

# Lakeside Union LCAP 2021-2024

Public Hearing  
Board of Trustees Meeting  
June 17, 2021  
Kim Reed, Ed.D, Assistant Superintendent  
Kelly Gilbert, Coordinator

# Today's work...

Governance Roles

1

District Status

3

Strategic Thinking

5

LCAP Approval

2

LCFF Funding and  
Accountability

4

Community Input

6

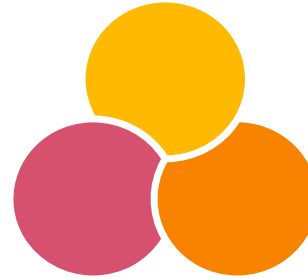
**Transparency**

### **Equity-focused**

“Designed to close persistent opportunity and achievement gaps”

### **Stakeholder Engagement**

“Reflects the meaningful engagement of community stakeholders”



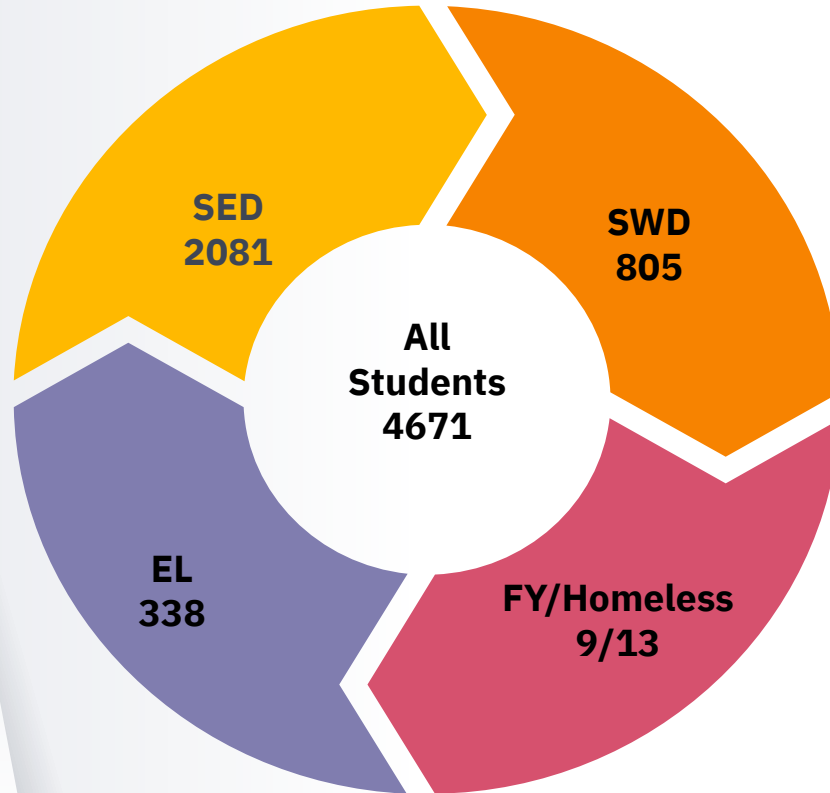
### **Student Driven**

“Serve(s) the needs of all students”

