Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lakeside Union School District	Kimberly Reed Assistant Superintendent	kreed@lsusd.net (619) 390-2600

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Lakeside Union School District (LUSD) encompasses the unincorporated area east of El Cajon. Lakeside Union is a kindergarten through eighth-grade school system that includes 10 schools with a student population of approximately 4,900 students. Additionally LUSD oversees 2 charter schools and a preschool that is both state funded and tuition based. We remain committed to attracting and retaining high quality educators and support staff.

In LUSD, we ignite passion in today's students for tomorrow's opportunities. We are committed to a tradition of academic excellence, affirmed by high expectations, an engaging and varied curriculum, the use of data to evaluate outcomes, and equity for all students. Guided by the 6 pillars of the LUSD student profile, our students engage in the arts and sciences, multicultural and multilingual learning experiences, and digital citizenship. All students are provided with support that allows them to thrive socially and emotionally.

We proudly celebrate the diversity of the LUSD community and our demographics (as of the October 2020 census day) are as follows:
Total Student Enrollment: 4,988
English Learners: 6.4%
Foster Youth: 0.3%
Homeless: 0.1%
Students with Disabilities: 16.4%
Socioeconomically Disadvantaged: 45.4%

American Indian: 1.1%
Asian: 1.5%
Hispanic: 32.9%
Pacific Islander: 0.5%
Filipino: 1.3%
African American: 4%
Two or More Races: 4.1%
White: 54.5%

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the Covid-19 pandemic and the closure of schools in March of 2020, a complete California School Dashboard was not published in the fall of 2020.

CLIMATE:
Based on a clear demonstration of student need, LUSD invested heavily in socio-emotional supports including Multi-Tiered Systems of Support Teachers on Special Assignment, additional Behavioral Specialists and Behavior Aides. The district provided professional learning for teachers to help address Tier 2 behaviors and calm escalated students. As a result, the district's Suspension rates decreased significantly. Four student groups (African American, English Learner, Socio-Economically Disadvantaged, Hispanic) grew 2 color bands and Foster Youth grew one color band.

ENGAGEMENT:
Although our overall chronic absenteeism increased by .4%, the American Indian, Foster Youth, English Learner, and 2 or more races groups each improved by one color.

ACADEMICS BY STUDENT GROUPS

Across the last several years, LUSD has narrowed achievement gaps for English learners in English and Math, with growth of 9 and 17 points, respectively. Students of Socio-Economically Disadvantage also grew in English and Math, with growth of 7.5 and 8 points, respectively.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CLIMATE
Identified Need: Two or More Races, Students with Disabilities, American Indian
Significant Performance Gaps: None to report
Our three student groups have identified needs for the last two years that data has been collected on suspensions. While significant gains (2 color bands) have been made with other student groups (African American, English Learner, Students of Economic Disadvantage and Hispanic), these three student groups demonstrate a need for continued support.
Plan: LUSD's Multi-Tiered Systems of Support Teachers on Special Assignment will be deployed to work with site leadership and staff to build supports into classroom practice that are preventative in nature and to develop interventions to support students who need more intensive support. Our Coordinator of Pupil Services will work with target students and families to help prevent the need for suspension.

ENGAGEMENT
Identified Need: Native Hawaiian or Pacific Islander
Significant Performance Gaps: Native Hawaiian or Pacific Islander
Our Native Hawaiian or Pacific Islander student group includes 33 students, seven of whom were Chronically Absent. The students were all supported by our counselors. Two of the students received an additional level of support from our Probation Officer.
Plan: Three of the students have moved out of our district. We plan to support the remaining students through Tier 1 interventions including the reminder letters and counselor contacts as well as Tier 2 interventions such as services provided by our Coordinator of Pupil Services (Home visits, School Attendance Review Team and Review Board meetings, and referrals to outside agencies as appropriate).

ACADEMICS: ENGLISH LANGUAGE ARTS
Identified Need: Students with Disabilities
Significant Performance Gaps: Students with Disabilities
Our Students with Disabilities have maintained their status, reporting Red at 72.5 points below meeting the standard in 2017 to 76 points below meeting the standard in 2019.
Plan: LUSD will work with every school in the district to build a curriculum map that ensures that each student in our district receives rigorous, on-level standards based instruction with scaffolding as necessary. Common district-wide assessments will be built and progress toward meeting standards will be monitored by teachers, site administration and district leadership.

