Lakeside Union LCAP Presentation

Board of Trustees Meeting
June 15, 2023

LUSD Local Control and Accountability Plan (LCAP) Review

01 LCAP Goals and Local Indicators

02 Current Status

03 22-23 Outcomes and Progress

04 Educational Partner Input

05 Looking Forward to 23-24

01

LCAP Goals & Local Indicators

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 on June 22nd

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

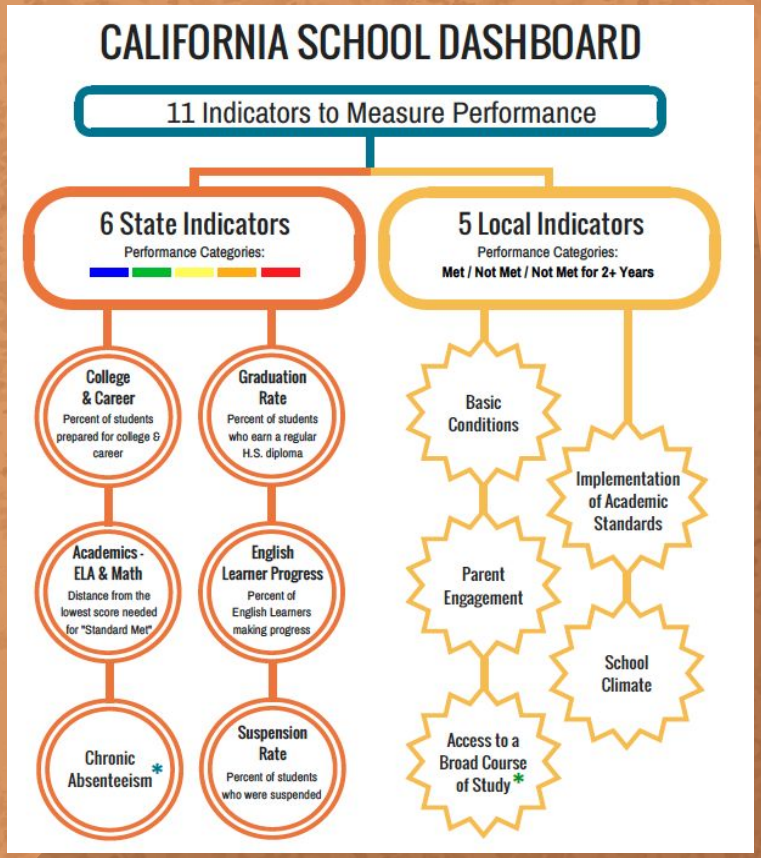
= Local Indicators

CA Dashboard:
Local Indicators

Board of Trustees Meeting
June 22, 2023

California School
DASHBOARD

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.



How is performance measured in the California School Dashboard?

- Measures performance on State Priorities in 11 areas
  - 6 state indicators
  - 5 local indicators

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

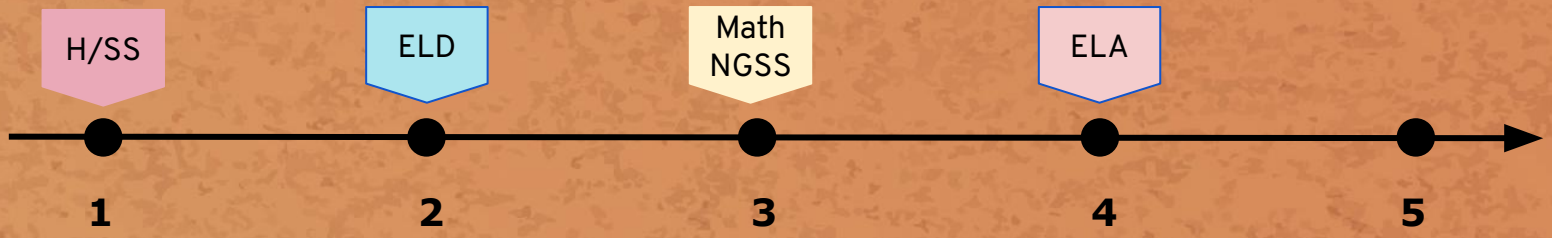
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: **0**

Facilities

Number of identified instances where facilities do not meet the "good repair" standard including deficiencies and extreme deficiencies: **7**

Priority 2 - Implementation of Standards and Curriculum

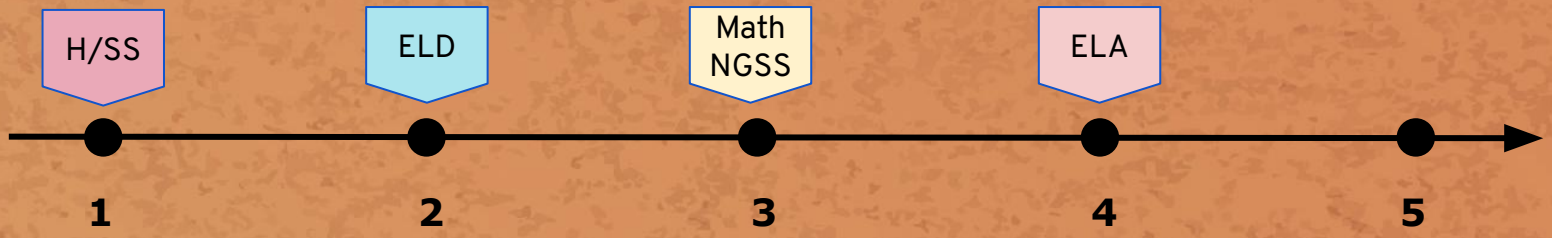
Rate LUSD's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.



Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Priority 2 - Implementation of Standards and Curriculum

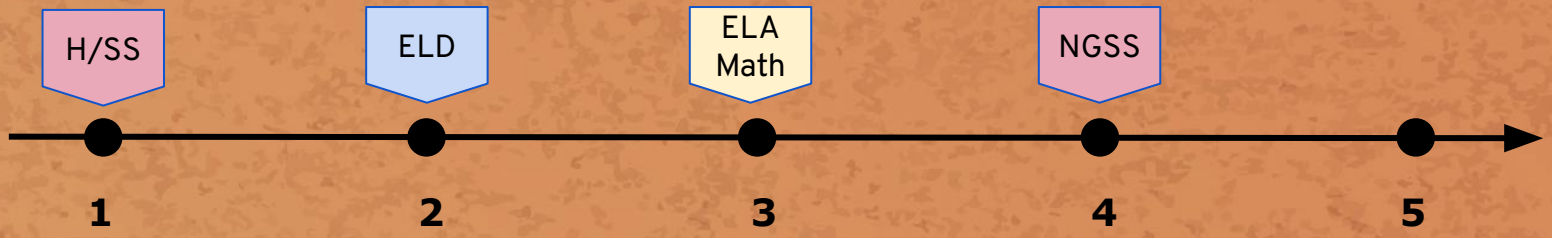
Rate LUSD's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in classroom where the subject is taught.



Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Priority 2 - Implementation of Standards and Curriculum

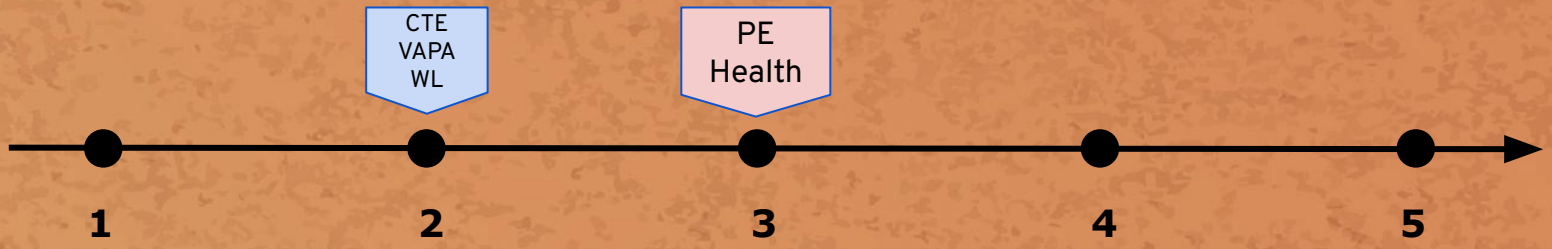
Rate LUSD's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g. collaborative time, focused classroom walkthroughs, teaching pairing).



Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Priority 2 - Implementation of Standards and Curriculum

Rate LUSD's progress implementing each of the following academic standards adopted by the state board for all students.



Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Priority 2: Support for Teachers and Administrators

Rate LUSD's success in engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

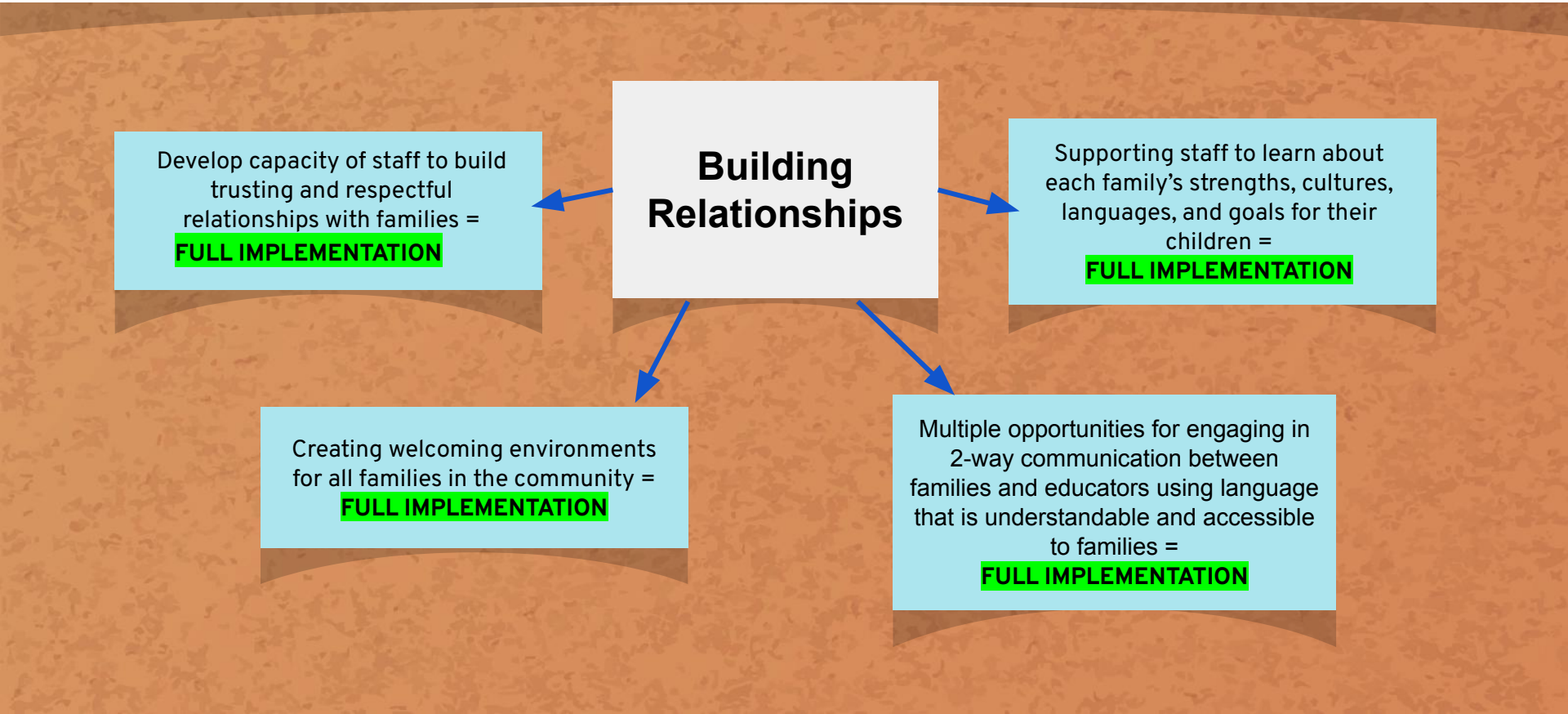
Identifying the professional learning needs of groups of teachers or staff as a whole

