social Worker interns to the site for the 19-20 school year. We will no longer be using the Community Partnership metric because we determined ti was an ineffective measurement tool. Equity Coach funded at 25% to support STEAM and Project Based Learning.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Lynhaven Elementary is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such we hold a variety of meetings to get gather input and feedback.

The English Learners Advisory Committee (ELAC) met four times this year. The meetings were held on 11/6/16, 1/8/17, 3/12/19 and 5/11/17, with LCAP input discussed on 3/16/17.

School Site Council (SSC) meetings were held four times this year. The meetings were held on 12/5/16, 3/9/17, 5/11/17, 6/1/17. The Comprehensive School Safety Plan and LCAP/SPSA were discussed and approved on 5/11/17.

Parent Teacher Association (PTA) meetings were held five times this year. The meetings were held 9/22/16, 11/16/16, 1/19/17, 3/16/17, 5/18/17. PTA Social activities and community events were held throughout the year.

Parents and Students: Lynhaven hosted several school-wide parent engagement events. Back to School night was held on 9/7/16. Coffee with the Principal was held on . The Spring Science and Writing Faire will be held on 6/8/17.

Leadership Team: The leadership team, consisting of teacher leaders representing each grade level and the Principal, met on the following dates: 11/7/16, 1/12/17, 2/13/17, 3/13/17, 4/13/17, and 5/11/17.

Positive Behavior Intervention Team (PBIS): PBIS Tier I team consisted of teachers representing various grade levels and the Assistant Principal. This team met on the third Tuesday of each month.

PBIS Tier II Team: This team dealt with students that were referred through the use of SWIS data by their behavior or struggling academics from teachers. The team consisted of the School Counselor, School Psychologist, Equity Coach, Assistant Principal, and Principal and met every other Friday morning.

Community Engagement: We hosted two Strategic Planning full day sessions on September 20th and March 7th. Community LCAP meetings were held on January 18th and January 24th.

Parent Meetings: The Superintendent Parent Advisory Committee met once a month. Those dates were 9/21/16, 11/16/16, 2/8/17, 3/22/17, 5/17/17

District English Learners Advisory Committee (DELAC): The meetings were held on 10/4/16, 12/13/16, 2/14/17, 5/2/17

Parents and Students: The district hosted several district-wide parent engagement events. The Young Author's Faire event was on October 5, 2016. The STEAM showcase was on March 29, 2017 and the District Writer's Faire was on May 20-30.

Administrative Staff: The district leadership team, consisting of all site Administrators, Co-Administrators, Coordinators, Directors, Council Members and Communication Specialist meets monthly. Meetings were held once a month beginning on 8/29/2016.

Certificated and Classified Staff: The Campbell Common Core Leadership Team, consisting of teacher leaders, Equity Coaches and Site Administrators met on 10/11/16, 1/10/17 and 3/14/17.

An annual parent, student and staff perception survey took place in May 2016.

For 2017/18, Lynhaven Elementary was committed to the idea that meaningful stakeholder engagement as an integral part of developing an effective strategic plan. As such we held a variety of meetings to gather input and feedback.

The English Learners Advisory Committee (ELAC) met four times this year. The meetings were held on 11/16/17, 1/25/18, 3/15/18, 5/17/18.

School Site Council (SSC) meetings were held four times this year. The meetings were held on 10/12/17, 3/22/18, 5/18/18, 6/5/18. The Comprehensive School Safety Plan and LCAP/SPSA were discussed and approved on 6/5/18.

Parent Teacher Association (PTA) meetings were held five times this year. The meetings were held 9/21/17, 10/19/18, 11/30/18, 3/15/18, 5/16/18. PTA Social activities and community events were held throughout the year.

Parents and Students: Lynhaven hosted several school-wide parent engagement events. Back to School night was held on 9/7/17. Coffee with the Principal was held on 10/6/17, 12/7/17, 3/1/18, 4/26/18. The Spring Science and Writing Faire was held on 5/23/18.

Leadership Team: The leadership team, consisting of teacher leaders representing each grade level, parents, classified staff, and the Principal, met on the following dates: 9/19/17, 1/16/18, 2/26/18, 3/27/18, 4/30/18, 5/21/18.

Positive Behavior Intervention Team (PBIS): PBIS Tier I team consisted of teachers representing various grade levels and the Assistant Principal. This team met on the third Tuesday of each month.

PBIS Tier II Team: This team dealt with students that were referred through the use of SWIS data by their behavior or struggling academics from teachers. The team consisted of the School Counselor, School Psychologist, Equity Coach, Assistant Principal, and Principal and met every other Friday.

A Coding Night was held with engineers from Google to encourage parent involvement in STEAM on 3/8/18.

Parent Meetings: The Superintendent Parent Advisory Committee met once a month. Those dates were

District English Learners Advisory Committee (DELAC): The meetings were held on 10/17/17, 12/12/17, 2/6/18, 5/8/18

Parents and Students: The district hosted several district-wide parent engagement events. The Young Author's Faire event was on October 18, 2017. The STEAM showcase was on March 28, 2018 and the District Writer's Faire was on May 16, 2018.

Administrative Staff: The district leadership team, consisting of all site Administrators, Co-Administrators, Coordinators, Directors, Council Members and Communication Specialist meets monthly. Meetings were held once a month beginning in August 2017.

Certificated and Classified Staff: The Campbell Common Core Leadership Team, consisting of teacher leaders, Equity Coaches, and Site Administrators met on 10/10/17, 2/13/18, 4/13/18.

This year in place of our annual parent, student and staff perception survey, the district implemented the ThoughtExchange online system to gain parent and student feedback.

For 2018/19 school year, stakeholder engagement looked like:

Lynhaven Elementary is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such, we held a variety of meetings to gather input and feedback.

The English Learners Advisory Committee (ELAC) met four times this year. The meetings were held on 11/6/18, 1/8/19, 3/12/19, 5/7/19.

School Site Council (SSC) meetings were held five times this year. The meetings were held on 10/2/18, 1/24/18, 3/14/19, 5/2/19, 6/6/19. The Comprehensive School Safety Plan and LCAP/SPSA were discussed and approved on 10/2/18.