ACADEMICS: MATHEMATICS
Identified Need: Students with Disabilities
Significant Performance Gaps: None to report
Our Students with Disabilities have maintained their status, reporting Red at 101.1 points below meeting the standard in 2017 to 108.4 points below meeting the standard in 2019.
Plan: LUSD will work with every school in the district to build a curriculum map that ensures that each student in our district receives rigorous, on-level standards based instruction with scaffolding as necessary. Common district-wide assessments will be built and progress toward meeting standards will be monitored by teachers, site administration and district leadership.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

LUSD has, in collaboration with its varied stakeholders, built a plan that provides equitable access to universal instruction and strategic and intensive interventions to students in both academics and socio-emotional well-being. By investing heavily in systems-level work, we have created Multi-Tiered Systems of Support that include intervention strategies with additional staffing to support, universal screeners and progress monitoring tools, and a robust data system that will provide a visual dashboard of our MTSS efforts and serve as an early warning system. Student engagement takes a front seat in goal number 3 as we expand innovative instructional models to offer relevant, real world application and entice new enrollment into our district.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Throughout our 2020-21 school year, LCAP updates were provided and feedback was solicited utilizing a variety of platforms, to include surveys, thought exchanges, and virtual meetings. LCAP surveys were administered to credentialed and classified staff, administrators, community members, families, and students. We used data to provide stakeholders with status updates on our Local Indicators, LCAP & LCP Goals and Actions, and finally, expected Annual Measurable Outcomes. Throughout the year, the LUSD District Parent Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) an our bargaining units (LTA & CSEA) received updates and provided input. On June 7, 2021, the DAC & DELAC viewed a draft of the LCAP and provided comments. At the site level, June 4th served as a goal setting day for faculty and staff at all sites to consider how the tentative goals and actions in the proposed LCAP might align with proposed goals and actions in next year's SPSAs. Additionally, School Site Council and English Learner Advisory Committee meetings for each school included information on the goals to help them begin to consider ways in which the SPSAs might support LCAP goals.

Important Dates in the stakeholder process:
February 18, 2021: Described LCAP components, state and local priorities, process and timelines for community at board meeting
February 18, 2021: District-wide parent and staff (teachers, principals, classified, other personnel) LCAP survey
March 8, 2021: Solicited input at district Budget Advisory Committee of teachers, principals, classified staff, other personnel, parents, community members and bargaining teams
March 18, 2021: March 8, 2021: Students grade 5-8 LCAP survey
May 12, 2021: Solicited feedback from Instructional Planning Committee (teachers and principals)
SELPA: May 24 SELPA LCAP Review
DAC: June 7, 3021
DELAC: June 2, 2021
Board Hearing: June 17, 2021

A summary of the feedback provided by specific stakeholder groups.

This year, thanks in part to the Thought Exchange survey, there was an incredibly high volume of Stakeholder information and feedback provided. Although this was a difficult year, we want to acknowledge the many families and community partners who shared their gratitude for the ways in which LUSD was able to bring all students back to school safely. The great effort to provide students with high quality academics, nutrition, technology as well as support social-emotional supports throughout the pandemic was noted. Stakeholder groups also expressed an interest in addressing the following topics:

1. 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 (HomeFlex/Distance learning)

c. Meet student needs after pandemic - academic intervention support, summer school, tutoring, 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.)

2. 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

3. 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

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Feedback provided by stakeholder groups is summarized above by group (numbers) and actions (letters) recommended. Below, each number and letter represents the group the feedback came from and the specific action recommended. Then the goal and action the suggestion influenced is listed.

1a
Goal 3, Action 3: Developed a process and funding for school sites to explore and adopt engaging, student centered learning models.

1b
Goal 3, Action 2 Implemented innovative Flex school to retain and attract students wishing to engage in independent study

1c, 2b
Goal 1, Action 5: Summer Academies, Learning Loss Mitigation Teachers and Instructional Aides
Goal 1, Action 6: Universal Screeners for academic and behavior, data system, intervention tools, progress monitoring tools, Multi-Tiered System of Support Teachers on Special Assignment
Goal 1, Action 7: Guided Language Acquisition program and teacher training
Goal 2, Action 2: District-wide Socio-Emotional Curriculum
Goal 2, Actions 2 and 4: Behavior Team and Support Team

1d.
Goal 1, Action 11: Materials adoption

1f
Goal 1, Action 8: Routine and deferred maintenance

3a
Goal 1, Action 1: Homework Policy Committee

3b
Goal 3, Action 3: Innovative Learning Models
Goal 3, Action 4: Ca Center for the Arts Visual and Performing Arts partnership exploration
Goal 3, Action 5: Strong Workforce CTE Pathways exploration

3c
Goal 1, Action 3: Chromebook pilot and expansion

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

The California Dashboard indicates that our students math scores in 2018 were "Low" (25.7 points below standard) and maintained that status from the previous year. English Language Arts scores from the same year were "Medium" (1.2 points above the standard) and also maintained that status. However, outcomes for our students of economic disadvantage, students with disabilities and African American and Hispanic students demonstrate a gap between these groups and all of LUSD students combined, particularly in English Language Arts.

More recent local data indicates that LUSD students are growing academically, even though students were in distance learning all or part of the year. However, similar gaps persist in student groups. Analysis of student performance on NWEA MAP show that only 48.9% of students met or exceeded the national normed average in ELA. In Mathematics, 32.5% of students met or exceeded the national normed averages. When we looked at the mean RIT scores on NWEA MAP, we found concerning gaps among particular student groups, including English Learners, Students with Disabilities, and students of economic disadvantage when compared to the All Students group. The metrics are highlighted below.