Identifying the professional learning needs of individual teachers

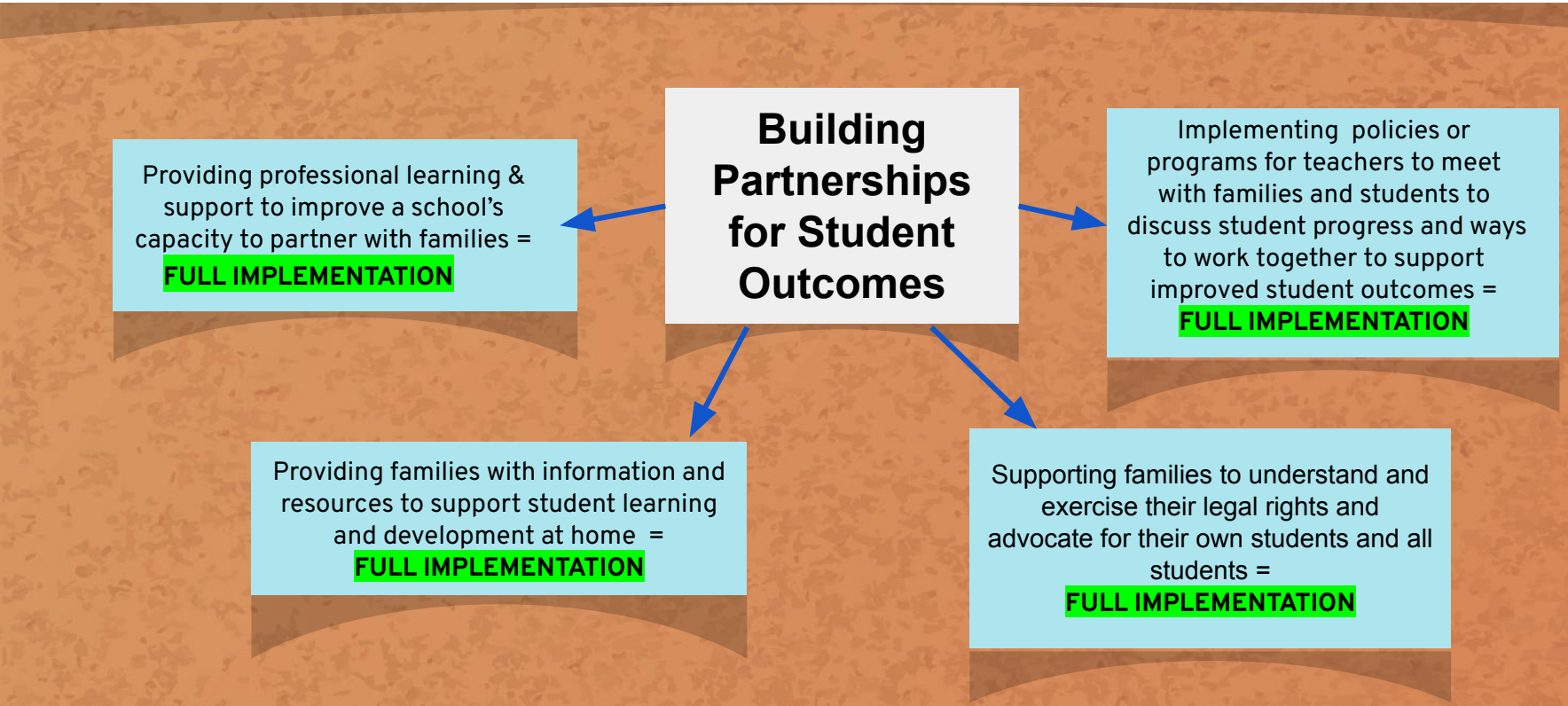
Providing support for teachers on the standards they have not mastered