Parent Teacher Association (PTA) meetings were held four times this year. The meetings were held 9/11/18 (Ice Cream Social), 10/17/18, 1/11/19, 3/13/19, 5/23/19. PTA Social activities and community events were held throughout the year. 9/28/19 Multicultural Event, 10/20/19 Pumpkin Walk Family Event, 11/9/18 Family Movie Night, 12/4-7/18 Holiday Scholastic Book Faire, 12/7/18 Holiday Family Fun Night and Book Faire, 3/1/19 Family Movie Night, 3/22/19 Talent Show, 5/13-17/19 Spring Scholastic Book Faire, 5/17/19 Stories Under the Stars, 5/20-24/19 Staff Appreciation Week, 6/7/19 All school Walkathon

Parents and Students: Lynhaven hosted several school-wide parent engagement events. Back to School night was held on 9/7/17. Coffee with the Principal was held on 10/6/17, 12/7/17, 3/1/18, 4/26/18, 5/22/19. The Spring Science and Writing Faire was held on 5/23/18. Lynhaven STEAM/Science Night was held on June 4, 2019.

Lynhaven Instructional Leadership Team: This team, consisting of teacher leaders representing multiple grade levels in both met on the following dates: 9/19/17, 1/16/18, 2/26/18, 3/27/18, 4/30/18, 5/21/18.

Positive Behavior Intervention Team (PBIS): PBIS Tier I team consisted of teachers representing various grade levels and the Assistant Principal. This team met on the third Tuesday of each month.

PBIS Tier II Team: This team dealt with students that were referred through the use of SWIS data by their behavior or struggling academics from teachers. The team consisted of the School Counselor, School Psychologist, Equity Coach, Assistant Principal, and Principal and met every other Friday.

Parent Meetings: The Superintendent Parent Advisory Committee met 5 times this year. Those dates were 10/17/18, 12/19/18, 3/20/19, 5/29/19

District English Learners Advisory Committee (DELAC): The meetings were held on 10/18/18, 12/13/18, 2/14/19, 5/9/19.

Parents and Students: The district hosted several district-wide parent engagement events. The Young Author's Faire event was on October 13, 2018. The STEAM showcase is on April 3, 2019 and the District Writer's Faire was on May 16, 2019.

Administrative Staff: The district leadership team, consisting of all site Administrators, Co-Administrators, Coordinators, Directors, Council Members and Communication Specialist meets monthly. Meetings were held once a month beginning in August 2018.

This year we continued to look at our parent feedback from the Thought Exchange data to gain parent and student feedback.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

As a result of these meetings, the parents, teachers, students and staff agreed that they do feel connected to our school by the current forms of communication, but would like earlier and more frequent communication about school events. They would also like us to work on getting more community partnerships with our school and reaching out to parents who may work at the local

businesses. Students would like to have more parent involvement with Career/Parent Presentations, Bring Your Parent to School Day, and Family Potlucks. Teachers and staff would like to have a Math/Science Night.

According to our Thought Exchange Data, parents reported favorably to our school-wide Positive Behavior System called our ABCs. They also appreciated the dedication of our staff and the support they've been given through the STEAM events, parent English class, our attention to supporting good attendance and also our after school care program. They would like to see more nature inspired lessons, after school tutoring and activities, and more support for behaviors. We will be having the Living Classroom come to our school for every K-3rd grade student and these lessons incorporate the garden. We also had a Coding Night that was partnered with Google and we will continue that. To address behaviors, we will be increasing our time with PlayWorks, our recess program, to support students more often per month.

According to our Thought Exchange Data, parents reported favorably to our school-wide Positive Behavior System called our ABCs. They also appreciated the dedication of our staff and the support they've been given through the STEAM events, parent English class, our attention to supporting good attendance and also our after school care program. They would like to see more nature inspired lessons, after school tutoring and activities, and more support for behaviors. We will be having the Living Classroom come to our school for every K-3rd grade student and these lessons incorporate the garden. We also had a Coding Night that was partnered with Google and we will continue that. To address behaviors, we will be increasing our time with PlayWorks, our recess program, to support students more often per month.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 1

Provide high quality teaching and learning that promotes opportunities for applying knowledge.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Instructional Vision

Identified Need:

Need:
Students need access to highly qualified teachers, high quality technology, materials, and facilities, and daily instruction in the Common Core standards and NGSS standards.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA SBAC Data	Low with change status of "maintained"	Low with a change status of "increased"	low with a change status of declined	Low with a change status of "increased"

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		ALL: 42% 3rd:39% 4th: 46% 5th: 42%	ALL: 35% 3rd:44% 4th: 32% 5th: 28%	ALL: 37% 3rd:46% 4th: 34% 5th: 29%
Math SBAC Data	Low with change status of "maintained"	Low with a change status of "increased" ALL:45% 3rd: 58% 4th: 40% 5th: 35%	Low with change status of declined ALL: 33% 3rd: 41% 4th: 44% 5th: 14%	Low with a change status of "increased" ALL: 35% 3rd: 43% 4th: 46% 5th: 15%
iReady ELA Data: Percentage of students meeting the 100% growth target.	Currently 39% of students are meeting or exceeding the achievement standards.	44% of students will meet or exceed standards	47% of students will meet or exceed standards.	50% of students will meet or exceed standards
iReady Math Data: Percentage of students meeting the 100% growth target.	Currently 35% of students are meeting or exceeding the achievement standards.	38% of students will meet or exceed standards	41% of students will meet or exceed standards	45% of students will meet or exceed standards
Percentage of students on track to be readers by 3rd grade as measured by BAS/DIBELS.	This is a new metric so the 2017-18 data is baseline	Based on Winter i-Ready BAS Book Level, Grade 1 72% Mastered expectations	75% of students will meet or exceed standards We will no longer be using the BAS assessment metric as we are transitioning to Dibels as our primary	80% of students will meet or exceed standards

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			reading assessment tool.	
Implementation of state standards as measured by CDE approved local indicator rubric tool.	Met	Maintain Met	Maintain Met	Maintain Met
Percentage of district teachers participating in choice PD aligned to standards as measured by sign in sheets.	This is a new metric so the 2017-18 data is baseline	Choice 30%	40%	50%
Sufficiency of instructional materials as measured by percentage of students with access to standards aligned materials.	This is a new metric so the 2017-18 data is baseline	100%	100%	100%
%Percentage of fully credentialed and appropriately assigned teachers.	This is a new metric so the 2017-18 data is baseline	100%	100%	100%
Facilities in good repair as measured by the FIT overall school ratings.	Rating: 91.5	91.5	97.20/"good"	Maintain "good" status
Implementation of Professional Learning Communities as measured by a rubric from the book Learning by Doing by Rick Dufour.	This is a new metric so the 2017-18 data is baseline	TK/Kindergarten: Deepening First Grade: Developing Second Grade: Deepening Third Grade: Deepening Fourth Grade: Developing Fifth Grade: Developing	We will no longer use this metric as it is difficult to get an overall school measure and we did not find the data to help us guide overall implementation.	No longer using.

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Specific Schools: Lynhaven

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. Partially fund an Equity Teacher on Special Assignment to provide intervention support to identified students.