## **LCAP FOUNDATION**

CSBA Governance Brief, May, 2019

# Who are our students?

**SED:**

Socio-Economically Disadvantaged

**SWD:** Students with Disabilities

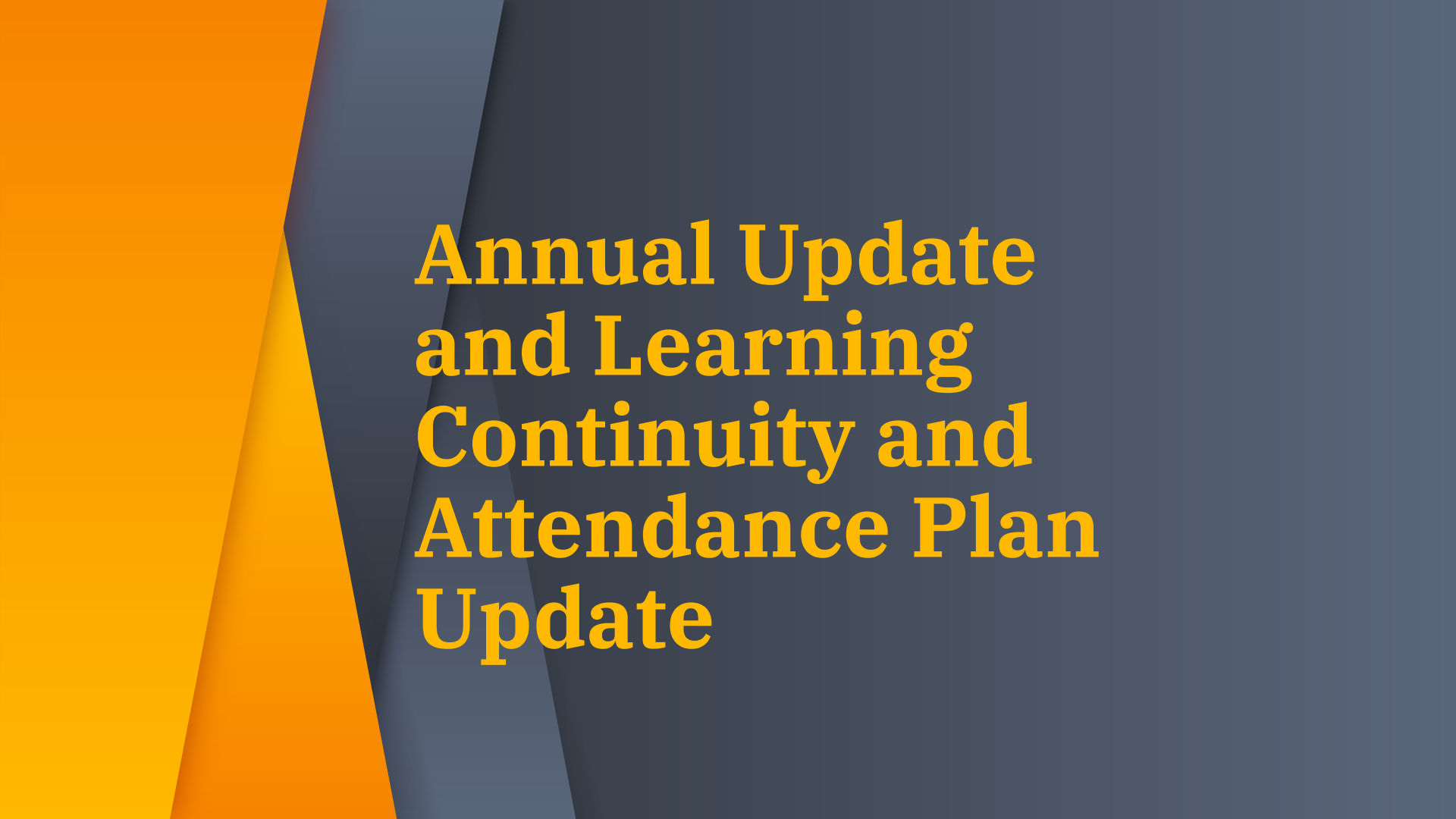
**FY:** Foster Youth

**EL:** English Learner

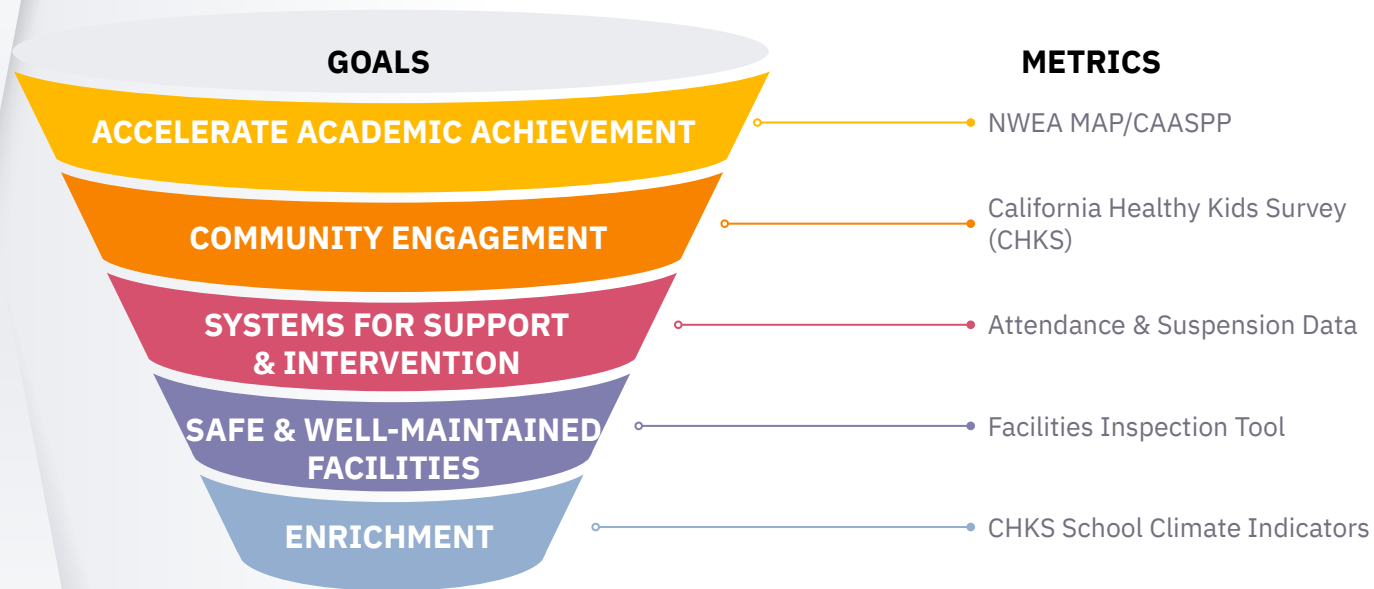
*\*Students may be represented in more than one group.*

The background features a dark blue-grey field with several overlapping, angular shapes in shades of orange and blue. On the left, a large orange shape tapers towards the