Input received from staff, students, and parents through the LCAP development process indicates a desire to improve student outcomes and to scale up the integration of LUSD's Student Profile into core instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA & MATH Local Assessment Average overall RIT score: All Students Group by grade level	2020-21 Winter 2021 mean RIT scores by grade level: Reading: 2: 177 3: 192				2023-2024 Winter mean RIT score will meet or exceed national norms for each grade level Reading:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: NWEA MAP Reading and Mathematics	4: 198 5: 207 6: 212 7: 216 8: 219 Math: 2:182 3: 191 4: 201 5: 210 6: 214 7: 219 8: 223				2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52 Math: 2:184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12
ELA & MATH Local Assessment Average overall RIT score: English Learner Group by grade level Source: NWEA MAP Reading and Mathematics	2020-21 Winter 2021 mean RIT scores by grade level: Reading: 2: 166 3: 180 4: 193 5: 196 6: 197 7: 191 8: 205 Math: 2: 175 3: 182 4: 192 5: 195				2023-2024 Winter mean RIT score will meet or exceed national norms for each grade level Reading: 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52 Math: 2:184.07

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6: 199 7: 196 8: 203				3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12
ELA & MATH Local Assessment Average overall RIT score: Students with Disabilities Group by grade level Source: NWEA MAP Reading and Mathematics	2020-21 Winter 2021 mean RIT scores by grade level: Reading: 2: 170 3: 184 4: 187 5: 195 6: 198 7: 204 8: 203 Math: 2: 176 3: 182 4: 188 5: 198 6: 202 7: 203 8: 205				2023-2024 Winter mean RIT score will meet or exceed national norms for each grade level Reading: 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52 Math: 2:184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA & MATH Local Assessment Average overall RIT score: Socioeconomically Disadvantaged Student Group by grade level Source: NWEA MAP Reading and Mathematics	2020-21 Winter 2021 mean RIT scores by grade level: Reading: 2: 175 3: 189 4: 196 5: 204 6: 210 7: 213 8: 215 Math: 2: 179 3: 189 4: 197 5: 206 6: 210 7: 215 8: 218				2023-2024 Winter mean RIT score will meet or exceed national norms for each grade level Reading: 2: 181.2 3: 193.9 4: 202.5 5: 209.12 6: 213.81 7: 217.09 8: 220.52 Math: 2:184.07 3: 196.23 4: 206.05 5: 214.70 6: 219.56 7: 224.04 8: 228.12
Reclassification Rates for English Learners Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: CDE Dataquest Reporting	2019-2020: 11.7% (state 13.8%) 2018-2019: 7.8% (state 13.8%)				2023-2024 Reclassification will be meet or exceed the state average.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Proficiency Percentage of English Learners across the four proficiency levels of the English Learner Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2020-21 ELPAC Overall Level 4 - 16% Level 3 - 42% Level 2 - 32% Level 1 - 10% ELPAC Oral Language Level 4 - 31% Level 3 - 46% Level 2 - 16% Level 1 - 7% ELPAC Written Language Level 4 - 10% Level 3 - 23% Level 2 - 44% Level 1 - 22%				2023-2024 Increase by 10% the number of students in Level 3 & 4 Overall Maintain levels of 3 & 4 in Oral Language at 75% or higher Increase by 20% the number of students in Level 3 & 4 in Written Language
ELA State Assessment Average Distance from 'Standard Met' on ELA CAASPP (Smarter Balanced Summative Assessment) for grades 3-8	2018-2019 (CAASPP not administered in SY19-20 or SY 20-21 due to Covid-19 pandemic) All Students (ALL): 1.2 points above standard				2023-2024 Overall goal: to receive a green or higher for each group on the 2023-2024 Dashboard ALL: Increase annually by a minimum of 5 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: California School Dashboard	English Learner Students (EL): 91.9 points below standard Reclassified Students (RFEP): 4.2 points above standard Students with Disabilities (SWD): 75.6 points below standard Socioeconomically Disadvantaged (SED): 22.6 points below standard Foster Youth (HY): n/a Homeless Youth (HY): n/a African American (AA): 22 points below standard American Indian (AI): 48.6 points below standard Asian (A): 44.5 points above standard Filipino (F): 34.6 points above standard				EL: Increase annually by a minimum 30 points RFEP: Increase annually by a minimum 5 points SWD: Increase annually by a minimum 25 points SED: Increase annually by a minimum 10 points FY: Target goal: green HY: Target goal: green AA: Increase annually by a minimum 15 points AI: Increase annually by a minimum 20 points A: Increase annually by a minimum of 1 point F: Increase annually by a minimum of 5 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic/Latinx (HL): 17.6 points below standard Pacific Islander (PI): 18.3 points above standard White (W): 11 points above standard Two or More Races (2+): 12.6 points above standard				HL: Increase annually by a minimum 15 points PI: Increase annually by a minimum of 5 points W: Increase annually by a minimum of 5 points 2+: Increase annually by a minimum of 5 points
MATH State Assessment Average Distance from 'Standard Met' on MATH CAASPP (Smarter Balanced Summative Assessment) for grades 3-8 Source: California School Dashboard	(CAASPP not administered in SY19-20 or SY 20-21 due to Covid-19 pandemic) ALL: 25.7 points below standard EL: 118.7 points below standard RFEP: 18.7 points below standard SWD: 108.4 points below standard SED: 53 points below standard				2023-2024 Overall goal: to receive a green or higher for each group on the 2023-2024 Dashboard ALL: Increase annually by a minimum of 10 points EL: Increase annually by a minimum of 35 points RFEP: Increase annually by a minimum of 5 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Foster Youth (HY): n/a Homeless Youth (HY): n/a African American (AA): 62.5 points below standard American Indian (AI): 82.2 points below standard Asian (A): 32.6 points above standard Filipino (F): 12.5 points above standard Hispanic/Latinx (HL): 49.2 points below standard Pacific Islander (PI): 2.8 points above standard White (W): 13.4 points below standard Two or More Races (2+): 9 points below standard				SWD: Increase annually by a minimum of 30 points SED: Increase annually by a minimum of 20 points FY: Target goal: green HY: Target goal: green AA: Increase annually by a minimum of 20 points AI: Increase annually by a minimum of 30 points A: Increase annually by a minimum of 3 points F: Increase annually by a minimum of 3 points HL: Increase annually by a minimum of 20 points PI: Increase annually by a minimum of 3 points

