

Lakeside Union LCAP Presentation

Board of Trustees Meeting
June 16, 2022

LUSD Local Control and Accountability Plan (LCAP) Review

01 *LCAP Goals and Local Indicators*

What are our mandates?

02 *Current Status*

Brief review of current state in LUSD

03 *LCAP Goals and Metrics*

Progress on LCAP Goals

04 *Community Input*

What did students, staff and parents have to say about supporting students?

05 *Looking Forward*

Where are we headed in the next 3-5 years?

06 *Reasons to celebrate!*

We are doing SO MUCH amazing work!



01

***LCAP Goals &
Local Indicators***

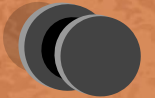
Today's Work: Review Progress and Recommit to our goals

LCAP Goals

Review LUSD 3 year LCAP goals against community input and data. Identify next steps.

Local Indicators

Review local indicators identified by CDE and LUSD progress on local indicators.



LUSD LCAP GOALS



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 2

All 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 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.

CA State Priorities become State and Local Indicators

Priority 1



Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

Priority 2



Implementation of academic content and performance standards adopted by SBE

Priority 3



Parental Involvement and Family Engagement

Priority 4

Student Achievement

Priority 5

Student Engagement

Priority 6



School Climate

Priority 7




Access to a broad course of study

Priority 8

Other Student Outcomes



= Local Indicators



CA Dashboard: ***Local Indicators***

Board of Trustees Meeting
June 23, 2022



The California Dashboard is an accountability model that is designed to help educators and families identify a district or school's strengths and areas for improvement. There are state and local measures annually reported on the dashboard.

CALIFORNIA SCHOOL DASHBOARD

11 Indicators to Measure Performance

6 State Indicators

Performance Categories:



College & Career

Percent of students prepared for college & career

Graduation Rate

Percent of students who earn a regular H.S. diploma

Academics - ELA & Math

Distance from the lowest score needed for "Standard Met"

English Learner Progress

Percent of English Learners making progress

Chronic Absenteeism*

Suspension Rate

Percent of students who were suspended

5 Local Indicators

Performance Categories:

Met / Not Met / Not Met for 2+ Years

Basic Conditions

Implementation of Academic Standards

Parent Engagement

School Climate

Access to a Broad Course of Study*

How is performance measured in the California School Dashboard?

❖ *Measures performance on State Priorities in 11 areas*

➤ *6 state indicators*

➤ *5 local indicators*

5 Local Indicators

Performance Categories:
Met / Not Met / Not Met for 2+ Years

Basic
Conditions

Implementation
of Academic
Standards

Parent
Engagement

School
Climate

Access to a
Broad Course
of Study*

What are the local indicators?

❖ *5 Local Indicators*

- *Basic Conditions*
- *Implementation of State Academic Standards*
- *Parent Engagement*
- *School Climate*
- *Access to a Broad Course of Study*

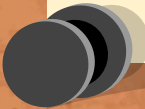
***When it comes to reporting,
District performance is reported
based on meeting the standard
as one of the following...***



MET



NOT MET



Not Met for 2 or more years

Reporting

The State Board of Education (SBE) has approved the following performance standards for each of the local indicators. An LEA must do the following:

Annually measure its progress in meeting the requirements of the specific LCFF priority.

Report the results as part of a non-consent item at the same public meeting of the local governing board/body in which the LCAP is adopted.

Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

**An LEA must meet ALL THREE performance standards in order to receive a performance rating of “MET”*

Priority 1: Basic Conditions



Teachers

CDE will be responsible for reporting this data



Books

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**



Facilities

Number of identified instances where facilities do not meet the “good repair” standard including deficiencies and extreme deficiencies: **9**

Priority 2 - Implementation of Standards and Curriculum

Professional Learning



Professional Learning in ELA, Math and Science are **fully implemented**.

