Lakeside Union LCAP 2021-2024

Board Study Session
March 18, 2021
Kim Reed, Ed.D, Assistant Superintendent

Today's work...

Governance Roles

1

District Status

3

Strategic Thinking

5

LUSD Mission

LCFF Funding and Accountability

2

Community Input

4

Transparency

6

LCFF ➡ LCAP

Local Control Funding Formula

"Directs resources to the state's most vulnerable student populations while giving school districts...greater flexibility in how the allocate these funds to most effectively serve the students in their communities"

Local Control Accountability Plan

"...how the LEA is held accountable for improvement"

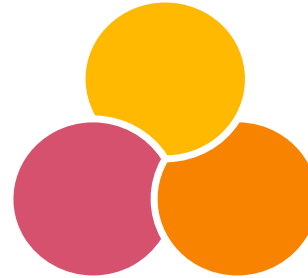*"describes how funds will be used to improve outcomes for students"*

CSBA Governance Brief, May, 2019

Equity-focused
"Designed to close persistent opportunity and achievement gaps"

Stakeholder Engagement
"Reflects the meaningful engagement of community stakeholders"

Student Driven
"Serve(s) the needs of all students"

LCAP FOUNDATION

CSBA Governance Brief, May, 2019

LUSD Mission

and Student Profile

Igniting Passion in Today's Students for Tomorrow's Opportunities!

THINK critically

LEARN continuously

COLLABORATE constructively

COMMUNICATE effectively

PERSEVERE relentlessly

CARE deeply

1 Governance Roles

Trustees' governance roles...

Representative	Fiduciary	Enforcement	Professional
What does the community want?	What can the district afford to do now balanced against the future financial health of the district?	What are we required to do by law?	What do the LUSD professional educators recommend as the best path forward?

CSBA Governance Brief, May, 2019

2

LCFF Funding and Accountability

2021/22 LCFF Formula - $45.4M

Low Income (FRPM)

English Learner

Foster Youth

Unduplicated Pupils

Supplemental Grant

$3.7M

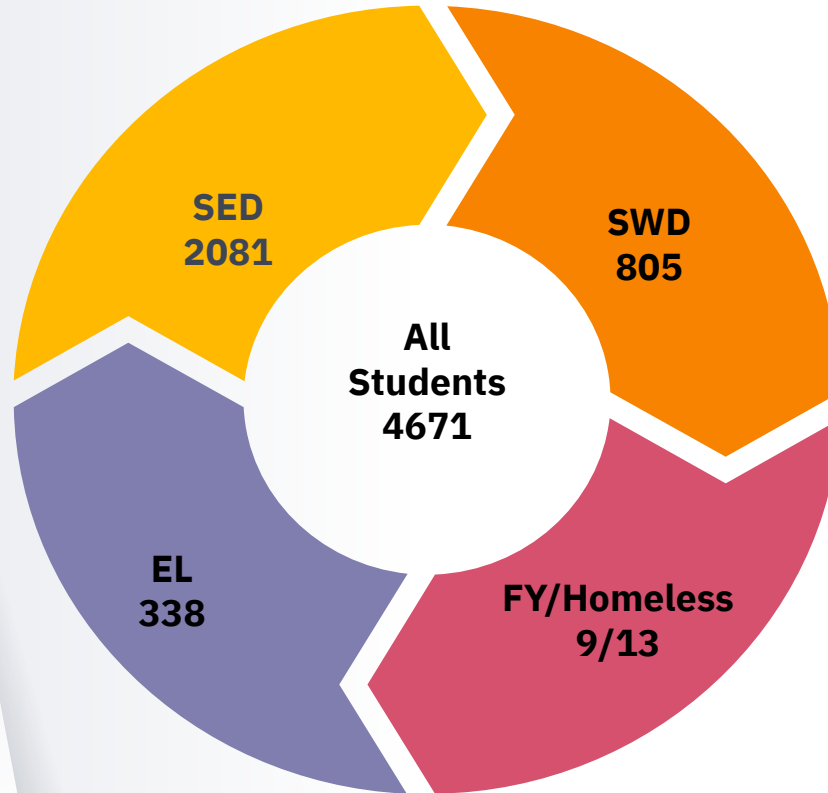All Other LCFF Funds $41.7M

LCAP Process and Timelines

Local Control Accountability Plan

Board of Trustees Meeting
February 11, 2021

Dr. Kim Reed
Assistant Superintendent, Ed Services

Presented at the
February 11, 2021

Board Meeting

LCAP Timeline

3

District Status

Who are our students?