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					W: Increase annually by a minimum of 5 points 2+: Increase annually by a minimum of 5 points
Teacher Credentials and Assignment Number of teachers appropriately credentialed and assigned and number of teachers of English Learners appropriately credentialed and assigned Source: School Accountability Report Cards (SARC)/Human Resources Department	2020-21 100% of teachers are appropriately credentialed and assigned. 100% of teachers of English learners are appropriately credentialed and assigned.				2023-2024 100% of teachers are appropriately credentialed and assigned. 100% of teachers of English learners are appropriately credentialed and assigned.
Instructional Materials Sufficiency Percentage of students with access to board-adopted instructional materials	2020-21 100% of students have access to instructional materials and supplies				2023-2024 100% of students have access to instructional materials and supplies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Board of Trustees Resolution certifying sufficiency					
Condition of Facilities Percentage of schools where facilities fo not meet the 'good repair' (clean, safe, and functional) standards on the Facilities Inspection Tool (FIT) Source: Maintenance and Operations Department/FIT Tool	2020-2021 0% school facilities have a good or exemplary rating as measured by the Facilities Inspection Tool				2023-2024 100% of school facilities have a good or exemplary rating as measured by the Facilities Inspection Tool
Broad Course of Study Percentage of student enrollment, including unduplicated and individuals with exceptional needs, in a broad course of study, as aligned described in California Ed Code sections 51210 and 51220 (a) to (i) Source: Report cards (grades K-5) and the	2020-2021 WG- 100% RV- 100% LV- 100% LF- 100% LC- 100% LP- 100% LMS- 100% TDS- 100% FLEX- 100%				2023-2024 WG- 100% RV- 100% LV- 100% LF- 100% LC- 100% LP- 100% LMS- 100% TDS- 100% FLEX- 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
master schedules (grades 6-8)					
Implementation of State Standards Progress in implementing state academic standards across all content areas, including access for English Learners. Source: California School Dashboard Local Indicator Reflection Tool Rating Scale **Due to Covid, this local indicator was not published on the 2020 Dashboard	2019-2020 Standard Met Reflection Tool Scale: 1 Exploration And Research Phase 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation And Sustainability Professional Development ELA: 4 ELD: 3 MATH: 4 NGSS: 3 HSS: 1 Instructional Materials ELA: 4 ELD: 3 MATH: 4 NGSS: 3 HSS: 1 Policy & Program Support ELA: 3				2023-2024 Maintain a "standard met" indicator on the Local Indicator for Implementation of State Standards and a minimum score of 4 (full implementation) on each area of the reflection tool.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELD: 1 MATH: 4 NGSS: 3 HSS: 1 Implementation of Standards Career Technical Education: 1 Health Education Content Standards: 1 Physical Education Model Content Standards: 2 Visual and Performing Arts: 4 World Language: 5 Engagement of School Leadership Identifying the professional learning needs of groups of teachers or staff as a whole: 3 Identifying the professional learning needs of individual teachers: 4 Providing support for teachers on the standards they have not yet mastered:3				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI) Percentage of English Learner students who are making progress toward English proficiency as measured by the ELPAC. Source: California School Dashboard	(No CA Dashboard in SY20-21) 2018-19 54.9% made progress towards English proficiency				2023-2024 A minimum of 65% of students will make progress towards English Proficiency to earn a Very High rating as measured by the CA Dashboard
Family Night Participation Parent participation in programs for unduplicated pupils (English Learners, Socioeconomically Disadvantaged, Foster Youth, Students with Disabilities) as evidenced by the number of participating schools and number of total participant sign-ins Source: Educational Services Department	2020-2021 District EL Family Night: In 2020-2021, LUSD was unable to hold an EL Family night due to Covid safety restrictions. Title I Meeting: In the 2020-2021 school year, all Title I Meetings were held virtually. Following is the number of families and percent of the school population.				2023-2024 District EL Family Night: A minimum of 75% of EL families will participate in EL Family night. Title I Meeting: A minimum of 75% of families will participate in Annual Title I meetings at each Title I school site. At least 2 family nights will be held annually per school site. They will be targeted