ELD is in the **initial phase of implementation**

History/Social Science is in the **initial stages of implementation**

Alignment of Instructional Materials



ELA is rated as **initially implemented** approaching **full implementation**

Math is **fully implemented**

Science is **initially implemented**

ELD is **beginning development**

History/Social Science is in the **exploration and research** stage

Support of Instructional Delivery



ELA and Science support are **fully implemented**

Math is in the **initial phase of implementation**

ELD and History Support are in the **beginning phases**

Implementing Other Academic Standards



Career Technical Education is in the **exploration and research phase**

Health is in the **beginning implementation phase**

PE and VAPA are in the **initial phase of implementation**

World Language is **fully implemented**

Rating Scale
(lowest to highest):

- 1 Exploration and Research Phase;**
- 2 Beginning Development;**
- 3 Initial Implementation;**
- 4 Full Implementation;**
- 5 Full Implementation & Sustainability**

Priority 2: Support for Teachers and Administrators

Rating Scale
(lowest to highest):

- 1 **Exploration and Research Phase;**
- 2 **Beginning Development;**
- 3 **Initial Implementation;**
- 4 **Full Implementation;**
- 5 **Full Implementation & Sustainability**

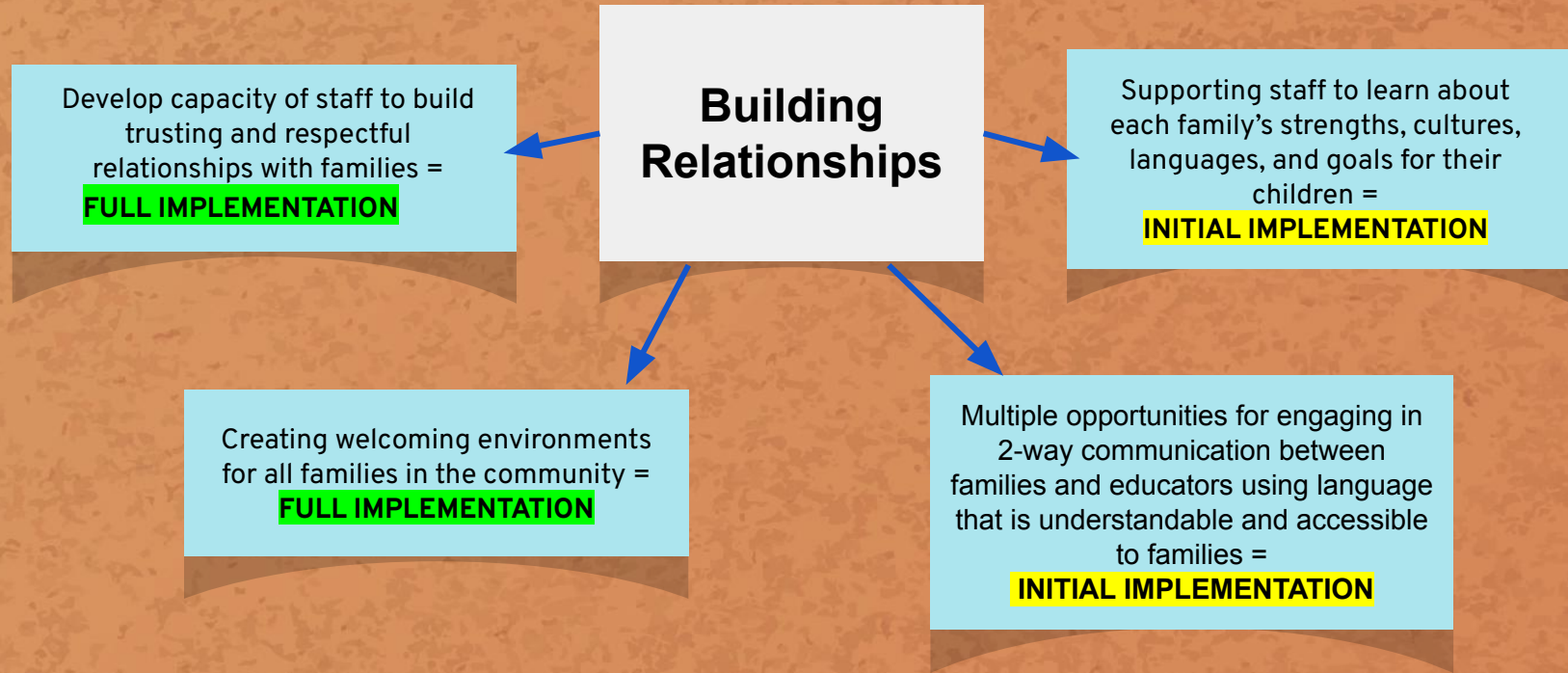
Identifying the professional learning needs of groups of teachers or staff as a whole