bottom. Overlapping this is a lighter blue shape, and further right is a darker blue shape. The text 'Looking back...' is centered in a yellow, serif font.

Looking back...

The background features a dark blue-grey field with several overlapping, angular shapes in shades of orange and yellow on the left side, creating a modern, layered effect.






# **Annual Update and Learning Continuity and Attendance Plan Update**



# Quantitative Data

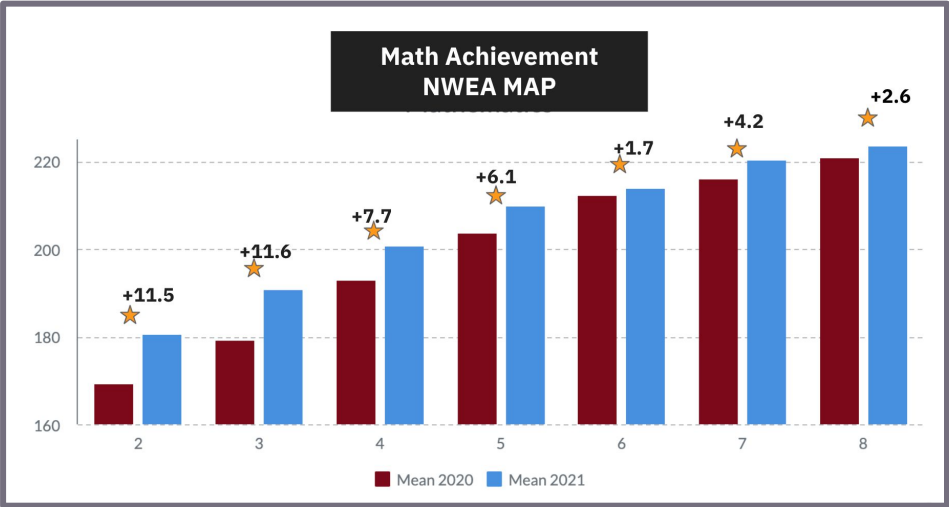
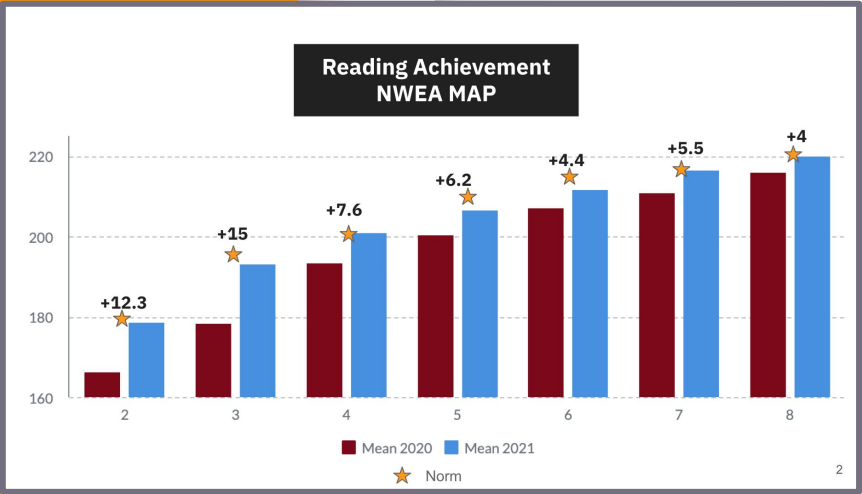