1. Partially fund an Equity Teacher on Special Assignment to provide intervention support to identified students.

1. Partially fund an Equity Teacher on Special Assignment to provide intervention support to identified students.

2. Partially fund an Assistant Principal to provide additional support to ensure high quality first instruction and additional support for struggling learners.

3. Partially fund Academic Counselor to provide

2. Partially fund an Assistant Principal to provide additional support to ensure high quality first instruction and additional support for struggling learners.

2. Partially fund an Assistant Principal to provide additional support to ensure high quality first instruction and additional support for struggling learners.

3. Librarian

4. Kindergarten Assessments before school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$24,100	\$24,496	\$20,168
Source	Supplemental	Supplemental	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Equity TOSA will work with students in small groups during our EXCEL block for ELA support along with dedicated to ELA.	1000-1999: Certificated Personnel Salaries 1. Equity TOSA will work with students in small groups during our EXCEL block for ELA support along with dedicated to ELA.	1000-1999: Certificated Personnel Salaries 1 Equity TOSA will co-teach with 3-5 teachers and work with students in small groups during our EXCEL block for ELA support.
Amount	\$24,496	56,569	\$10,274
Source	Supplemental	Supplemental	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Assistant Principal Salary	1000-1999: Certificated Personnel Salaries 2. Assistant Principal Salary	1000-1999: Certificated Personnel Salaries 2. Assistant Principal Salary
Amount	\$6,188	7,488	6,464
Source	Base	Base	Title I
Budget Reference	3000-3999: Employee Benefits 3. Equity TOSA benefits	3000-3999: Employee Benefits 3. Equity TOSA benefits	3000-3999: Employee Benefits 1a. Equity TOSA benefits

Amount	\$1,848	2618	\$2,970
Source	Supplemental	Supplemental	Base
Budget Reference	3000-3999: Employee Benefits 4. Assistant Principal benefits	3000-3999: Employee Benefits 4. Assistant Principal benefits	3000-3999: Employee Benefits 2a. Assistant Principal benefits
Amount			\$10,092
Source	Base		Base
Budget Reference	1000-1999: Certificated Personnel Salaries 5. Academic Counselor		2000-2999: Classified Personnel Salaries 3. Librarian
Amount	50,372		\$3023
Source	Base		Base
Budget Reference	3000-3999: Employee Benefits 6. Academic Counselor benefits		3000-3999: Employee Benefits 3a. Librarian benefits
Amount	7271		\$1,400
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries 4. Kindergarten Assessment
Amount			\$282
Source			Supplemental
Budget Reference			3000-3999: Employee Benefits 4a. Kindergarten assessment benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Ensure that students are future ready by equipping them with the 21st century learning skills aligned to the Profile of a Graduate. (Self-Directed, innovative, critical thinker, collaborative, empathetic) Close all identified achievement gaps.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Instructional Vision

Identified Need:

Current district data demonstrates a need to strengthen Common Core standards-based teaching and learning, particularly for our socio-economically disadvantaged, English Language learners and Special Education students.

SBAC results from 2014-15 indicated the following totals of students who met or exceeded ELA and Math Standards: ELA 36% Math 32%

SBAC results from 2015-16 indicated the following totals of students who met or exceeded ELA and Math Standards: ELA 48% Math 35%

IReady results from 2015-16 indicated the following totals of students who met or exceeded Reading and Math Standards:

*SBAC performance indicates a need for specialized instruction towards attainment of standards for subgroup children, Students with Disabilities, Hispanic and African-American

Our SBAC data from 17-18 indicates ALL students Met/Exceed SiteWide decreased ELA 7% and ALL students Met/Exceed SiteWide Math decreased 12%.

2017-2018 ELA CAASPP scores reflect

ELL: 6%
 RFEP: 62%
 SED: 26%
 SWD: 6%
 Males: 29%
 Females: 43%
 ALL: 35%

2017-2018 MATH CAASPP scores reflect

ELL: 10%
 RFEP: 56%
 SED: 26%
 SWD: 4%
 Males: 30%
 Females: 38%
 ALL: 33%

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC data for EL's students in ELA.	Only 19% of our English learners met standard on the 2016 SBAC ELA assessment.	23% of our EL students will meet standards on 2018 SBAC assessment.	27% of our EL students will meet standards on 2019 SBAC assessment.	31% of our EL students will meet standards on 2020 SBAC assessment.
SBAC data for SED students in ELA.	Only 26% of our Socio-economically disadvantaged students met standard on the SBAC ELA assessment.	30% of our SED students will meet standards on 2018 SBAC assessment.	33% of our SED students will meet standards on 2019 SBAC assessment.	37% of our SED students will meet standards on 2020 SBAC assessment.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT Scores	24% of students in school for less than five years have scored at the English Proficient level.	Increase to 27% the number of students in school for less than five years scoring at the proficient level.	This metric will be replaced with ELPAC data.	This metric will be replaced with ELPAC data.
CELDT Long Term EL's	50% of students in school for 5 years of more met English Proficient Level.	Increase to 55% the number of students in school for five years or more scoring at the proficient level.	This metric will be replaced with ELPAC data.	This metric will be replaced with ELPAC data.
CELDT AMAO 1	60% of Rosemary EL's improved at least on level on the CELDT	Increase to 63% the number of EL's improving at least on level.	This metric will be replaced with ELPAC data.	This metric will be replaced with ELPAC data.
Decrease the percentage of Els performing 2 or more grade levels below on iReady in Reading and Math.	New metric so baseline will be 17-18 as of Diagnostic 3 Reading: 39.2% Math: 25.6%	Reading: 35% Math: 20%	Reading: 37% Math: 28%	Decrease by 3-5%
Decrease the percentage of Special Education students performing 2 or more grade levels below on iReady in reading and math.	Ne metric so baseline will be 17-18 as of Diagnostic 3 Reading: 65.4% Math: 55.7%	Reading: 60% Math: 50%	Reading: 59% Math: 47%	Decrease by 3-5%
Increase the percentage of Special Education Students in General Education settings 50% or more of their day as documented by student schedule placements.	Ne metric so baseline will be 17-18 as of 5/23/18: LYN: 35.5% of special ed students placed in least restrictive environment inside of	LYN: 35.5% CDE Target 51.2% District Average: 59.9%	We will no longer use this metric because it is difficult to generate and we are not finding it useful in moving our work forward.	We will no longer use this metric because it is difficult to generate and we are not finding it useful in moving our work forward.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	the regular class 80% or more of the day LYN is a hub for specialized district programs, mild moderate TK-5th, Autism continuum support program CDE Target 51.2% District Average: 59.9%			
Percentage of English learners who make progress toward English proficiency as measured by the ELPAC	Baseline data not available yet due to new State testing.	To be determined	To be determined	to be determined
Percentage of English Learners who are reclassified	2017-2018 baseline data: 12%	12%	14%	16%
Demonstrate adult and student growth on mindset rubrics aligned to Profile of a Graduate Competencies. Rubrics were created and modified using the Museum of Tech innovation's Engineering practices.	This is a new metric and the rubric is still being created with teacher input. We will have baseline data available in 2018-19 school year.	Determine the metric	Move up one level	Move up one level