Identifying the professional learning needs of individual teachers

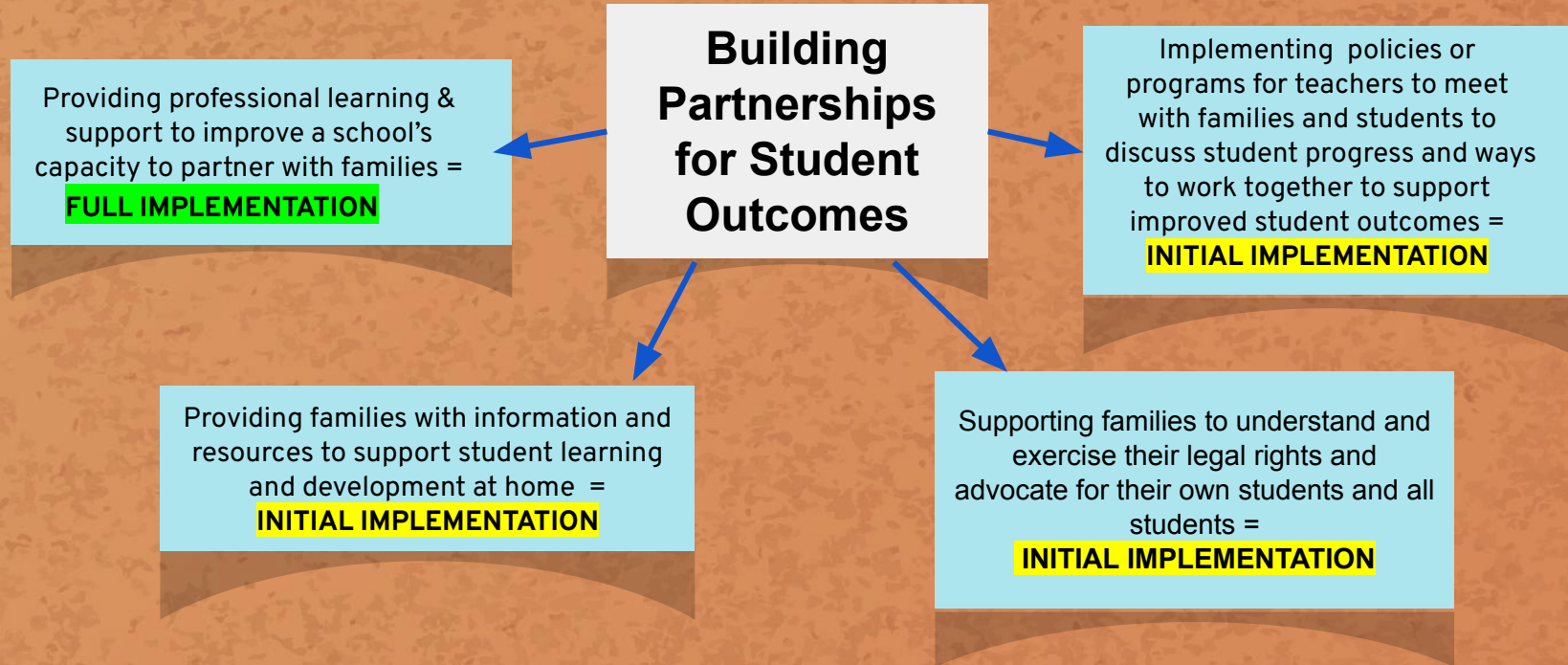
Providing support for teachers on the standards they have not mastered