Initial Implementation

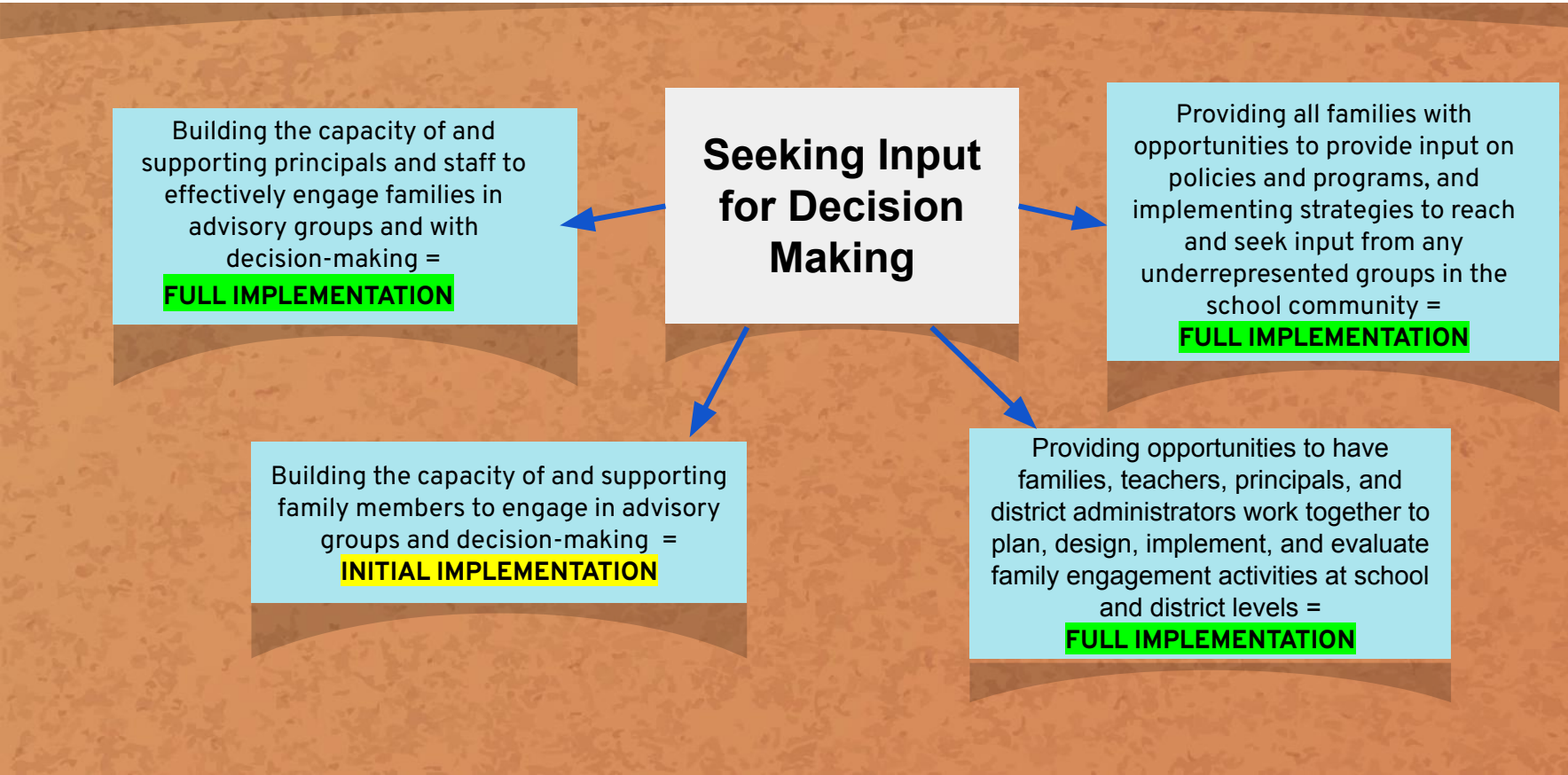
Priority 3: Parent & Family Engagement



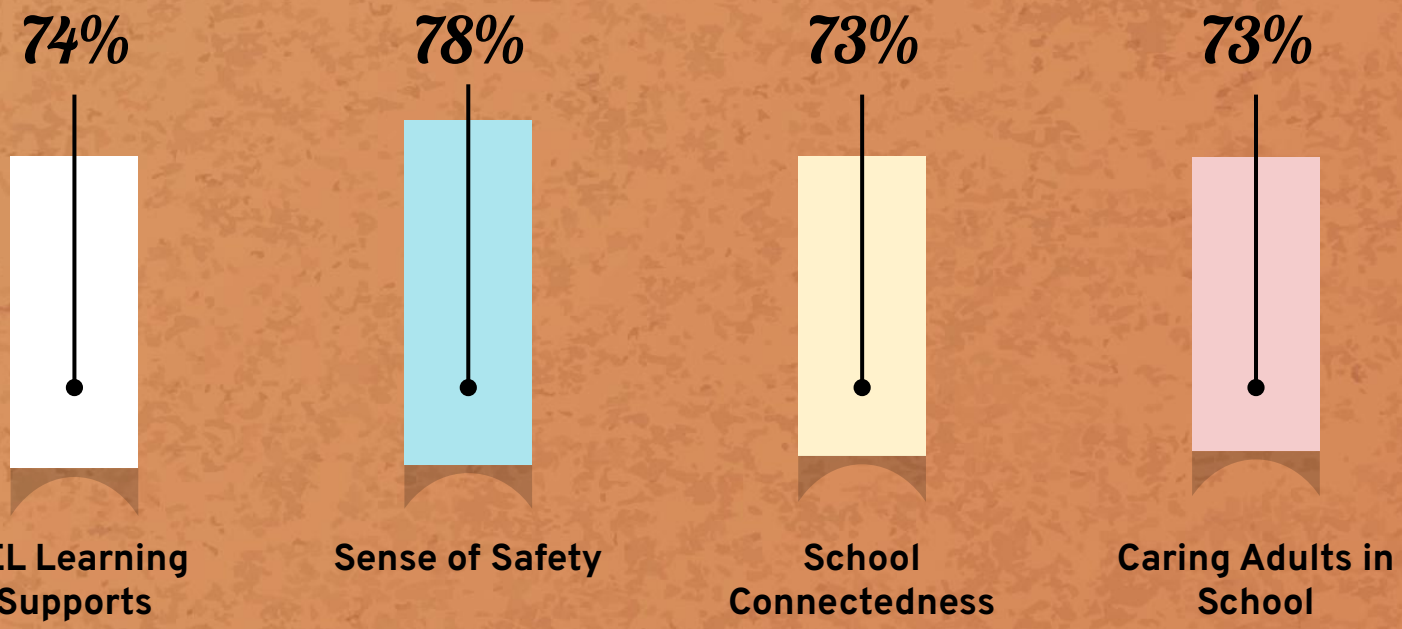
Priority 3: Parent & Family Engagement



Priority 3: Parent & Family Engagement

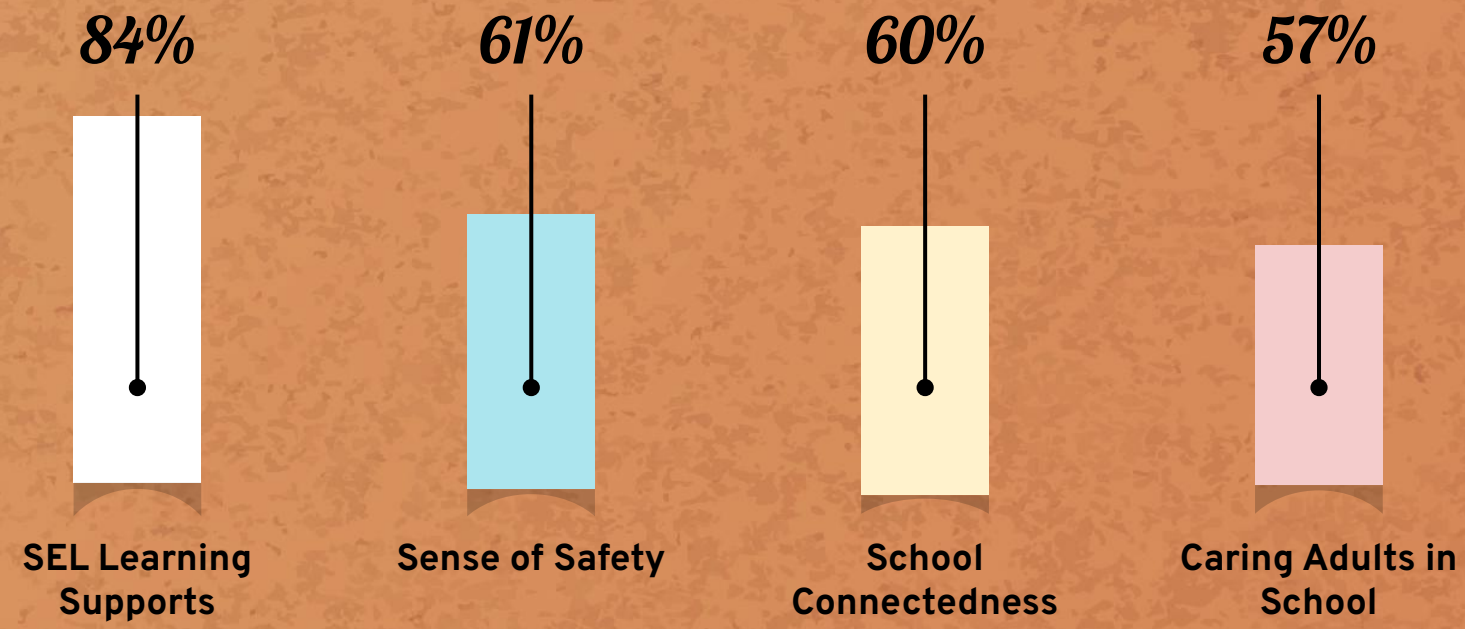


Priority 6: School Climate (5th grade students)



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 middle school 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

- 3 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, by ensuring that ongoing monitoring of designated and integrated ELD coursework is a priority
- Implementation of the K12 SWP grant at both middle schools

02

Current Status

Who are our students?

Socioeconomically disadvantaged

35.7%

Students with Disabilities

18.5%

All Students

4,533

English Learners

9.1% (up a percentage point from last year)

Homeless/Foster

.1%|.2%

March Board Report

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 2022 to Winter 2023
3. We are serving more students with increased mental health support providers and behavior intervention support staff
4. We continue to make progress in building systems of support for students
5. Perceptions regarding school safety have maintained or increased among parents, staff and students.

Challenges

1. Achievement gaps remain between the all student group as compared with english learners, students with disabilities and students who are socioeconomically disadvantaged
2. Mental health and behavioral needs continue to challenge our systems
3. School attendance continues to be an area of needed attention. chronic absenteeism is down however positive attendance has not rebounded the way we hoped it would post pandemic.

03

LCAP Goals
22-23 Outcomes

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.

All student groups demonstrated growth - we are approaching national norms for expected growth