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Lynavhen

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action
Modified Action

2017-18 Actions/Services

1. Release Time for Teacher Collaboration and Planning Days
2. Educational Associate Salaries
3. LLI intervention supplies
4. Librarian Salary .375

2018-19 Actions/Services

1. Release Time for Teacher Collaboration and Planning Days
2. Educational Associate Salaries
3. LLI intervention supplies
4. Librarian Salary .375

2019-20 Actions/Services

1. Release Time for Teacher Collaboration and Planning Days
2. Educational Associate Salaries
3. LLI intervention supplies
4. Hourly ELD Teacher

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,220	\$8,410	\$10,000
Source	Supplemental	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Substitutes for planning/collaboration days	1000-1999: Certificated Personnel Salaries 1. Substitutes for planning/collaboration days	1000-1999: Certificated Personnel Salaries 1. Substitutes for planning/collaboration days
Amount	\$22,500	\$24,562	\$10,092
Source	Supplemental	Title I	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries 2. Educational Associate Salaries	2000-2999: Classified Personnel Salaries 2. Educational Associate Salaries	2000-2999: Classified Personnel Salaries 2. Educational Associate Salary
Amount	\$300	\$0	\$300
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies 3. Books for LLI program	4000-4999: Books And Supplies 3. Books for LLI program	4000-4999: Books And Supplies 3. Books for LLI program
Amount	\$13,000	\$12,281	\$12,649
Source	Supplemental	Supplemental	Base
Budget Reference	2000-2999: Classified Personnel Salaries 4. Librarian Salary	2000-2999: Classified Personnel Salaries 4. Librarian Salary	2000-2999: Classified Personnel Salaries 2a. Educational Associate salary
Amount	\$3182	\$7,908	\$3,023
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 4. Librarian benefits	3000-3999: Employee Benefits 4. Librarian benefits	3000-3999: Employee Benefits 2b. Educational Associate benefits
Amount	\$5,508	\$15,796	\$8,288
Source	Base	Title I	Base
Budget Reference	3000-3999: Employee Benefits 5. Educational Associates Benefits	3000-3999: Employee Benefits 5. Educational Associates benefits	3000-3999: Employee Benefits 2c. Educational Associate benefits

Amount			\$38,480
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries 4. Hourly ELD teacher
Amount			\$7,754
Source			Title I
Budget Reference			3000-3999: Employee Benefits 4a. Hourly ELD teacher benefits
Amount			\$2,015
Source			Base
Budget Reference			3000-3999: Employee Benefits 1a. Benefits for Substitutes

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Lynhaven

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Educational Associates	1. Educational Associates	1. Educational Associates

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$8,450	\$10,092
Source	Title I	Title I	Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined Multi-funded Educational Associate	0001-0999: Unrestricted: Locally Defined Multi-funded Educational Associate	2000-2999: Classified Personnel Salaries Educational Associate

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
--	---

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Provide appropriate tiered supports that promote and sustain positive social/emotional development for all students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan #1, 3, 4

Identified Need:

Need:
Based on suspension/expulsion rates from 13-14/14-15, attendance rates, SWIS data and student surveys indicate there is a need to provide a positive school climate. Students need access to in class, school-wide and additional wrap-around services that support their social and emotional needs in order to learn.

*get info from the needs assessment at beginning The Dashboard Indicator for suspensions was "orange" for Asian students, indicating a status of medium and a change indicator of increased 1.8%.

Dashboard Data indicates suspensions "declined significantly" for Asian students Level 0.5% or less. Suspension Data for EL, SED, and Hispanic students increased by 0.3 to 2.0% and indicator is orange. Suspension Data for All Students and Two or More Races is yellow/maintained.

Suspension Rate for 2017-2018 indicates orange. Increased 0.7% Indicator Status of orange for Asian (1.3% suspended at least once/Increased 1.3%), Two or More Races (4.2% suspended at least once/Maintained 0.2%), SED (2.7% were suspended at least

once/Increased 0.3%), SWD (3.9% suspended at least once/Increased 0.3%), and White (2.9% suspended at least once/increased 1.9%). Indicator Status of yellow for Hispanic. Indicator Status of green for ELL.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension/Expulsion Data	Three students have been suspended in 2016-17 for a total of seven days. No students were expelled.	Decrease the total number of suspensions by 10%. 22 suspensions actual	Decrease the total number of suspensions by 10%. Decreased suspensions by 54% 12 suspensions actual	Decrease the total number of suspensions by 10%.
SWIS ODR Data	12% of our students have two or more ODR's	Decrease the number of students with two or more ODR's to 10% of students	Serve both male and female students by providing social skills groups to all five different grade levels	Serve both male and female students by providing social skills groups to all different grade levels
Track in Powerschool the number of initial student study team meetings to plan support for students.	We have held 50 S4 SST meetings.	Increase the number of S1 meetings to 50 and S2 meetings to 25.	Increase the number of S1 meetings to 60.	Increase the number of S1 meetings to 75.
School Attendance Rates	2016-17 Attendance Rate:	As of 5/27/18 Overall school rate: 96.32% ELL: 96.2% SED: 96.03% SWD: 95.09%	Overall school rate: 96.02% ELL: 96.62% SED: 95.51% SWD: 95.03%	97%
Reduce the number of students who are chronically absent	2016-2017 Overall Chronic Absenteeism Rate Overall LYN: 6.9%	To be determined at the end of the school year in June 2017	7.58%	6.5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ELL: 5.8% SED: 9.5% SWD: 10.7%	new metric: baseline will be 17-18 2016-2017: 7% 2017-2018: 6.7%		
Number of students who received an initial student study team meeting to create a support plan	new metric: baseline will be 17-18	50	We will no longer use this metric because it was difficult to track district-wide and the metric did not give us useful information to guide our behavior and academic support	We will no longer use the student study team metric to monitor support plans for students. The metric did not provide us with useful data to drive student support needs.
Track in Powerschool the number of students who were recommended through the Student Study Team process for Special Education testing who qualified for services.	new metric: baseline will be 17-18	6 out of 7 students referred for full assessment qualified for an IEP.	10 out of 10 students referred for full assessment qualified for an IEP	100% of the students referred for full assessment qualified for an IEP
Track by student schedule placement the number of students who are exited from Special Education and placed in General Education settings.	new metric: baseline will be 17-18	5	2	2