SED
2081

SWD
805

All
Students
4671

EL
338

FY/Homeless
9/13

SED: Socio-Economically Disadvantaged

SWD: Students with Disabilities

FY: Foster Youth

EL: English Learner

Students may be represented in more than one group.

4

Community Input

"

What are the most important things our school district needs to think about as we continue to support all students through Covid-19 and the next few years into the future?

Thought Exchange for Certificated and Classified Staff and Parents

Participants

- ▶ Certificated Staff
- ▶ Classified Staff
- ▶ Parents

1,061 Participants

1,228 Thoughts

43,772 Ratings

Top 5 Ranked Thoughts: Adults

#1 out of 1202

"Keeping high quality teachers is extremely important in our schools. Teachers are the number one support system for our kids & they need more support"

#2 out of 1202

"A strong focus on the social and emotional development of students is highly important through COVID-19 and in the future"

#3 out of 1202

"I think for future, the cleaning protocols still need to stay high on the caution tier"

#4 out of 1202

"My biggest concern is supporting the students who are falling behind academically"

#5 out of 1202

"As we move forward into the next school year, our focus should continue to be on in person learning for as many days as possible for all students"

17

"

What are the most important things we can do to support your success at school not only during hybrid/distance learning but also in the future when we return to full, in-person learning?

Thought Exchange for Students

18

Participants

▶ Students in Grades 5 - 8

1,325
Participants

2,061
Thoughts

53,591
Ratings

19

Top 5 Ranked Thoughts: Students, 5th-8th Grade

#1 out of 2061

"Less or no homework"

#2, #3, #4

#5 out of 2061

"More time for creativity"

#6

"..science experiments"

#7 out of 2061

"Chromebooks instead of iPads"

#8 out of 2061

"Better food"

#9 out of 2061

"...4 days of school and a break on Friday"

California Healthy Kids Survey: School Climate, Grade 5

Key Indicators of School Climate and Substance Use

	Grade 5 %	Table
School Engagement and Supports		
School connectedness†Φ	86	A6.4
Academic motivation†	85	A6.4
Caring adults in school†	82	A6.4
High expectations-adults in school†	94	A6.4
Meaningful participation†Φ	47	A6.4
Interest in schoolwork done at school†Φ	58	A6.10
Facilities upkeep†Φ	93	A6.12
Parent involvement in schooling†	88	A11.2
Social and emotional learning supports†Φ	86	A7.1
Anti-bullying climate†Φ	86	A9.6
School Safety		
Feel safe at school†Φ	93	A9.1
Feel safe on way to and from school†Φ	95	A9.1
Been hit or pushed Φ	19	A9.2
Mean rumors spread about you Φ	18	A9.2
Called bad names or target of mean jokes Φ	28	A9.2
Saw a weapon at school¶Φ	7	A9.5
School Disciplinary Environment		
Rule clarity†Φ	92	A8.2
Students well behaved†Φ	71	A8.4
Students treated fairly when break rules†Φ	78	A8.1
Students treated with respect†Φ	94	A8.1
Substance Use		
Alcohol or drug use Φ	16	A12.1
Marijuana use Φ	1	A12.1
Cigarette use	0	A13.1
Vaping	1	A13.1

21

Student Perceptions of Health Risks

Smoking

Perception of Health Risk of Cigarette Use and Vaping	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	0
Yes, a little bad	5
Yes, very bad	95
Do you think vaping is bad for a person's health?	
No, not bad	1
Yes, a little bad	8
Yes, very bad	92

Alcohol/Marijuana

Perception of Health Risk of Alcohol and Marijuana Use *(In-School and Hybrid Only)*	Grade 5 %
Alcohol	
No, not bad	7
Yes, a little bad	34
Yes, very bad	59
Marijuana (smoke, vape, eat, or drink)	
No, not bad	1
Yes, a little bad	5
Yes, very bad	62
I don't know what marijuana is	32