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	LF- 17 families, 2.9% LC- 32 families, 6.8% LP- 4 families, 1% LMS- 5 families, .7% TDS- 3 families, .4% Due to Covid-19 restrictions, 0 family nights targeted towards increased parent participation for unduplicated students were held.				towards increased parent participation for unduplicated students and students with disabilities.
Science State Assessment Percentage of students Meeting or Exceeding standards on California Science Test (CAST) for grades 5 & 8 Source: CDE Dataquest Reporting	2018-2019* ALL- 29.93% SED- 18.76% SWD- 8.1% EL- 2.9% FY- n/a HY- 14.84% *CAST was not administered in 2019-2020 due to the Covid pandemic.				2023-2024 Students will meet or exceed the state average.
DELAC Representation Percentage of schools with an English Learner Advisory Committee (ELAC)	2020-2021: 100%				2023-2024: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who send a representative to at least 1 District English Learner Advisory Committee (DELAC) meeting Source: Educational Services Department/ DELAC attendance rosters					
ELAC Operation Percentage of schools with an English Learner Advisory Committee (ELAC) who have evidence of regular meetings and their election process posted to their school website. Source: Source: Educational Services Department/ ELAC Binders	2020-2021: Total Number of Schools with an ELAC: 6 Percentage: 100%				2023-2024: 100%
DAC Representation Percentage of schools with an English Learner Advisory Committee (ELAC)	2020-2021: 100%				2023-2024: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who send a representative to at least 1 District Advisory Committee (DAC) meeting Source: Educational Services Department/ DAC attendance rosters					
SSC Operation Percentage of schools with an School Site Council who have evidence of regular meetings and their election process posted to their school website. Source: Source: Educational Services Department/ SSC Binders	2020-2021: Total Number of Schools with a SSC: 9 Percentage: 100%				2023-2024: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Framework and Assessments	Teachers and administrators will build a curriculum framework, assessments and effective instructional strategies to be used across the district to align all instruction to the Common Core State Standards, the English Language Development standards and the	$342,109.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LUSD Student Profile and to articulate a common language for rigor in each grade level and at each site in English Language Arts, ELD and Math. This effort supports equity of access to a viable curriculum for all students, including Students of economic disadvantage, students with disabilities and English learners. District-wide performance tasks will be built and schools will engage their staffs in a process for using student work to determine progress and guide instruction. Trainers: Trainers to assist with developing capacity in leaders and teachers to do the work. Examples include Math Transformation (Year 2) Committees: Principal/Lead Teacher Committee to lead work (Year 1, 2 and 3) Grading Policy Committee (Year 3) Homework Policy Committee (Year 2) Report Card Committee (Year 3) History/Social Science Curriculum Guide Committee (1 Year) Summer Institute: (Years 1, 2 and 3) 5 Day summer institute for teachers to build curriculum frameworks Teacher Collaboration: (Years 1, 2 and 3) Half day of release time, 5 times per year for district-wide, grade level collaboration and lesson design framework. Alignment of standards across the district ensures that every student received on-level instruction with similar levels of rigor in order to provide equal access to on-level content to our low income, English learners, foster youth and students experiencing homelessness. Data Teams Process: (Years 1, 2, and 3) Process for looking at student work and disaggregating data collected by student group to guide instruction Teacher Professional Development: (Years 1, 2 and 3) District-wide professional development days and District-wide PLCs		

Action #	Title	Description	Total Funds	Contributing
		Cabinet and Principal Professional Development: (3 years) 5D Framework with SDCOE These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Low income, Foster/Homeless and Students with Disabilities student groups because these efforts ensure equitable instruction across our district and give teachers an opportunity to review data disaggregated by student group and to plan accordingly.		
2	School Goal Setting	Schools will set annual goals for All Students, English Learners, Students with Disabilities and students of Socio-economic Disadvantage, aligned with our LCAP goals, with lag and lead measures to improve student outcomes and close achievement gaps. Sites will be provided release time twice per year to analyze their data and collaborate around student goals for academic and socio-emotional growth. Site teams will meet periodically to determine whether they are on track to meet their goals and to make mid-course correction as necessary. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Students with Disabilities and Low income student groups because these efforts ensure equitable instruction across our district and give teachers an opportunity to review data disaggregated by student group and to plan accordingly. There is no cost associated with this action because minimum days for goal setting are included in our district calendar.	$0.00	No
3	Technology Integration	LUSD will meaningfully integrate technology to support students' academic growth and the 21st Century skills defined in the LUSD Student Profile.	$1,654,846.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Devices: Continue to provide 1:1 devices for all students in grades TK-8, through an ongoing iPad lease. In 21/22, we will pilot Chromebooks at Lakeside Middle School, and possibly expand the use of Chromebooks in 22/23 to all students in grades 6-8. We will monitor the effectiveness of maintaining 1:1 iPads in grades TK-1. Staff Support: A Teacher on Special Assignment will work with a technology committee to support students and staff with 1-1 and shared mobile digital devices and other digital teaching tools. Site Library Techs will ensure that students have charged and operational devices for school every day. Tech Analyst will provide support to teachers and parents to ensure that devices are in working order. Applications: Teachers will use a platform to streamline ways for kids to demonstrate their think- ing and understanding and for teachers to assign and collect student work. Examples include Google Classroom and SeeSaw. These services are principally directed toward unduplicated students in order to provide equal access to curriculum.		
4	Expanded/Extended Learning	Summer Academies (Year 1, 2 and 3) LUSD will provide extended learning opportunities through a Summer Academy to mitigate learning loss. The Summer Academy will prioritized enrollment by English learners/homeless/foster youth, then students of low socio-economic status and targeted foundational literacy skills and socio-emotional learning. Learning Loss Mitigation Teachers and Instructional Aides (Year 1) LUSD will deploy full time teachers trained in the use of interventions and progress monitoring tools to sites to provide expanded learning opportunities for at promise students. Students served be prioritized	$1,878,023.00	No