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Student Groups: special needs
[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

[Add Scope of Services selection here]

Specific Schools: Lynhaven
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Unchanged Action

New Action

2017-18 Actions/Services

1. A portion of the Vice Principal Salary
2. Partially fund Academic Counselor
3. Fund PlayWorks Recess program

2018-19 Actions/Services

1. A portion of the Vice Principal Salary
2. District funding an academic counselor
3. funding Playworks recess program

2019-20 Actions/Services

1. A portion of the Vice Principal Salary
2. District funding an academic counselor
3. funding Playworks recess program
4. Social Worker Intern

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,050	\$56,569	\$58,220
Source	Title I	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries 1. Vice Principal Salary	1000-1999: Certificated Personnel Salaries 1. Vice Principal Salary	1000-1999: Certificated Personnel Salaries 1. Vice Principal Salary
Amount	43,000	\$0	\$0
Source	Base	Grant Funded	Grant Funded
Budget Reference	1000-1999: Certificated Personnel Salaries 2. Fund an academic counselor 2 1/2 days a week	2. Academic counselor 2 1/2 days a week	1000-1999: Certificated Personnel Salaries 2. Academic counselor 2 1/2 days a week
Amount	\$10,000	\$10,000	\$12,500
Source	Concentration	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures 3. Playworks Recess program	5000-5999: Services And Other Operating Expenditures 3. Playworks Recess Program	5000-5999: Services And Other Operating Expenditures 3. Playworks Recess Program
Amount	\$3,343	\$13,469	\$16,831
Source	Title I	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits 4. Assistant principal benefits	3000-3999: Employee Benefits 4. Assistant Principal benefits	3000-3999: Employee Benefits 1a. Assistant Principal benefits
Amount	\$12,708		\$0
Source	Base		Grant Funded
Budget Reference	3000-3999: Employee Benefits 5. Academic Counselor benefits		3000-3999: Employee Benefits 2a. Academic Counselor benefits

Amount			\$5,000
Source			Supplemental
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 4. Social Worker Intern

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Action 3

OR

Actions/Services

Budgeted Expenditures

Budget
Reference

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1. A 50% portion of the Counselor Salary

2018-19 Actions/Services

1. A 50% portion of the Counselor Salary

2019-20 Actions/Services

1. A 50% portion of the Counselor Salary

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$43,000	\$0	\$0
Source	Base	Grant Funded	Grant Funded
Budget Reference	1000-1999: Certificated Personnel Salaries 1. School Counselor	1000-1999: Certificated Personnel Salaries 1. School Counselor	1000-1999: Certificated Personnel Salaries 1. School Counselor

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners
Foster Youth
Low Income

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1. SWIS Data for School use

1. SWIS Data for School use

1. SWIS Data for School use

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	Supplemental	Supplemental	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures 1. Data tracking system	5000-5999: Services And Other Operating Expenditures 1. Data tracking system	5000-5999: Services And Other Operating Expenditures 1. Data tracking system

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: School Services
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income [Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Unchanged Action	Modified Action	Modified Action
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2017-18 Actions/Services

1. Community Liaison

2018-19 Actions/Services

1. Community Liaison

2019-20 Actions/Services

1. Community Liaison

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,000	\$0	\$0
Source	Title I	Grant Funded	Grant Funded
Budget Reference	0001-0999: Unrestricted: Locally Defined Community liaison for outreach	2000-2999: Classified Personnel Salaries Community liaison for outreach	2000-2999: Classified Personnel Salaries Community liaison for outreach

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Fully engage parents/guardians, students, and the community in support of student educational outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Instructional Vision

Identified Need:

Need:
 Students need to have their parents engaged in their learning.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Participation in school sponsored events	50%	60%	All grade levels will hold a Student Showcase of work during the school day.	All grade levels will hold a Student Showcase of work during the school day.
Number of parents taking leadership roles on school committees -	12	20	Maintain parent participation in	Increase parent participation in

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELAC, HSC, SSC, Campus Collaborative.			leadership roles to 20 parents.	leadership roles to 30 parents.
Track the number of parents participating in Thought Exchange perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.	This is a new metric this year. We had 1,608 district-wide parents participate and 101 participated from Lynhaven School.	Increase district number to 2,000 and Lynhaven number to 150	Increase district number to 2,500 and Lynhaven number to 200	Increase district number to 3,000 and Lynhaven number to 250
Track the number of students participating in Thought Exchange Perception survey. Thought Exchange is an online tool designed to increase and simplify stakeholder engagement.	This is a new metric this year. We had overall 280 students participated at Lynhaven School.	Increase Lynhaven number to 300	Maintain Lynhaven at 300 or higher	Maintain Lynhaven at 300 or higher
Track and increase the number of parents/guardians signed up for electronic information exchange. (using tools such as SeeSaw and Newsletters)	This is a new metric and baseline data will start in 2018-2019.	Determine the metric	Increase by 5%	Increase by 5%
Using sign in sheets track the number of families who attend: back to school night, parent teacher conferences and the	This is a new metric and we will determine baseline data in 2018-2019.	Determine the metric	Increase by 5%	Increase by 5%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
school sponsored parent engagement event.				
Using Powerschool track and increase the number of home visits and parents/guardians attending the intervention conferences for students exhibiting at-risk behaviors.	This is a new metric and will have baseline data in the 2018-2019 year.	Determine the metric	Increase by 2%	Increase by 2%
Track the number of community based partnerships that enhance the educational experience of students. MOUs and sign in at community meetings will be used to track partnership engagement.	This is a new metric and will have baseline data in the 2017-18 year.	Determine the metric	We will no longer use this metric as we found it to be an ineffective metric to determine if the partnership was actually enhancing the student experience.	We will no longer be using the Community Partnership metric because we determined it was an ineffective measurement tool.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Lynhaven

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1. Partner with RAFT to support ongoing project based learning and STEAM projects for every classroom and every student.
2. Principal's coffee
3. Science and Writing Fair

2018-19 Actions/Services

1. Continue with RAFT Partnership to support ongoing project based learning and STEAM projects for every classroom and every student.
2. Principal's coffee
3. Science and Writing Fair

2019-20 Actions/Services

1. Continue with RAFT partnership to support ongoing project based learning and STEAM projects for every classroom and every student.
2. Principal's coffee
3. Science Fair
4. Living Classroom

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures 1. RAFT STEAM Projects	5800: Professional/Consulting Services And Operating Expenditures 1. RAFT STEAM Projects	5800: Professional/Consulting Services And Operating Expenditures 1. RAFT STEAM Projects