Initial Implementation

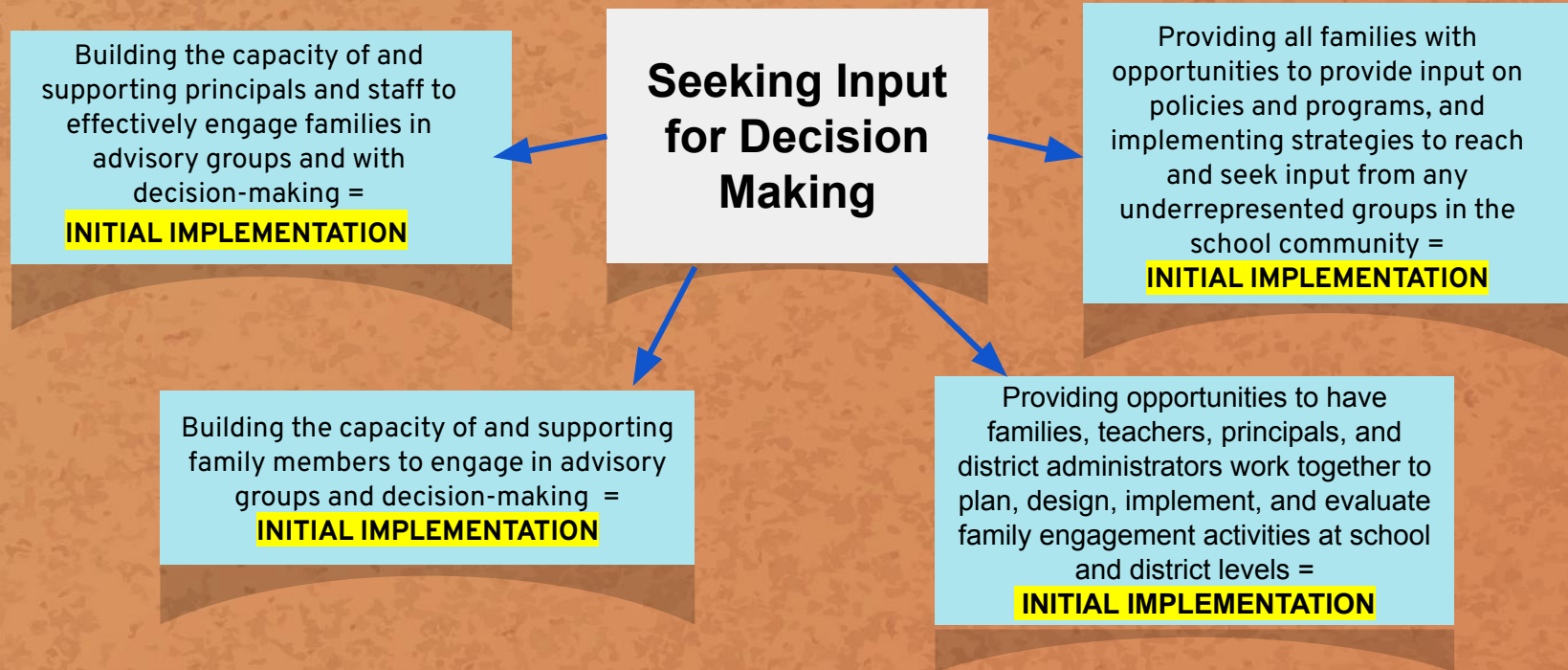
Priority 3: Parent & Family Engagement



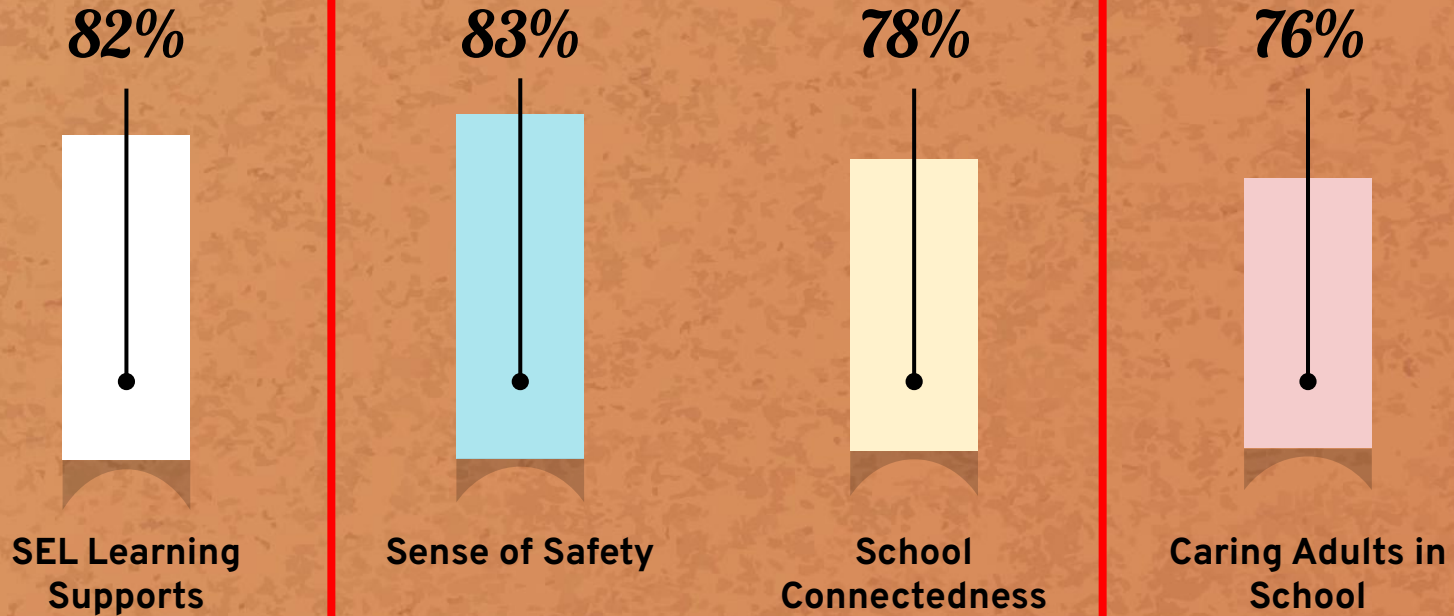
Priority 3: Parent & Family Engagement



Priority 3: Parent & Family Engagement

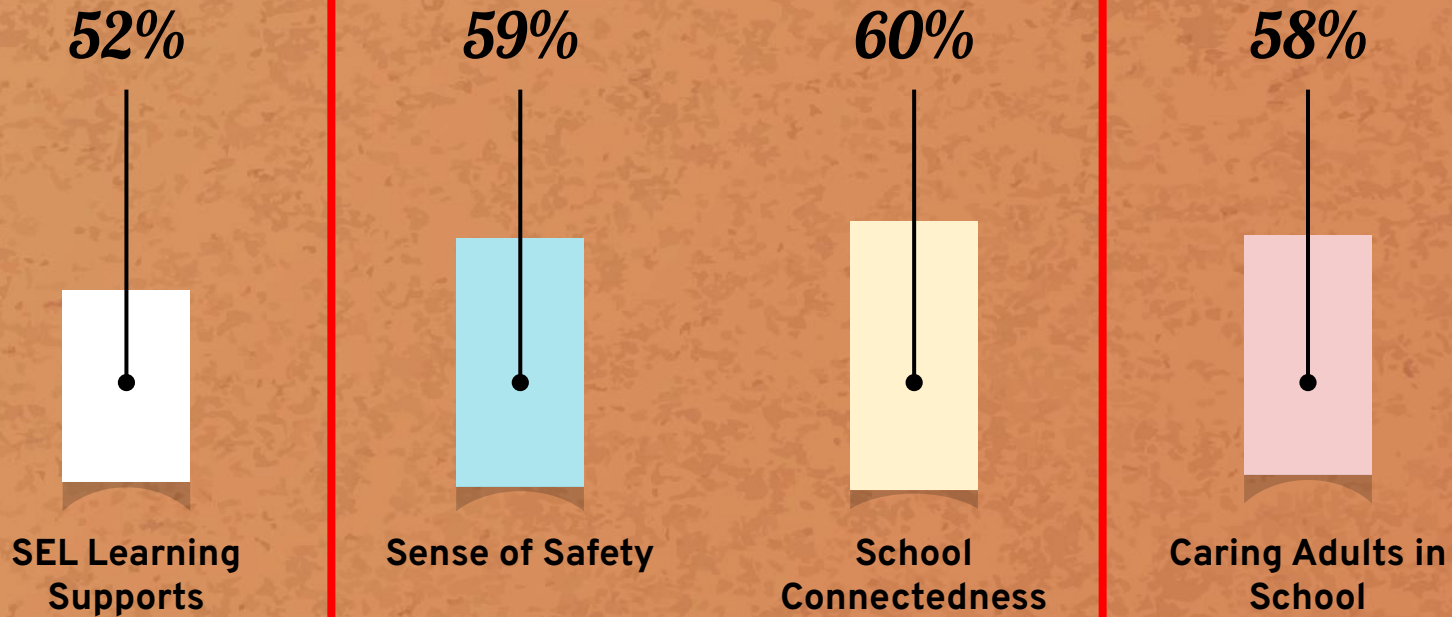


Priority 6: School Climate (5th grade students)



***Source:** California Healthy Kids Survey - Elementary*

Priority 6: School Climate (7th grade students)



***Source:** California Healthy Kids Survey - Middle school*

Priority 7: Access to a Broad Course of Study

Measures and Tools

- Student Information System (Infinite Campus)
- Illuminate DnA
- Universal Screeners
- Master Schedules

Differences

- All Elementary students have access to ELA, Math, Social Science, Science, VAPA, health, and PE.
- Students in grades 6th-8th are required to enroll in all core curricular areas, and offer a seven period day to ensure the needs of students are met.
- World language electives, Spanish & Mandarin immersion classes, VAPA, and CTE courses are also offered for all 6th-8th grade students.
- Gen ed students have the option of taking two electives, while SDC, RSP, and EL students have one support class and one elective embedded in their school schedules.