School Climate, 5th Graders

School Climate, 5th Graders

- Meaningful Participation
- Alcohol and Other Drug (AOD) Use

Year	Meaningful Participation	Alcohol and Other Drug (AOD) Use
2018	41	12
2019	40	18
2020	44	14
2021	47	16

California Healthy Kids Survey, 2021
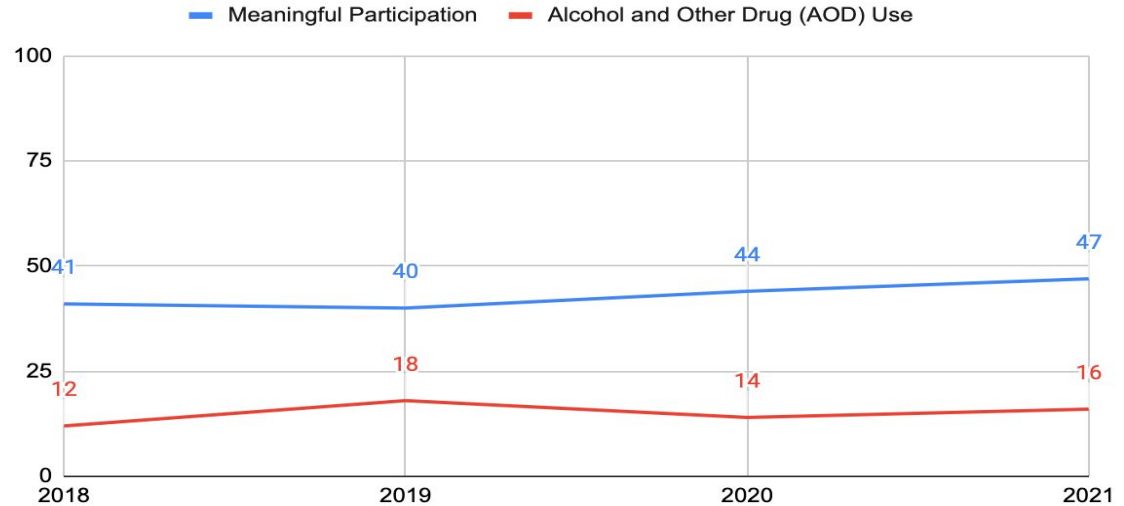
Meaningful Participation at School Scale Questions	Grade 5 %
Meaningful participation at school *(In-School and Hybrid Only)*	
Average reporting "Yes, most of the time" or "Yes, all of the time"	47
Are you given a chance to help decide school activities or rules? *(In-School and Hybrid Only)*	
No, never	36
Yes, some of the time	35
Yes, most of the time	17
Yes, all of the time	12
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	11
Yes, some of the time	37
Yes, most of the time	29
Yes, all of the time	23
Do the teachers and other grown-ups give you a chance to solve school problems? *(In-School and Hybrid Only)*	
No, never	18
Yes, some of the time	22
Yes, most of the time	26
Yes, all of the time	34
Do you get to do interesting activities at school? *(In-School and Hybrid Only)*	
No, never	5
Yes, some of the time	25
Yes, most of the time	35
Yes, all of the time	35

CHKS: Meaningful Participation Scale, Grade 5

Use of Alcohol or Other Drugs, Lifetime *(In-School and Hybrid Only)*

	Grade 5 %
Alcohol, one or two sips	14
Alcohol, a full glass	1
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	1
None of the above	84
Any of the above	16

Question ES A.85-87: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A12.2
Perception of Health Risk of Alcohol and Marijuana Use *(In-School and Hybrid Only)*

	Grade 5 %
Alcohol	
No, not bad	7
Yes, a little bad	34
Yes, very bad	59
Marijuana (smoke, vape, eat, or drink)	
No, not bad	1
Yes, a little bad	5
Yes, very bad	62
I don't know what marijuana is	32

Question ES A.90, 91: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?