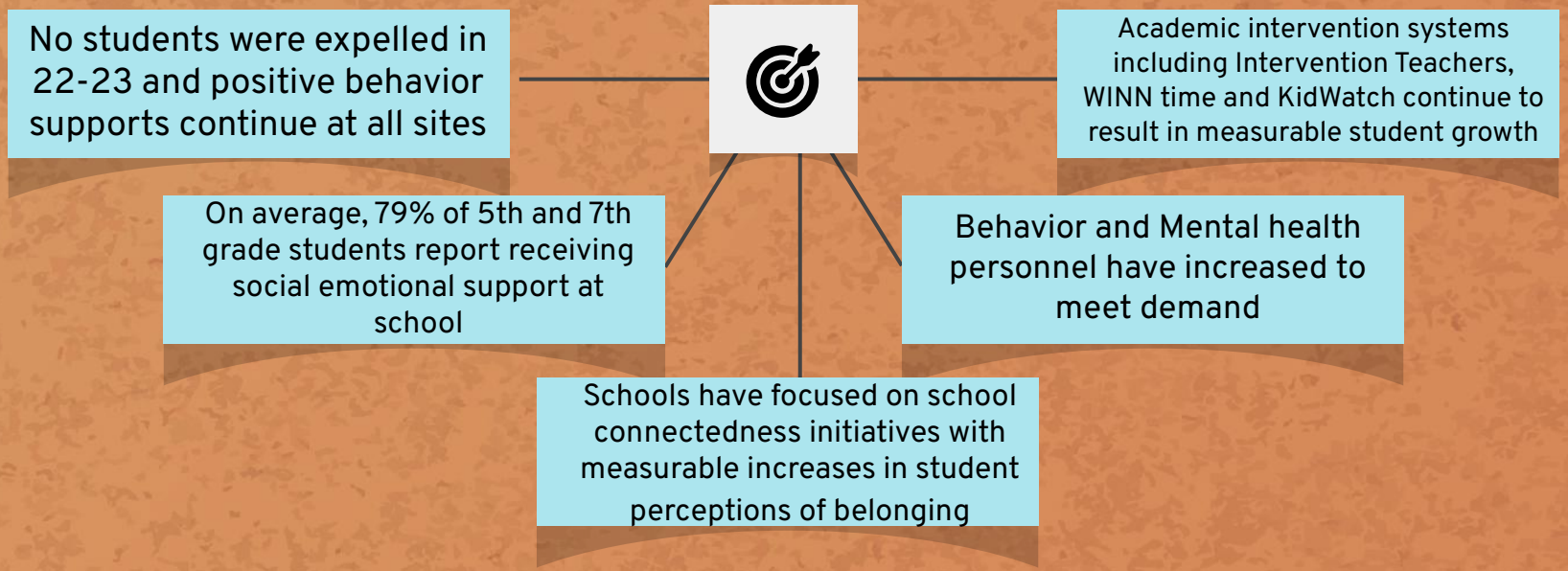
Family Nights were successful and we have increased participation in parent advisory groups

11.5% of our English Learners were reclassified

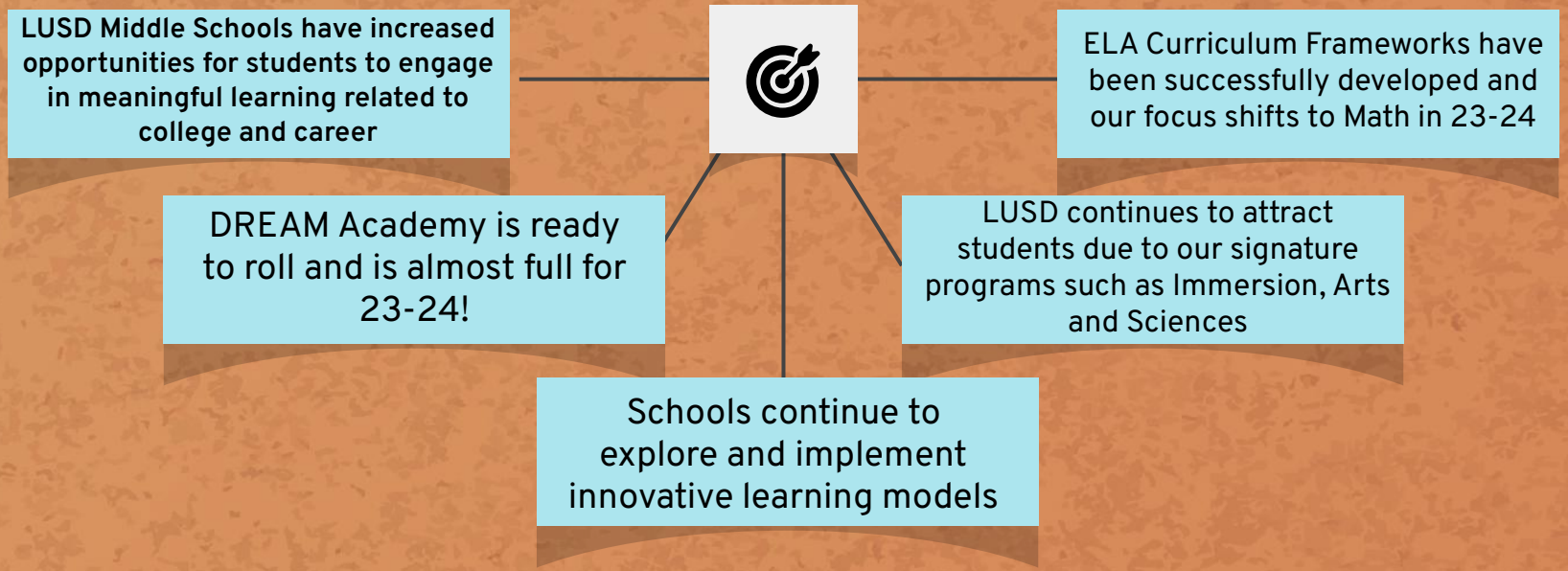
100% of students have access to instructional materials and a broad course of study

We have completed ELA Alignment and Calibration work - moving on to Math in 23-24