Priority 7: Access to a Broad Course of Study

Barriers

- 2 out of 6 elementary schools in the district offer immersion programs at their sites while both middle schools offer Spanish & Mandarin immersion classes at their sites
- Ensuring equal access to a broad course of study for English Learners (EL) and Students with Disabilities (SWD)
 - Academic support classes for EL & SWD
 - Electives

Next Steps

- Continue the implementation of the Multi-Tiered System of Support (MTSS) framework
- Explore and find ways to focus more on an inclusion model at the middle school level to help EL and SWD students to access a broad course of study comparable to their gen ed peers
- Continue to prioritize the reclassification of EL students with a target goal of 5 years or less
- Ongoing monitoring of designated and integrated ELD coursework is a priority



02

Current Status

Who are our students?

*Socioeconomically
disadvantaged*

42.8%

*Students with
Disabilities*

18.2%

English Learners

8.2%

Homeless/Foster

.2%/.3%

All Students

4,507

March LCAP Update Review

Strengths

1

All grade levels and student groups have shown growth from fall to winter

2

All grade level cohorts have made growth from Winter 2021 to Winter 2022

3

We are reducing the number of students “at risk” of internalizing and externalizing behaviors as the year progresses

4

We continue to make progress in building systems of support for students

Challenges

1

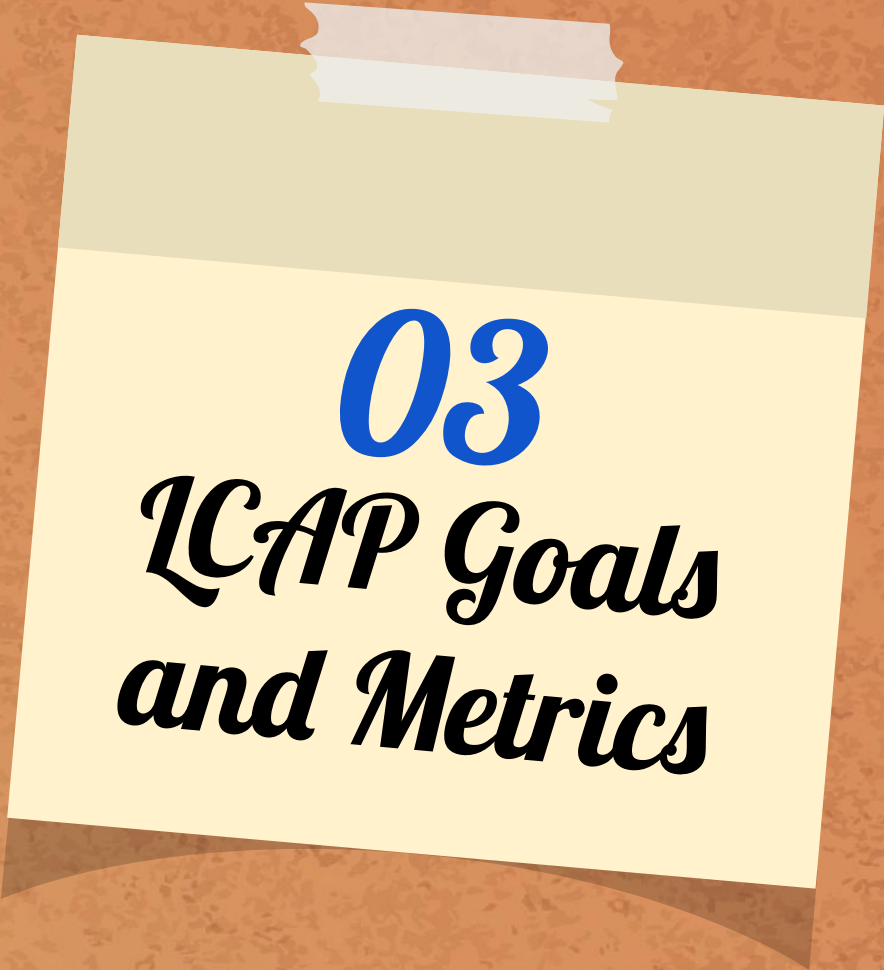
Achievement gaps remain between all students and student groups (EL, SWD, SED)