**CHKS: Use of Alcohol or Other Drugs, Grade 5**

California Healthy Kids Survey: School Climate, Grade 7

Key Indicators of School Climate and Substance Use

	Grade 7 %	Grade 9 %	Grade 11 %	NT %	Table
School Engagement and Supports					
School connectedness[†Φ]	69	–	–	–	A6.7
Academic motivation[†]	66	–	–	–	A6.7
Monthly Absences (3 or more)[Φ]	6	–	–	–	A6.2
Maintaining focus on schoolwork[†]	36	–	–	–	A6.13
Caring adult relationships[‡]	64	–	–	–	A6.7
High expectations-adults in school[‡]	77	–	–	–	A6.7
Meaningful participation[‡Φ]	29	–	–	–	A6.7
Facilities upkeep[†Φ]	56	–	–	–	A6.16
Promotion of parent involvement in school[†]	54	–	–	–	A6.7
School Safety					
School perceived as very safe or safe[Φ]	71	–	–	–	A8.1
Experienced any harassment or bullying[§Φ]	28	–	–	–	A8.2
Had mean rumors or lies spread about you[§Φ]	32	–	–	–	A8.3
Been afraid of being beaten up[§Φ]	20	–	–	–	A8.3
Been in a physical fight[§Φ]	13	–	–	–	A8.4
Seen a weapon on campus[§Φ]	10	–	–	–	A8.6
Substance Use					
Current alcohol or drug use[¶]	5	–	–	–	A9.5
Current marijuana use[¶]	2	–	–	–	A9.5
Current binge drinking[¶]	1	–	–	–	A9.5
Very drunk or "high" 7 or more times, ever	0	–	–	–	A9.7
Been drunk or "high" on drugs at school, ever	0	–	–	–	A9.9
Current cigarette smoking[¶]	1	–	–	–	A10.3
Current vaping[¶]	2	–	–	–	A10.3

School Climate, 7th Graders

School Climate, 7th Graders
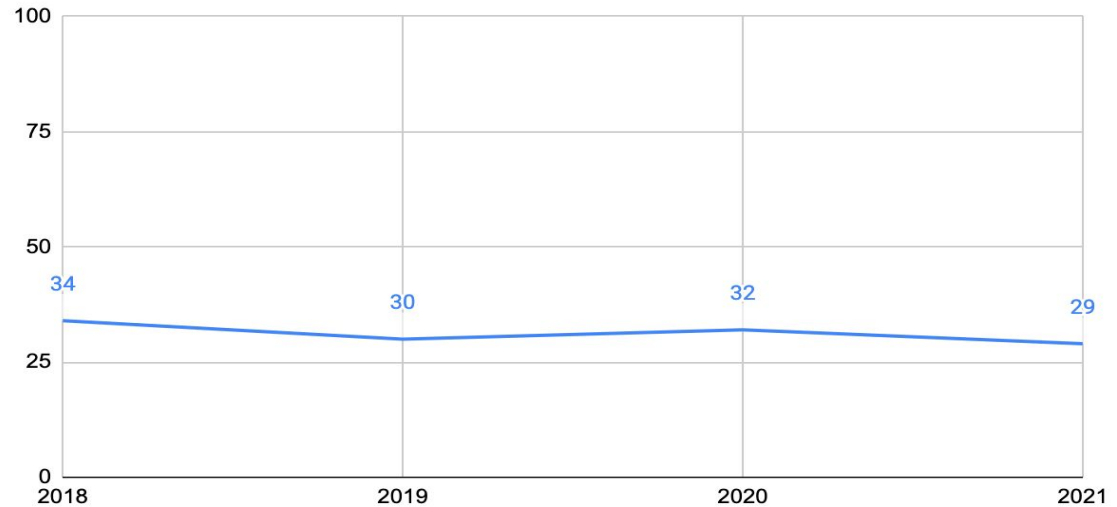
California Healthy Kids Survey, 2021