# Progress Towards Achievement of Metrics

<b>Accelerate Academic Achievement</b>  <p>4 out of 6 goals met*</p> <ul style="list-style-type: none"> <li>- access to sufficient materials</li> <li>- ELD support</li> <li>- access to a broad course of study</li> <li>- appropriately credentialed and assigned teachers</li> <li>- paused NGSS adoption</li> <li>- reclassification rate not met (7%, goal: 13%)</li> </ul>	<b>Community Engagement</b>  <p>3 out of 3 goals met*</p> <ul style="list-style-type: none"> <li>- 81% of families are satisfied with opportunities for meaningful participation in school (from 69% to 81%)</li> <li>- increased participation in District Advisory Council (from 45% to 64%) &amp; District English Language Advisory Council (from 64% to 73%)</li> <li>- multiple means of communication with families</li> </ul>	<b>Systems for Support &amp; Intervention</b>  <p>3 out of 5 goals met*</p> <ul style="list-style-type: none"> <li>- no students dropped out</li> <li>-no students were expelled</li> <li>- suspension rates declined*</li> <li>- 60% of the CHKS School Climate Key Indicators were met (see Enrichment goal)</li> <li>- positive attendance rates decreased significantly (although virtual learning had a significant impact on this)</li> </ul>	<b>Safe &amp; Well-Maintained Facilities</b>  <p>0 out of 2 goals met</p> <ul style="list-style-type: none"> <li>- all sites received a “fair” rating on the FIT (goal: 100% good or above)</li> <li>- 83% of families reported feeling satisfied with facilities at their child’s school (goal: 90%)</li> </ul>	<b>Enrichment</b>  <p>1 out of 2 goals met</p> <ul style="list-style-type: none"> <li>- 100% of students have access to a broad course of study</li> <li>-60% of the CHKS School Climate Key Indicators were met:</li> <li><i>Elementary: -meaningful participation 42% (85%)</i></li> <li><i>-Middle School: -school connectedness 69% (87%)</i></li> <li><i>-high expectations 77% (79%)</i></li> <li><i>-meaningful participation 29% (38%)</i></li> </ul>
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\* some goals were not able to be measured due to Covid-19’s impact on assessment and participation

# Successes



# Successes

## Climate:

Decreased  
Suspensions

*As of May 19, 2021, LUSD had 8 suspensions vs 123 the previous year to May 19, 2020.\**