2

Student perceptions of school connectedness have decreased slightly

3






Some of our work was delayed due to the continued effects of COVID




03

***LCAP Goals
and Metrics***

LCAP GOALS - our current progress on metrics (review of data presented in Feb)

<p>Accelerate Academic Achievement </p> <p>3 of 5 desired outcomes met</p> <ul style="list-style-type: none"> -access to sufficient materials - access to a broad course of study - appropriately credentialed and assigned teachers - reclassification rate not met (7.6%, goal 13%) - Winter mean RIT scores are approaching national norms for each grade level 	<p>Community Engagement </p> <p>3 of 5 desired outcomes met</p> <ul style="list-style-type: none"> - DAC and DELAC representation - ELAC regular meetings - School Site Councils regular meetings - meaningful parent participation in school increased significantly (+40%) but did not hit the 85% target -district parent nights not held due to COVID 	<p>Systems for Support and Intervention </p> <p>5 of 5 desired outcomes met</p> <ul style="list-style-type: none"> - no students dropped out - no students were expelled - suspension rates declined -attendance rates increased at all schools - MTSS Systems development is on track <ul style="list-style-type: none"> • TOSAs supporting sites • KidWatch in place 	<p>Safe and Well Maintained Facilities </p> <p>2 of 4 desired outcomes met</p> <ul style="list-style-type: none"> - improved parent perceptions of safety - improved staff perceptions of safety - decreased student perception of safety (83% elementary/ 59% middle school students report feeling safe at school) - all sites received a "fair" rating on the FIT (goal: 100% good or above) 	<p>Caring, Support and Connectedness </p> <p>No desired outcomes met</p> <ul style="list-style-type: none"> - 82% of middle school and 56% of elementary school students report receiving social emotional learning supports at school most or all of the time (goal 86%) - 60% of middle school and 78% of elementary school students report feeling connected to school (goal 85%) -58% of middle school and 76% of elementary school students report that they have caring adults in school. (goal 85%)
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04

Community Input

Student Input

1,440 students
participated in the
survey!



School work

Students asked for less assigned work and more time to complete assigned work including less homework



Engagement

Students asked for increased opportunities for engagement such as field trip and hands on learning



Mental Health Supports

Students focused on kindness, including addressing bullying and ensuring they had adults who welcomed them and supported them.



Prepared for life

Students asked to learn skills that would prepare them for adulthood

Parent Input



Behavior Supports for Students

Parents cited increased problem behaviors including bullying



College and Career Readiness

Parents request a focus on preparing students for life after school



Student Engagement

Including a return to field trips and hands on learning



Diversity, Equity and Inclusion

Inclusion of all students, respect for differences and a focus on equity.

646

Parents participated in the survey



Staff Input

131 Staff Responses

90 Certificated
41 Classified

01

Increased
Behavior
Supports for
students

02


Staff Supports and
Professional
Development with a
focus on meeting
behavioral needs

03

Focus on Mental
Health and
Wellbeing of
students

04

Continued and
Increased
Interventions
for Students



05

Looking Forward

Getting “back on track” in 22-23



Alignment and Calibration

Grade level release and performance task work will resume



Family Nights

We are starting to plan for 2 amazing Family Nights, one in the fall and one in the spring



Intervention without COVID

We will maintain our intervention efforts without the added challenge of COVID absences

Leveraging our Resources

MTSS TOSAs

Our expanded TOSA team will offer sites increased direct support in creating and implementing intervention systems

Parent Liaisons

Adding an additional Parent Liaison will allow us to provide more support to sites for parent engagement efforts

Special Education Program Specialists

Adding an additional Program Specialist will allow more direct to sites for their special education programs





06

*Reasons to
Celebrate!*

We are AWESOME!