Meaningful Participation Scale Questions (In-School and Hybrid Only)	Grade 7 %	Grade 9 %	Grade 11 %	NT %
Meaningful participation at school				
Average reporting "Pretty much true" or "Very much true"	29	–	–	–
At school,...				
I do interesting activities.				
Not at all true	11	–	–	–
A little true	40	–	–	–
Pretty much true	34	–	–	–
Very much true	16	–	–	–
I help decide things like class activities or rules.				
Not at all true	42	–	–	–
A little true	36	–	–	–
Pretty much true	14	–	–	–
Very much true	9	–	–	–
I do things that make a difference.				
Not at all true	27	–	–	–
A little true	40	–	–	–
Pretty much true	25	–	–	–
Very much true	8	–	–	–
I have a say in how things work.				
Not at all true	47	–	–	–
A little true	31	–	–	–
Pretty much true	14	–	–	–
Very much true	8	–	–	–
I help decide school activities or rules.				
Not at all true	63	–	–	–
A little true	22	–	–	–
Pretty much true	9	–	–	–
Very much true	7	–	–	–

CHKS: Meaningful Participation Scale, Grade 7

Maintaining Focus on Schoolwork	
	Grade 7 %
It is hard for me to stay focused when doing my schoolwork.	
Strongly disagree	12
Disagree	24
Neither disagree nor agree	21
Agree	25
Strongly agree	18

CHKS: Focus on Schoolwork Scale, Grade 7

Budget Advisory Committee

The Budget Advisory Committee has met 5 times and was asked to provide budget-related LCAP input at its March 2021 meeting.

Key Budget & LCAP priorities:

- Need to find ways to increase enrollment & attendance through innovative programs & Pathways to GUHSD
- Provide learning options for families (HomeFlex/Distance learning)
- Meet student needs after pandemic - academic intervention support, summer school, tutoring, social emotional support
- Need to adopt Science/Social Studies curriculum
- Salaries to attract/retain high quality staff, COLAs should be reflected in salary increases
- Keep an eye on facilities - increase deferred maintenance funds for schools (HVAC improvements, carpet, restrooms, etc.)

SPSA Goals

Lindo Park

- Increase growth on MAP ELA & Math
- Increase positive referrals
- Family Connections

Lemon Crest

- Increase growth on MAP ELA & Fry words
- Multi-step math problems
- Decrease aggression

Lakeview

- Increase growth on MAP ELA
- Communicate mathematical reasoning
- Develop meaningful relationships with students

Riverview

- Increase CAASPP ELA & Math
- Increase socio-emotional health
- Support target language acquisition

Winter Gardens

- Improve writing
- Mathematical reasoning
- Increase socio-emotional health

Lakeside Farms

- Increase Lexile level (Reading)
- Communicate mathematical reasoning
- Increase number of students feeling connected to school

Eucalyptus Hills

- Identifying letters & numbers
- Increase SEL
- Enrichment opportunities

Tierra del Sol

- Meaningful assessment in ELA & Math
- Student Profile behaviors
- Parent engagement

Lakeside Middle

- Increase speaking & listening student outcomes
- Develop empathy
- Enrichment opportunities & parent engagement

Data Walk

Disaggregated data are presented on charts on the walls. Please view the charts and using your marker, add noticings and/or wonderings to the margins of the charts. Please feel free to add to others' noticings/wonderings.

You will have 15-20 minutes to engage with all 12 charts.

We will debrief in the "Strategic Thinking" section.

Data points include:
- Winter, 2020 to Winter, 2021 MAP Growth
- Winter, 2021 MAP Norm Percentiles by Student Group
- Trimester 2 D&F Rates
- Chronic Absenteeism
- Suspensions

Things to know about the charts...

Growth Data

▸ Winter, 2020 to Winter 2021 Only students who had both scores

Achievement Data

▸ Norm: ranks our students in relation to all other MAP test takers nationwide

▸ Percentile: "Our students performed as well as or better that xx% of students across the nation".

Chronic Absenteeism

▸ Refers to how many students were absent for 10% or more of the total instructional school days.

Suspension Rate

▸ Refers to how many students were suspended throughout the school year.

5

Strategic Thinking

LUSD Current Goals

Board Goals

- Academic Achievement: All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies. Schools will set annual goals to improve student outcomes and close achievement gaps.

- Social-Emotional Wellbeing: Students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity. Schools will set annual goals to improve the social-emotional wellbeing of students.