Action #	Title	Description	Total Funds	Contributing
		enrollment by English learners/homeless/foster youth, then students of low socio-economic status. Students will received targeted strategic and intensive support. Sites include Lakeside Middle School, Tierra del Sol Middle School, Lemon Crest, Lindo Park, Lakeside Farms, Lakeview, Winter Gardens, Riverview These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Low income, students with disabilities student groups because these groups are prioritized for services.		
5	Multi-Tiered Systems of Support	LUSD will develop a common instructional framework and assessment system that will be used universally in English Language Arts, ELD and Math. (See Action 1). Universal Screener: (Years 1, 2 and 3) We will administer NWEA MAP as a universal screener to all 1-8th graders to identify students in need of additional supports in academics. All students will be assessed three times per year to determine student growth and to illuminate program strengths and areas for growth. Teachers will be trained in the administration of the assessments and in the analysis of the results by student groups. Data System: LUSD will use EduClimber to to help teachers identify needs, align targeted supports, and monitor growth for each and every student. GATE Assessment CoGat Intervention Tools: Students who are identified as in need of additional support will receive targeted and strategic interventions by teachers trained in the use of evidenced-based, district adopted tools. Examples include	$1,060,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Explode the Code, Achieve the Core, and Imagine Learning for English learners. Progress Monitoring Tools: Data systems will be used to monitor the progress of students receiving the interventions. Examples include Dynamic Indicator of Basic Early Literacy Skill and Math: To Be Determined Staff Support: Teachers on Special Assignment (2) will assist sites in developing a site-based Multi-Tiered System of Support (MTSS) and in monitoring progress of interventions put in place. They will disaggregate the data by student groups to inform site and district leads regarding student group progress toward meeting SPSA goals (Kidwatch). Administrative Support: An Administrative Assistant will use CalPads to report on our students groups. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our English learners, Low income, students with disabilities student groups because these groups are prioritized for services.		
6	Multi-Tiered Systems of Support: English Learners	Teachers at Title I schools will use Guided Language Acquisition Design (GLAD) to engage and accelerate achievement of English learners and students of low income in our district. Teachers at all Title I schools will be trained in the use of the strategies over the course of 3 years. This effort is principally directed toward English learners and students who may have had limited exposure to rich language. Administrative Support: Monitoring students who are Reclassified/Fluent English Proficient three times per year, assist with ELPAC assessment, Parent notification	$114,531.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Facilities	Provide routine restricted maintenance account in accordance with state requirements and optimal staffing configuration to expedite work order response time and maintain district school facilities in good working order. We will also fund deferred maintenance projects to address long-term facility repair and replacement needs using a prioritized list of projects.	$2,166,352.00	No
8	Parent Engagement	LUSD will develop a communication plan to both inform and solicit input and participation from all parents, including unduplicated students and students with exceptional needs. Examples include surveying parents through Thought Exchange to determine needs for parent trainings. Parent input in district and school decision making will be facilitated through surveys, involvement and feedback related to District Advisory Committee(DAC), District English Learner Advisory Committee (DELAC), Local Control and Accountability Plan (LCAP) meetings, School Site Councils (SSC), and school site English Learner Advisory Council (ELAC) and various other committees)	$12,692.00	No
9	Parent Engagement: Unduplicated	Bilingual Community Liaisons will assist sites in bridging the gap between Spanish speaking and other disconnected or otherwise disenfranchised families and their school community. Coordinators of PPS and Educational Services, in partnership with counselors and community liaisons, will facilitate at least 2 family nights targeted towards increased parent participation for unduplicated students.	$189,740.00	No