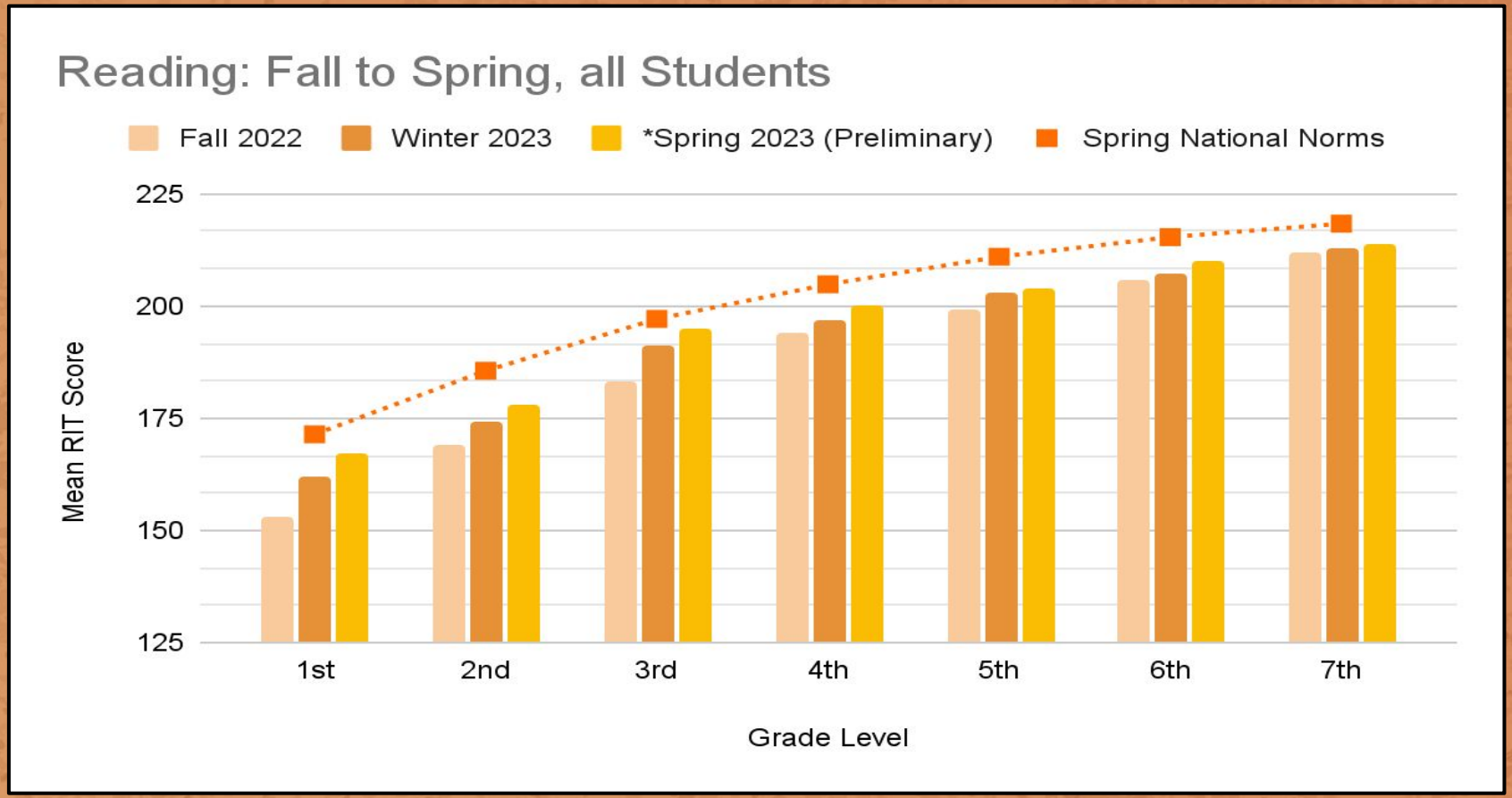
Goal 2: All students will receive support that enables them to thrive socially and emotionally, including the celebration of the diversity within our community and affirmation of the importance of our common humanity.



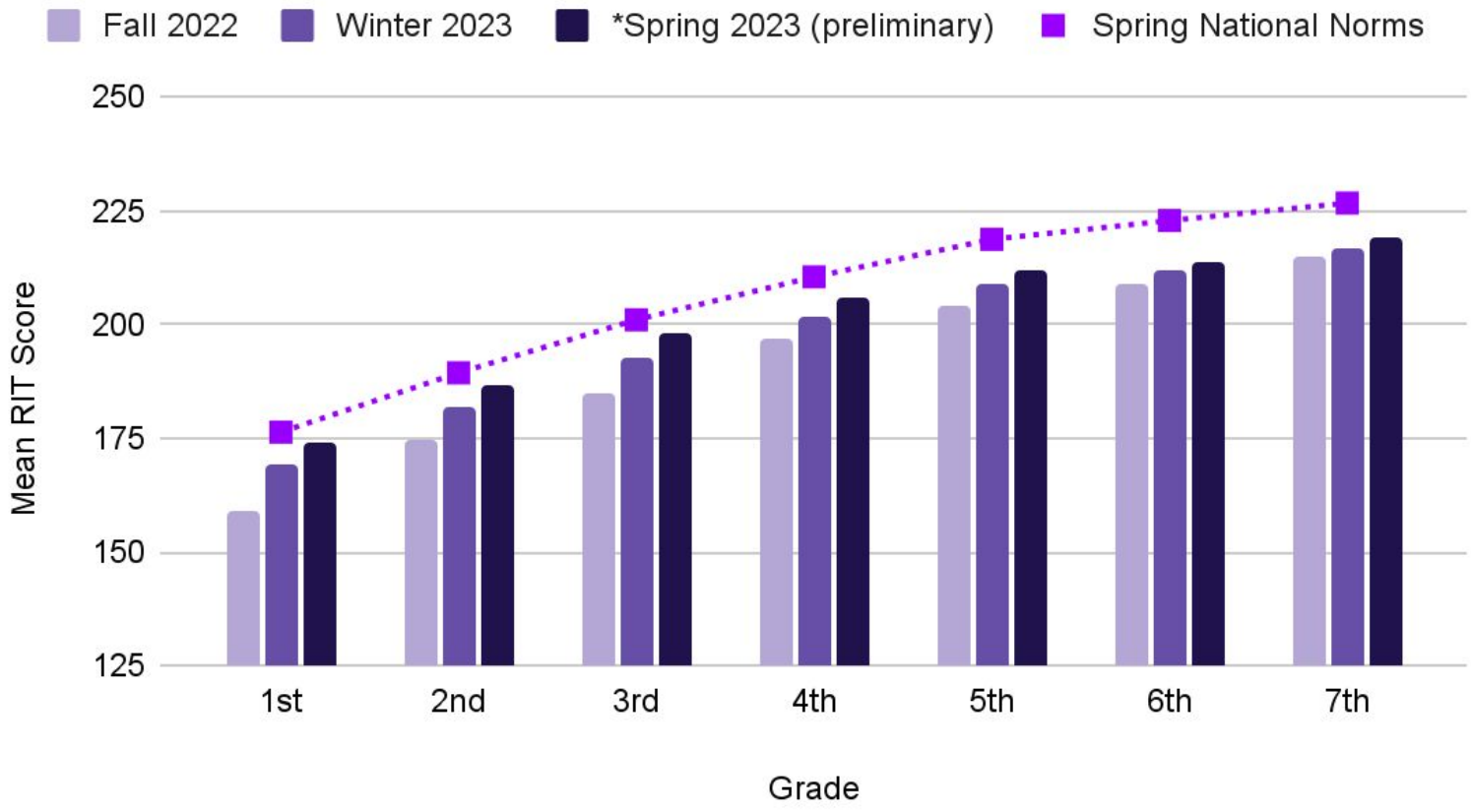
Goal 3: The district and school sites will pursue purposeful and innovative instructional models to foster high levels of student engagement and ensure that all students are academically challenged.