Amount	\$400	\$400	\$0
Source	Other	Other	Other
Budget Reference	0001-0999: Unrestricted: Locally Defined 2. Principal's coffee	0001-0999: Unrestricted: Locally Defined 2. Principal's coffee	0001-0999: Unrestricted: Locally Defined 2. Principal's coffee
Amount			\$0
Source			Other
Budget Reference			5000-5999: Services And Other Operating Expenditures 3. Science Fair
Amount			\$1,000
Source			Supplemental
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 4. Living Classroom Docents

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$978,106

17.51%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

- *Reading Intervention Teachers
- *Teacher on Special assignment to support struggling learners
- *TOSA support to provide coaching to teachers
- *AVID program
- *Community Liaison
- *Educational Associates to support classroom teachers and lower class size
- *After school intervention for struggling students

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$749,130

Percentage to Increase or Improve Services

9.87%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Based on staff/stakeholder input and district data identifying areas of need we are implementing 31 LCAP Actions and Services to increase or improve services for our English language learners, low income, and foster youth. In the 2017-2018 school year, Campbell Union School District will spend its LCFF supplemental/Concentration funds on actions and services principally directed toward unduplicated student groups. The funds will be expended in both district-wide initiatives and site allocations beyond LCFF base to support the academic and social emotional needs of our unduplicated pupils.

The following are district actions principally directed to improve the academic achievement of unduplicated pupils:

- *Funding 12 Equity Teachers on Special Assignment (TOSAs) to provide intervention support for students and training/coaching for teachers
- *Training in Universal Design for Learning for all Equity TOSAs to provide instructional strategies for how to meet the needs of struggling learners.
- *Funding 12 Reading Intervention teachers to provide strategic reading support for struggling readers
- *Hire a District English Language Development Teacher on Special Assignment to support effective ELD instruction
- *Hire a District Literacy Teacher on special assignment to support teachers in better meeting the needs of struggling learners in the area of English Language Arts
- *Hire an additional literacy teacher to teach a reading access and support class at CMS to support struggling learners
- *Providing training for all school leadership teams on Professional Learning Communities to enable teachers to look at individual student data and provide intervention for struggling learners.
- *Contract with Dr. Luis Cruz to provide training for school site leadership team and ELD TOSA on strategies for meeting the needs of Hispanic students
- *Provide a four-week academic summer program for identified struggling learners
- *Provide a Saturday tutorial program to support student achievement in math
- *Hire bilingual educational associates to support english language learners (funds accounted for in individual school site plans, not specifically CMS plan)
- *Provide additional funding to support unduplicated pupils access to programs like MESA, BAND and AVID
- *Provide training for staff to attend professional development sessions that support the needs of unduplicated students (Response to Intervention: Solution Tree Workshop, Soluciones, UDL, etc)

Research demonstrates that when parents are active partners with their children and the school then academic and social/emotional outcomes are improved. Because of this the following actions and services are principally directed to improve the social-emotional wellness of unduplicated pupils:

- *Support parents/guardians through the use of bilingual Community Liaisons, offering parent classes to help understand the school setting and how to support student learning at home

- *Hiring Counselors, Marriage and Family Therapists and Psychologists to support the social emotional needs of students and families
- *Plan and implement a parent university day to provide training to parents on how to support their child/ren at home
- *Implement and provide training to support a strong Positive Behavior and Intervention System (PBIS)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are 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 K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the 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).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	249,516.00	222,608.83	323,486.00	249,516.00	251,417.00	824,419.00
	0.00	0.00	7,271.00	0.00	0.00	7,271.00
Base	15,898.00	15,898.00	160,776.00	15,898.00	59,311.00	235,985.00
Concentration	0.00	0.00	10,000.00	0.00	0.00	10,000.00
Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
Other	10,400.00	12,050.00	400.00	10,400.00	13,000.00	23,800.00
Supplemental	174,410.00	165,044.00	95,146.00	174,410.00	106,240.00	375,796.00
Title I	48,808.00	29,616.83	49,893.00	48,808.00	72,866.00	171,567.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	249,516.00	222,608.83	323,486.00	249,516.00	251,417.00	824,419.00
	0.00	0.00	7,271.00	0.00	0.00	7,271.00
0001-0999: Unrestricted: Locally Defined	400.00	50.00	34,900.00	8,850.00	0.00	43,750.00
1000-1999: Certificated Personnel Salaries	146,044.00	146,786.00	151,866.00	146,044.00	138,542.00	436,452.00
2000-2999: Classified Personnel Salaries	45,293.00	31,213.86	35,500.00	36,843.00	42,925.00	115,268.00
3000-3999: Employee Benefits	47,279.00	32,058.97	83,149.00	47,279.00	50,650.00	181,078.00
4000-4999: Books And Supplies	0.00	0.00	300.00	0.00	300.00	600.00
5000-5999: Services And Other Operating Expenditures	10,500.00	12,500.00	10,500.00	10,500.00	13,000.00	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00	0.00	0.00	6,000.00	6,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	249,516.00	222,608.83	323,486.00	249,516.00	251,417.00	824,419.00
		0.00	0.00	7,271.00	0.00	0.00	7,271.00
	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	400.00	50.00	400.00	400.00	0.00	800.00
0001-0999: Unrestricted: Locally Defined	Title I	0.00	0.00	34,500.00	8,450.00	0.00	42,950.00
1000-1999: Certificated Personnel Salaries	Base	8,410.00	8,410.00	86,000.00	8,410.00	20,274.00	114,684.00
1000-1999: Certificated Personnel Salaries	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	137,634.00	138,376.00	53,816.00	137,634.00	59,620.00	251,070.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	12,050.00	0.00	58,648.00	70,698.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	22,741.00	22,741.00
2000-2999: Classified Personnel Salaries	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	12,281.00	6,138.00	35,500.00	12,281.00	20,184.00	67,965.00
2000-2999: Classified Personnel Salaries	Title I	33,012.00	25,075.86	0.00	24,562.00	0.00	24,562.00
3000-3999: Employee Benefits	Base	7,488.00	7,488.00	74,776.00	7,488.00	16,296.00	98,560.00
3000-3999: Employee Benefits	Grant Funded	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	23,995.00	20,030.00	5,030.00	23,995.00	20,136.00	49,161.00
3000-3999: Employee Benefits	Title I	15,796.00	4,540.97	3,343.00	15,796.00	14,218.00	33,357.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	300.00	0.00	300.00	600.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	10,000.00	0.00	0.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Other	10,000.00	12,000.00	0.00	10,000.00	13,000.00	23,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	500.00	500.00	500.00	500.00	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	6,000.00	6,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	91,171.00	91,171.00	114,275.00	91,171.00	54,673.00	260,119.00
Goal 2	77,407.00	46,021.83	56,210.00	77,407.00	102,693.00	236,310.00
Goal 3	80,538.00	85,366.00	152,601.00	80,538.00	93,051.00	326,190.00
Goal 4	400.00	50.00	400.00	400.00	1,000.00	1,800.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