## Engagement:

Increased  
Connectedness

*School Connectedness*

*Elementary: 86%; (up from 75%)*

*Caring Adult Relationships*

*Elementary: 82% (up from 68%)*

*Middle: 64% (up from 51%)*

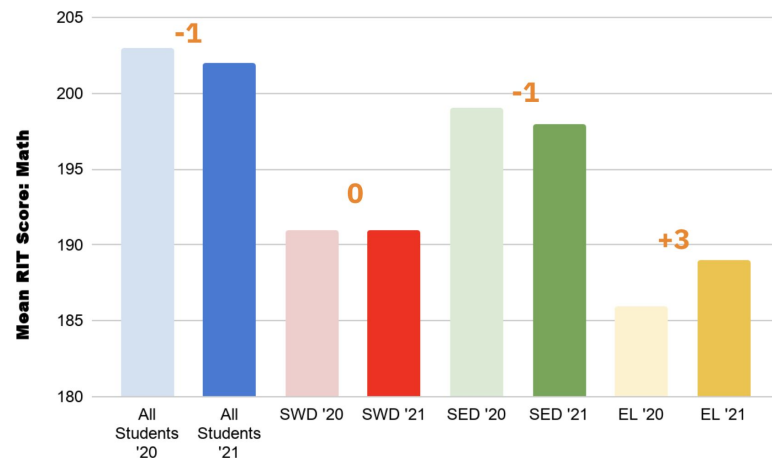
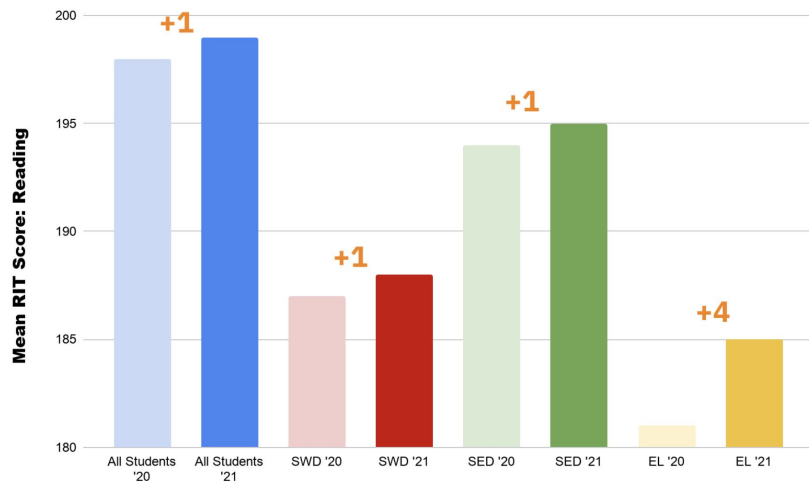
## Academics:

Decreased  
Academic Gaps for  
English Learners

*While achievement gaps persist, our EL made marginal gains towards closing the gap in reading and math.*

*\*consider the impact of the Covid pandemic when interpreting these numbers- many students were learning from home.*

# Academic Growth & Gaps by Student Group (NWEA MAP)



# Identified Need

## Engagement

*Meaningful  
Participation in  
School*

*California Healthy Kids Survey*

## Academics: Reading

*English Learners and  
Students with  
Disabilities*

*NWEA MAP and CAASPP*

## Academics: Mathematics

*English Learners and  
Students with  
Disabilities*

*NWEA MAP and CAASPP*

# Qualitative Data

# Successes

## LUSD Staff

*Stellar support for  
students and  
parents*

*Strong respect for  
the parent voice*

## Learning Options

*Multiple options for  
students including  
Distance Learning,  
Hybrid, Full  
In-Person*

## Immersion Programs

State of the art  
Immersion  
programs

# Identified Need

## Staff, parents, community members and bargaining teams:

- A. Need to find ways to increase enrollment & attendance through innovative programs & pathways to GUHSD*
- B. Provide learning options for families (ie: Flex School)*
- C. Meet student needs after pandemic - academic intervention support and social emotional support*
- D. Need to adopt Science/Social Studies curriculum*
- E. Salaries to attract/retain high quality staff, COLAs should be reflected in salary increases*
- F. Keep an eye on facilities - increase deferred maintenance funds for schools (HVAC improvements, carpet, restrooms, etc.)*



# Identified Need

## Parents and Staff:

*A. Retaining and supporting high quality teachers to provide supports to students*

*B. Need to support students both socio-economically and academically*

Surveys and Committee Input

# Identified Need

## Students

- A. Rethink or eliminate homework*
- B. More engaging learning opportunities (creativity, hands-on learning)*
- C. Switch to Chromebooks instead of iPads for middle school students*

Surveys

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**Looking forward...**

# LUSD Current Goals

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

## LCAP Goals, 2021-2024

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 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.
3. **The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.**

# Goal 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.**

# Goal 1: Academic Growth

## Primary Metrics

- ▶ Winter to Winter MAP growth by student group, E/LA and Math
- ▶ ELPAC Progress & Reclassification Rates
- ▶ CAASPP by Student Groups