Action #	Title	Description	Total Funds	Contributing
10	Materials Adoption	Science: Mystery Science: Year 1 Elementary: Amplify phase in over Years 2 and 3 Middle School: Pilot and adopt ELA: Middle School Pilot and adoption (Year 1) H/SS Development of Curriculum Guide based on H/SS Framework (Year 2) Arts Standards	$58,743.00	No
11	Student enrollment in a broad course of study	Student enrollment in a broad course of study, as measured by report cards (K-5) and the 6-8 grade master schedules. All students will have access to all required courses, including unduplicated students and students with exceptional needs	$0.00	No
12	Home-to-School Transportation	Provide critical transportation routes to and from school to increase/ensure attendance of low income students and foster youth.	$416,425.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

The California Dashboard indicates that our student suspension rates in 2018 were ""High" (3.2%) and although this was a decrease from the previous year, we maintained that status. Many of our student groups experienced suspension similarly in this reporting period. However, by significantly expanding socio-emotional supports throughout our district, our rates of suspension have decreased to 3.2% in 2019-2020. Our suspension rates in 2020-2021 were .13% and should be considered an outlier as students were in distance learning for part of the academic year.
Input received from students and parents through the LCAP development process indicates a need to support students socio-emotionally as they return from school following a pandemic in which they may have experienced isolation and/or the trauma of a death in the family.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates Percentage of students suspended 1 or more times during the school year Source: California School Dashboard **Note: 2018-2019 data reflects the 2019 Dashboard. The 2020 dashboard did not include this data due	2018-2019 ALL: 3.2% EL: 3.2% FY: 7.4% HY: n/a SED: 4.3% SWD: 6.1% AA: 3.2% AI: 10% A: 3.6% F: 1.4% HL: 2.8% PI: 0% W: 3.1% 2+: 6.7%				2023-2024 Overall goal: to receive a green or higher for each group on the 2023-2024 Dashboard ALL: Decrease by a minimum of .3% annually EL: Decrease by a minimum of .3% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
to the Covid pandemic. Because the 2020-2021 school year may be considered an outlier due to the nature of virtual learning, we have published counts of suspensions to provide context. To protect student privacy, as our numbers are so few, we are only publishing the "All Students" suspension counts by school site. This metric will be discontinued moving forward, and we will exclusively use Dashboard data.	2020-2021 District Wide: 19 EH- 0 WG- 1 RV- 0 LC- 4 LF- 1 LP- 0 LV- 0 LMS- 3 TDS- 10 FLEX- 0				FY: Decrease by a minimum of 1.5% annually HY: Maintain at 0% SED: Decrease by a minimum of 1% annually SWD: Decrease by a minimum of 1.5% annually AA: Decrease by a minimum of .3% annually AI: Decrease by a minimum of 3% annually A: Decrease by a minimum of .5% annually F: Decrease by a minimum of .3% annually HL: Decrease by a minimum of .3% annually PI: Maintain at 0% W: Decrease by a minimum of .3% annually 2+: Decrease by a minimum of 1.5% annually
Expulsion Rates	2020-2021 0% of students were expelled from school.				2023-2024 0% of students were expelled from school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students expelled at any time during the school year Source: CDE Dataquest					
Social and Emotional Learning Supports Percentage of respondents reporting receiving social emotional learning supports at school most or all of the time Source: CHKS Survey Elementary School: Social & Emotional Learning Supports Scale	2020-2021 86%				2023-2024: 86%
Sense of Safety Percentage of positive responses in the areas of safety. Source: CALSCHS-California Healthy Kids Survey, California School	2020-21 39% of parents districtwide feel school is a safe place for their student. 49% of elementary school parents feel school is a safe place for their student.				2023-2024 85% of parents districtwide feel school is a safe place for their student. 85% of elementary school parents feel school is a safe place for their student.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey, California School Staff Survey	31% of middle school parents feel school is a safe place for their student. 54% of elementary and middle school staff respondents felt their school is a safe place for staff. 63% of elementary and middle school staff respondents felt their school environment is a safe place for students. 93% of elementary student respondents feel safe at school. 71% of middle school student respondents perceived school as safe or very safe.				85% of middle school parents feel school is a safe place for their student. 85% of elementary and middle school staff respondents felt their school is a safe place for staff. 85% of elementary and middle school staff respondents felt their school environment is a safe place for students. 85% of elementary student respondents feel safe at school. 85% of middle school student respondents perceived school as safe or very safe.
School Connectedness Percentage of positive responses in the areas of school	2020-21 25% of parents districtwide report feeling welcome to participate at school				2023-2024 85% of parents districtwide report feeling welcome to participate at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
connectedness and belonging. Source: CALSCHS: School Connectedness Scale, California Healthy Kids Survey Parental Involvement Indicator, California School Parent Survey Staff Working Environment Indicator, California School Staff Survey	16% of parents districtwide report actively participating in school 50% of staff report feeling their work environment is positive. 86% of elementary school students report feeling connected to school 69% of middle school students report feeling connected to school				85% of parents districtwide report actively participating in school 85% of staff report feeling their work environment is positive. 85% of elementary school students report feeling connected to school 85% of middle school students report feeling connected to school
Caring Adults in School Percentage of responding "pretty much true" or "very much true" that they have caring adults in school. Source: California Healthy Kids Survey (CHKS)	2020-2021 Elementary School: 82% Middle School: 64%				2023-2024 Elementary School: 85% Middle School: 85%