2019-2020 CUSD Principally Directed Actions/Services

LCAP Goal	District-Wide Actions/ Services	Describe how action/service is principally directed to and effective use of funds to meet your goals for UDPS.	Describe how action/service is the most effective use of funds to meet your goals for UDPS.
1	Action: 3.1 Additional Administrative Support	Principally directed: Additional Deans and 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.	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.
1	Action: 3.2 Hire additional teachers to eliminate combination classes	Principally directed: The additional teachers will be placed at schools to specifically target high numbers of UPs who are most at risk of failure without high quality first instruction.	With the rigors of the common core standards it is very challenging for teachers to learn curriculum for two grade levels. Jon Hattie's research suggests that teacher efficacy is among the most important contributor to student success.
1	Action: 3.3 Hire additional middle school intervention teachers	Principally directed: An Additional intervention teacher will be placed at each middle school to work directly with UPs to support academic achievement by offering small group instruction and re-teaching opportunities.	Providing small group support and extra time to learn grade level content is necessary for struggling learners. Research suggests that small group re-teaching is an effective intervention strategy.
1	Action: 3.4 Hire a District Literacy Teacher on Special Assignment (TOSA)	Principally directed: The TOSA will provide coaching support to teachers of UPs to fully understand the new reading curriculum to better support English Learners, low socio-economically disadvantaged students.	Research strongly suggests that coaching is necessary to accompany learning in order to lead to lasting change in practice for educators.

1	Action: 3.5 District ELD Coordinator	Principally directed: The Coordinator will provide additional support to schools with high levels of UPs. The position will support effective dedicated and integrated ELD support.	Utilizing the expertise of a District ELD Coordinator promotes shared leadership and capacity building of staff which is the way we promote increasing the skill set of staff members. Best practices from the book, <i>The Multiplier Effect</i> by Liz Wiseman are utilized by the Coordinator and staff members.
1	Action 3.7 Professional Development	Principally directed: Training will be provided to teachers to ensure that they are skilled in teaching the standards and assessment systems used in the district. This training will focus on better meeting the needs of our most struggling learners who are principally UPs.	Research proves that professional development and follow up coaching is a high leverage activity that changes teacher practice in order to improve instruction.
1	Action 3.8 Purchase supplemental instructional materials	Principally directed: Funding will be allocated to purchase supplemental instructional materials that align to standards. We find that we need supplemental materials to better support our UPs.	Based on Professional Learning Community research and the book Learning by Doing by Rick DuFour it is essential to have a guaranteed and viable curriculum across the system.
2	Action:5.1 Reading Intervention (RI) teachers	Principally Directed: RI teachers provide direct support for unduplicated pupils across the district in the area of reading to ensure that all students are reading by 3rd grade. The support is geared toward grades K-2 for early intervention. This is additional Tier 3 support	Research strongly supports the idea that early intervention for struggling readers is essential for closing the achievement gap before it begins.
2 and 3	Action: 5.2 and Action 2.1 Hire Counselors	Principally directed: the additional counseling services provided additional time on social emotional and academic learning needs of UPs.	This service will be effective in helping students learn strategies to help them remain in the classroom rather than needing to be removed because of behavior concerns.

2	Action: 5.3 Data and Assessment Administrator	Principally directed: Data for all UPs will be regularly distributed to school site leadership teams so that students' individual needs and be determined and addressed. The position will create protocols for using data with an equitable lens and creating specific sub-group data tables that will be analyzed on a regular basis.	Research suggests that data must be used to consistently monitor student learning and to guide instruction.
2	Action: 5.4 District Teachers on Special assignment (TOSAS) at the school site level	Principally Directed: TOSAS provide direct support for unduplicated pupils across the district in the area of both reading and math instruction. They work with classroom teachers to support the Response to Intervention block by co-teaching and serving students in small groups to meet identified skill gaps.	Our work around RTI is grounded firmly in research and professional development from Solution Tree Educational Leaders in the field. Having the right amount of support is essential in maintaining an effective RTI model.
2	Action 5.5 Expanded Learning Program	Principally Directed: Implement an expanded learning program that serves UPs in the summer months in partnership with San Jose Learns.	Research states that students from poverty and English language learners are negatively impacted by summer learning loss.
2	Action: 5.6 iReady Instruction	Principally directed: Data for all UPs will be regularly collected and analyzed in order to determine specific reading and math skills gaps.	Based on the research around Professional Learning Communities, which are best practice in CUSD it is essential that we have effective achievement data in order to address specific skill gaps and continually monitor our progress.
2	Action:5.7, 5.12 and 5.13 Out of School time reading instruction	Principally Directed: UPs are the targeted student group who will be invited to participate in the after school reading boot camps for grades K-2.	Research strongly suggests that early intervention is key to ensuring that an achievement gap is closed before it begins. Additionally research indicates that additional time may be

			required for some students to learn to read. Based on our Dibels data from the previous year UPs in the after school boot camp showed growth after each cycle of intervention.
2	Action: 5.8 Math Intervention instructional materials and teacher training	Principally Directed: UPs are the students most in need of math intervention support and most likely not to receive the support outside of school.	Use of standard aligned high quality materials is necessary to ensure learning aligned to standards is happening systematically.
2	Action: 5.9 Writing by Design Curriculum and Training	Principally directed: UPs are the most susceptible to suffer academic consequences if they do not learn grade level standards in writing.	The Writing by Design program has extensive data showing its' effectiveness for English learners and low socioeconomic students.
2	Action: 5.10 Staff training for standards based grading	Principally directed: English Learners benefit when teachers have a common understanding of how essential standards should be assessed based on their specific language needs.	Solution Tree assessment trainings tie directly to the district's professional learning (PLC) community work in helping us answer the PLC question, "how will we know our students learn the standards?"
2	Action: 5.11 AVID Training and Support	Principally directed: the AVID program targets UPs by providing support in creating a path to college. UPs are most at risk of not being able to attend college.	There is strong research both externally and internally which demonstrates that students participating in an AVID program outperform those who don't participate.
2	Action: 6.1	Principally directed: The garden coordinator will provide	School surveys demonstrate that