# Goal 1: Alignment & Calibration (A/C)

- ▶ Selecting key standards
- ▶ Adding aspects of Student Profile
- ▶ Creating authentic performance tasks to assess
- ▶ Principal and Lead Teachers
- ▶ Release time, PD Days, District-wide PLCs
- ▶ Summer Workshops

# Goal 1: MTSS, Academics

- ▶ Universal screener and progress monitoring tools
- ▶ Rigorous, engaging core instruction (A/C, GLAD Strategies)
- ▶ Tiered supports
- ▶ Evidence-based interventions
  - ▷ Phonics
  - ▷ Fluency
- ▶ MTSS Teachers on Special Assignment
- ▶ Kid Watch



# Goal 1: Academic Growth

## Key Actions

Maintenance: Routine and Deferred	\$2,000,000
Expanded Learning: Intervention Teachers, Aides, Summer School	\$1,900,000 (ELOG)
Meaningful Integration of Technology: Devices, staff, applications	\$1,600,000
MTSS, Academics: Universal screeners and progress monitoring, data monitoring tool, staff, English learner support	\$1,100,000
Standards alignment/calibration: Summer institutes, teacher release, committee stipends (A/C Leads, Homework, Grading, Report Card), Cabinet and Principal Professional Learning	\$342,000
Parent Engagement: Community Liaisons, Thought Exchange	\$200,000
Material Adoptions: Science, English, H/SS Curriculum Guide Team	\$59,000

# Goal 2

**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.**

## Goal 2: Socio-Emotional Growth

### Primary Metrics

- ▶ California Healthy Kids Survey, Staff Survey, Parent Survey
- ▶ Suspension rates
- ▶ Expulsion rates

## Goal 2: Socio-Emotional Growth

- ▶ District-wide Socio-emotional instruction
- ▶ Behavior Team
- ▶ Universal Screener and Tiered Supports
- ▶ Curriculum adoption
- ▶ Staffing
- ▶ Student Risk Screening Scale

# Goal 2: Socio-emotional Growth

## Key Actions

Staffing to support SEL: Counselors, Assistant Principals, Coordinators	\$2,000,000
MTSS, Socio-emotional: See Goal 1	See Goal 1
Behavior Team: Behavior Specialists, Behavior Aides, PBIS Aides, Wellness Together mental health support	\$1,400,000 (part ELOG)
Equity Mindsets: Contract with SDCOE to raise equity consciousness	\$28,000
Attendance Tracking	\$21,000
Material Adoption: District-wide SEL curriculum	\$10,000
Socio-emotional support for staff	\$5,000

# Goal 3

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

# Goal 3: Innovation and Engagement

## Primary Metrics

- ▶ California Healthy Kids Survey, Staff Survey, Parent Survey
- ▶ Chronic absenteeism by student group
- ▶ Dropout rates by student group

## Goal 3: Innovation and Engagement

- ▶ Flex School
- ▶ Signature Programs
- ▶ Innovative Learning Models
- ▶ Community partnerships
- ▶ Staffing, Curriculum
- ▶ Professional Learning
- ▶ Seed Money



# Goal 3: Innovation and Engagement

## Key Actions

Standards alignment/calibration: See Goal 1	See Goal 1
Flex School: Staff, Curriculum	\$625,000
Signature Program Support: Immersion, Arts	\$36,000
Innovative Learning Models: Seed Money	\$18,000
Partnership with Strong Workforce and Ca Center for the Arts Exploration	0

# **Stakeholder Feedback and LCAP Correlation**

LCAP Goal 1	LCAP Goal 2	LCAP Goal 3
Engagement	Meet student academic and SEL needs	Engagement
Academic: Reading & Math	Retaining/supporting quality teachers	Increased Enrollment:
Meet student academic and SEL needs		Learning Options for Families
Adopt Science/Social Studies curriculum		Meet student academic and SEL needs
Keep an eye on facilities		
Retaining/supporting quality teachers		
Rethink or eliminate homework		
Engaging learning opportunities		
Chromebooks		

# Budget Overview for Parents

Included in Erin's Upcoming Presentation

**Thank  
you!**



**#LUSD  
LEARNS**

Lakeside Union School District