- Physical Environments that Support Student Learning: Schools and individual classrooms will be safe, inviting, and student-centered.

LCAP Goals

1. All students will make academic growth in order to reach mastery of grade level standards, individual goals, and development of the LUSD Student Profile competencies.

2. Students will receive classroom and non-classroom support that enables them to thrive socially and emotionally.

3. Schools and individual classrooms will be safe, inviting, and student-centered.

35

Who are we?

Student groups required to be addressed in the LCAP:

- ▸ Students with Disabilities
- ▸ Socio-Economically Disadvantaged
- ▸ English Learners
- ▸ Foster Youth/Homeless

What do the data tell us?

Academic Growth:

- We could have more growth (minimum or stagnant growth)
- We do have some growth with certain student groups
- Did the hybrid model have something to do with the growth? Could smaller class sizes have made an impact?
- There are some areas of success... can we explore this more closely?

Academic Achievement:

- We are still lower than we could be in terms of national comparisons
- What supports could be put in place for our students in special education?
- Math is lower than reading (and historically has been in LUSD).
- There is a lot to unpack with math- everyone nationally seems to be struggling in this area.

D & F Rates:

- Discrepancy between the middle schools with D&F rates. Why?
- Easier to disengage when students are at home... how much of an impact does work completion have?
- Are we grading based on a student's learning or on other factors getting in the way?
- What might different grading look like? Retesting? Grades not based on participation/work completion

What do the data tell us?

Chronic Absenteeism:

- We saw large jumps in chronic absenteeism, presumably because of Covid. It is important for us to know who those students are so we can provide targeted support for them.
- Absenteeism was increasing even before Covid... engagement is critical!
- What role does transportation play in absenteeism rates?

Suspension:

- What are the reasons for the suspensions?
- (Suspendable offenses are driven by Ed Code)
- How do we measure growth and change with this metric?
- Suspension rates are decreasing as schools build systems to support students.
- Kids need to be in school vs being at home; school needs to be a place where students can grow and be safe. Let's find ways to identify how to help (PBIS, SEL supports).

What do our stakeholders think?

Adults:

- Support teachers
- Support students
- Return safely

Students

- Less homework/more creativity
- Chromebooks for Upper Grades
- Better food/more breaks

Committees:

- Increase enrollment
- Support Students
- Invest in safety
- Invest in staff

What are the foci at our school sites?

▶ Reading Growth

▶ Math Growth

▶ Socio-emotional Growth

- Using data
- Intervention plans
- …possibly increase conversations around supports for student groups
-

Trustee Dialogue

41

Proposed LCAP Goals

Academic Achievement and Supports

- ▶ Schools will set hard targets and action plans to meet their areas of greatest need.

Socio-Emotional Supports

- ▶ Schools will set hard targets and action plans to meet their areas of greatest need.

Engaging/Innovative Programs/Pathways

- ▶ To both increase enrollment and improve "Meaningful Participation"

Proposed LCAP Key Strategies

Academic Achievement and Supports

- Alignment and Calibration to include ELD standards
- KidWatch
- Intervention Teachers
- Grading and report card alignment

Socio-Emotional Supports

- Maintain School Counselors
- Maintain Behavior Team
- Maintain Mental Health Specialists
- Maintain Social Emotional Learning at school sites

Engaging/Innovative Programs/Pathways

Site ideas include:

- Project Lead the Way Pathway
- 4H-FFA Pathway
- Project-based Learning
- Expanded HomeFlex Options

5

Transparency

Next steps

Next steps

- Writing team drafts LCAP
- LCAP preview at DAC/DELAC meeting, June 7
- Review by San Diego County Office of Education, June 8
- Public Hearing at board meeting, June 17
- Revise as necessary
- Adopt at board meeting, June 24

Thank you!

Dr. Paty Fernandez
Kelly Gilbert
Dr. Natalie Winspear
Erin Garcia
Dr Leslie Hardiman
Steve Mull
Jim Rosa
Keith Keiper
Tessa Green
Staci Arnold
Hee-Jin Peterson
Grace Cox

#LUSD LEARNS
Lakeside Union School District