	Hire a School Garden Coordinator	students with hands on NGSS aligned activities that support relevant learning. UPs are the least likely to have such experiences outside of school time.	students learn the most from hands on experiences that are relevant to them. Students have requested more opportunities like this.
2	Action: 6.2 Implement the Montalvo Arts Program	Principally directed: Providing hands on art integration is powerful for our UPs who do not traditionally get the opportunity for this type of learning outside of school.	Research suggests that Integrated arts education helps develop creativity in students and increases engagement.
2	Action 6.3 Hire a Director of Innovation	Principally directed: UPs need multiple opportunities to learn 21st century skills to help them succeed in college and beyond. The Director of Innovation will help advance the district's work of aligning Profile of a Graduate to standards based instruction.	The World of Work research demonstrates that our nation's schools are not adequately preparing students with the skills they will need for success in the workplace. District's must work to transform traditional educational systems.
2	Action 6.4 Supplemental funds to school sites	Principally Directed: School site funds are allocated directly to school sites in the following amounts: Blackford: \$111,531 Campbell School of Innovation: 13,093 Capri: \$39,278 Castlemont: 92,591 Forest Hill: \$25,366 Lynhaven: \$83,179 Marshall Lane: 13,089 Rosemary: \$169,720 Sherman Oaks: \$120,112 Village School: \$6,711 Monroe: \$196,133 Rolling Hills: \$43,127 Individual school plans can be viewed on our district website after July 1, 2019. www.campbellusd.org	The California Department of Education recognizes that there is an additional cost to educate and effectively meet the needs of unduplicated pupils so additional funding is provided.
3	Action 2.2 School Service Staff	Principally Directed: The student service department deals principally with suspensions, expulsions, chronic absenteeism and engagement for UP families.	Best practice for district organizational teams calls for leadership in the area of student services.
3	Action 2.4 Provide	Principally Directed: UDL training is principally directed at proactively planning to meet the needs of all students.	UDL is an effective instructional approach that is grounded in

	Universal Design for Learning (UDL) Training	The planning begins with the idea of removing barriers for students who we know will struggle. These are primarily UPs.	research.
3	Action 2.6 MTSS Coordinator	Principally Directed: The MTSS Coordinator provides data to Site Administrators on a regular basis to ensure that UPs are demonstrating growth based on a strong system that the Coordinator helps to create.	In our work with the California SUMS initiative we have learned best practice is to consistently evaluate data to demonstrate program effectiveness. Coordinator helps to ensure that our work is grounded in research.
3	Action 2.7 Social Emotional Curriculum and Training (Panorama)	Principally Directed: UPs are the highly likely to experience trauma in the home and curriculum is needed to teach social emotional and de-escalation strategies.	Panorama helps educators support each student's SEL—the critical skills and mindsets that enable success in school and in life—with research-backed measures and actionable data reports.
3	Action: 2.3 A2A Attendance Monitoring System	Principally directed: A2A Attendance program will monitor the attendance on a regular basis for UPs to ensure that they are coming to school regularly. UPs are those most susceptible to chronic absenteeism.	Students must attend school regularly in order to have full access to the academic curriculum.
3	Action: 2.5 Bus Transportation	Principally directed: Free busing will be provided for UPs from targeted schools.	Internal attendance data has shown that providing equitable access for students ensures that they will arrive on time and be in school regularly.
3	Action:3.1 DataZone Data management system	Principally directed: Academic, behavioral and attendance data for all UPs will be regularly collected and analyzed in order to determine specific reading and math skills gaps.	Based on the research around Multi-Tiered Systems of Support, it is essential that we have multiple measures of data in order to address both social emotional and academic

			needs of students.
3	Action: 3.2 Response to Intervention and Assessment Training	Principally directed: This training is specifically geared to support staff in better meeting the needs of UPs in the classroom as well as determining a school wide system that supports their learning needs.	Training from Solution Tree Educational Professionals based on extensive educational research as best practice aligned to Professional Learning Community work.
4	Action: 2.1 Community Liaisons	Principally directed: Community Liaisons will support and engage the families of UPs.	Strong home/school partnerships are essential in supporting the wellbeing of students and building the capacity of parents to support learning at home.
4	Action: 2.4 Hire a School Links Service Liaison at Rosemary School	Principally directed: Rosemary School's population consists of a high percentage of UPs with 87.3% being socioeconomically disadvantaged.	Internal data has demonstrated that our partnerships have been successful in providing wrap around services to vulnerable students in our community thereby improving chronic absenteeism and parent engagement.
4	Action: 2.3 Additional Middle School Community Liaison	Principally directed: The additional Community Liaison will provide direct support to the families of UPs to ensure that this group demonstrates a decline in chronic absenteeism as well as provide social service support as needed.	Internal data has demonstrated that our partnerships have been successful in providing wrap around services to vulnerable students in our community thereby improving chronic absenteeism and parent engagement.
4	Action: 2.1, 2.2 Hire a School Link Service Coordinator at the District Level	Principally directed: This position works directly with the families of UPs to connect them to needed social services as well as provide parent education opportunities.	Internal data has demonstrated that our partnerships have been successful in providing wrap around services to vulnerable students in our community thereby improving chronic absenteeism and parent engagement.

4	Action: 2.5 Parent Education	Principally directed: UP students are those who typically come from families where trauma is present and where the primary language in the home may not be English. Parent education is key to assist parents in learning how to speak English and become more engaged in their child's educational process.	Research supports that parental access to higher education and learning opportunities results in higher academic achievement for their children.
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Lynhaven School's Principally Directed Actions/Services

LCAP Goal	District-Wide Actions/ Services	Describe how action/service is principally directed to and effective use of funds to meet your goals for UDPS.	Describe how action/service is the most effective use of funds to meet your goals for UDPS.
1	Action: 3.1 Additional Administrative Support	Principally directed: Additional Deans and 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.	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.
1	Action: 3.2 Hire additional teachers to support with library and medial needs	Principally directed: The additional teachers will be placed at schools to specifically support literacy	This service will directly support our students increase their literacy.
1	Action: 3.2 Hire instructional aides to support	Principally directed: The instructional aides will be placed in grades to specifically target high numbers of UPs who are most at risk of failure without high quality first	With the rigors of the common core standards, having support to lessen the numbers in small groups is

	struggling students	instruction.	beneficial to supporting students.
2	Action: 6.1 Hire a School Garden Coordinator	Principally directed: The garden coordinator will provide students with hands on NGSS aligned activities that support relevant learning. UPs are the least likely to have such experiences outside of school time.	School surveys demonstrate that students learn the most from hands on experiences that are relevant to them. Students have requested more opportunities like this. (donation to Living Classroom)
2	Action: 5.10 Staff training for standards based grading	Principally directed: English Learners benefit when teachers have a common understanding of how essential standards should be assessed based on their specific language needs.	Solution Tree assessment trainings tie directly to the district's professional learning (PLC) community work in helping us answer the PLC question, "how will we know our students learn the standards?"