Kidwatch

Is at ALL sites

Mental Health

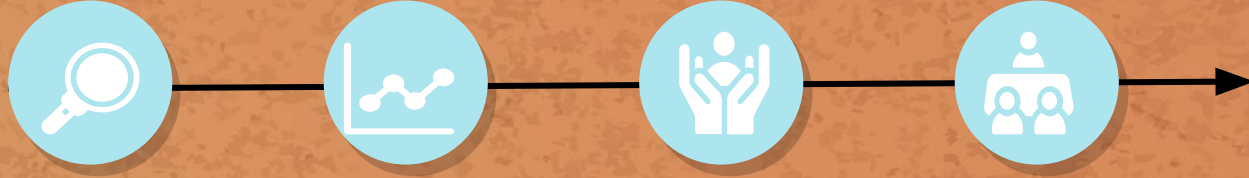
Services are available to students at school and over the summer

Educlimber

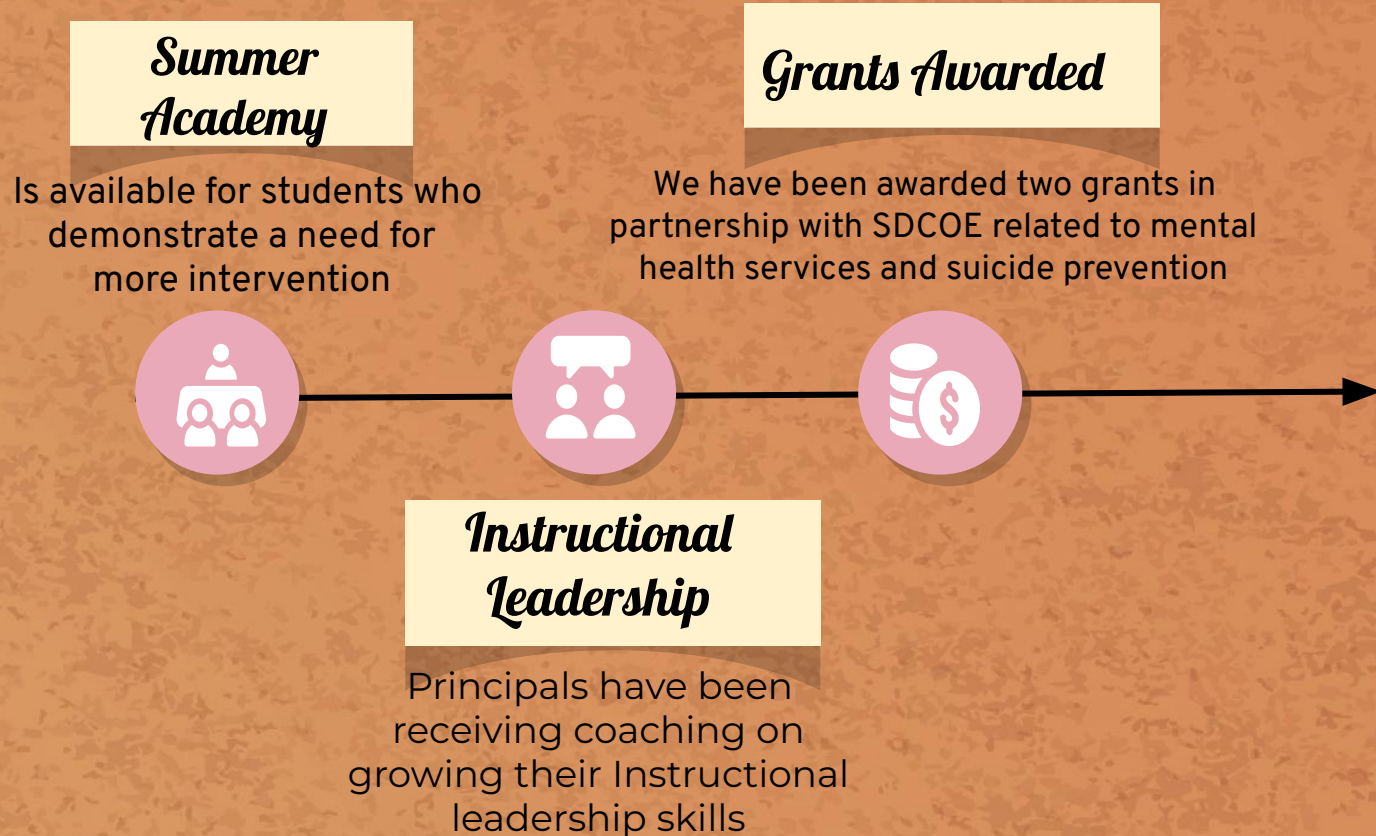
Will provide actionable data for teams in one place

Summer PD

Is available to all teachers and classified staff in behavior, trauma, engagement and intervention programs



We are AWESOME!





Thank you!

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*Can I answer
any questions?*