Growth continues...



Math: Fall to Spring, All Students



04

Educational Partner Input

Student Input

989 students participated in the survey!

School work

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

Facilities

Students asked for improved facilities specifically improved and increased bathrooms

Mental Health Supports

Students focused on continuing mental health supports and attention on student social and emotional well-being

Prepared for life

Students asked for access to classes that teach them useful life skills and prepare them for adulthood

Parent Input

Support for School Staff

Ensure staff have training, supplies, resources and staffing levels to meet the needs of students

Safety

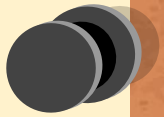
Including physical safety as well as a continued focus on social emotional wellbeing and mental health supports

Student Engagement

Including a return to field trips and hands on learning

503

Parents participated in the survey



Behavior Resources

Behavior support for students and resources and training for teachers around supporting students behavior needs.

Staff Input

46 Staff Responses

36 Certificated
10 Classified

01 Adequate staffing to address student needs

02 Focus on Mental Health and Wellbeing of students

03 Focus on school safety

04 Continued and Increased support to address student behavior

05

What's New in our 23-24 LCAP?

Adding value in 23-24: Goal 1

After School Intervention

We are excited to launch an after school intervention program in grades 3-6 beginning next year

Science of Reading PD

35 teachers and 15 administrators will have the opportunity to engage in deep and rigorous PD on Reading and Language development

Math Alignment and Calibration

We will jump into Math Alignment and Calibration work with our partners at Math Transformations

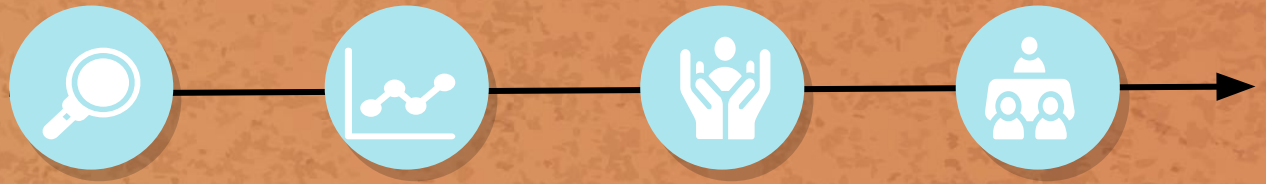
Innovations Designed to Improve Outcomes!

Kidwatch

Principals are reporting this process has been effective in matching students to interventions

WINN Time

Tier II WINN time intervention is creating more opportunities for students to receive intervention in their school day



ESY and Summer Academy have combined

Combining these two programs means all attendees have access to intervention and enrichment in their summer programming

Focus on English Learners

Improved and personalized professional development will be delivered to school sites with the goal of improving our supports and reclassification of our English Learners

Adding value in 23-24: Goals 2 and 3

Expanding CTE pathways

Both Middle Schools with work to increase the Career/Technical instruction available to middle school students in LUSD

DREAM

DREAM Academy will open a 5 day Project Based Learning option in the LUSD community

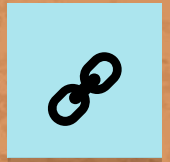
Mental Health and Behavior Support

We will maintain the additional mental health specialists (total of 5) and behavior intervention aides in order to meet the demand for these services

A new Goal 4 in 23-24

Special Education Teacher on Special Assignment

This role will support Special Education teachers with evidence based practices, curriculum and pedagogy.



ESY and Summer Academy - one program

Combining our two summer programs increases enrichment and inclusion opportunities for students with special needs while also addressing their IEP goals.

Curriculum Alignment

The special education department will engage in a review of curriculum being used in special education classrooms and work to align curriculum and evidence based instructional practices across the district

Goal 4

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

Questions?

Thank you!

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics & images by **Freepik**.

Please keep this slide for attribution