Actions

Action #	Title	Description	Total Funds	Contributing
1	School Goal Setting	Schools will set annual goals to improve the social-emotional wellbeing of students.	$0.00	No
2	Districtwide Socio-emotional Curriculum	All sites will implement a socio-emotional curriculum. Sites that do not have an adopted curriculum with pilot and adopt. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for our Foster youth, students experiencing homelessness, English learners and Low income student groups because these efforts foster student belonging and connectedness.	$10,000.00	Yes
3	Behavior Team	LUSD will continue to support a behavior team to provide strategic supports for students struggling to maintain safe and appropriate behavior. The team will consist of behavior specialist/s and behavior intervention aides. For the 2021-2022 academic year, we will add additional behavior support specialist, behavior aides and PBIS aides to provide strategic and intensive support. We will also expand our mental health services contract for the year. Practices used will be culturally affirming and will focus on creating conditions that promote social and emotional growth for all students. These actions are in an effort to reduce suspension and behavior infractions of our historically over-represented student groups, our unduplicated students. While all students will receive a socio-emotional curriculum, students with strategic and intensive needs will receive these additional supports.	$739,081.00	Yes
4	Counselors, Assistant Principals, Coordinator of Ed	LUSD will continue to support these positions at all comprehensive school sites and Assistant Principals to support socio-emotional learning and intervention for universal, targeted and strategic student	$1,422,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Services, Coordinator of PPS	groups. They will support a process of matching students to interventions, positive attendance and help build a safe and inclusive school culture. Counselors and assistant principals will expand SEL supports for our unduplicated students. The Coordinator of Student Supports will support Foster youth by providing resources and outreach. The Coordinator of Ed Services will be primarily responsible for providing disaggregated data for both academic and socio-emotional measures to ascertain growth.		
5	Equity Mindset	LUSD will partner with the San Diego County Office of Education to raise equity consciousness of staff at all school. School's will identify Equity Leadership teams who will receive extensive training and coaching on equity as well as develop site based goals for addressing equity within the school. This work is principally directed toward building equitable outcomes for our unduplicated student groups.	$27,622.00	Yes
6	Socio-emotional support for staff	The LUSD Human Resources team, with support of the Benefits Coordinator and other LUSD staff, will provide LUSD employees monthly updates with resources and information that support staff members to lead a happier and healthier lifestyle with a sense of balance. Additionally, activities, programs, and workshops will be offered to engage employees in healthier lifestyle choices as they relate to mental and physical well-being.	$5,000.00	No
7	MTSS: Behavior	LUSD will continue to support a Multi-Tiered Systems of Support Teacher on Special Assignment to coach and support school teams in implementing MTSS universal screeners and interventions across the district. Costs for this action are included in Goal 1, Action 6.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Attendance Tracking	Coordinator of Student Supports (See Goal 2, Action 4) will use an attendance tracking support system to monitor student attendance and intervene when necessary. This action is principally directed toward our students who are experiencing attendance gaps, our unduplicated students.	$21,300.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Even while districts around us were dropping in enrollment, LUSD continued to maintain our enrollment levels. However, in the previous year, we, along with districts across the state, experienced a significant loss in enrollment. While we anticipate that enrollment to return, both staff and parent feedback indicate an interest in continuing to offer innovative instructional models to attract students to our district.

This goal also supports the trends in our students are reporting in the California Healthy Kids Survey. Forty-seven percent of LUSD 5th graders and 29% of 7th graders report that they are provided opportunities to meaningful participation in school. Student LCAP input indicate problems with homework and the need for more creative, hands on learning in their school day.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meaningful Participation Percentage of students who report meaningful participation in school Source: California Healthy Kids Survey	2020-2021 Grade 5: 47% Grade 7: 29%				2023-2024 80% of 5th graders will report meaningful participation 70% of 7th graders will report meaning participation
Attendance Rates Percentage of students by school who attended school	2020-2021 EH- 84.6% WG- 90.6% RV- 95%				2023-2024 A minimum of 90% positive attendance at each school site.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
96% or more of the time Source: District Attendance Reports	LC- 64.6% LF- 87.3% LP- 56.6% LV- 90.3% LMS- 89% TDS- 94% FLEX-				
Chronic Absenteeism Rate Percentage of students who were absent for 10% of more of the total instructional days Source: California School Dashboard **Note: 2018-2019 data reflects the 2019 Dashboard. The 2020 dashboard did not include this data due to the Covid pandemic. Because the 2020-2021 school year may be considered an outlier due to the nature of the pandemic, we have published local counts of chronic absenteeism to	2018-2019 ALL: 8.7% EL: 11.8% FY: 14.8% HY: n/a SED: 12.5% SWD: 12.7% AA: 13.4% AI: 23.2% A: 6.2% F: 4.3% HL: 9.4% PI: 21.2% W: 7.6% 2+: 8.6% 2020-2021 As of March 3, 2021 District Wide: EH- 15.4% WG- 9.4% RV- 5% LC- 35.4% LF- 12.7% LP- 43.4% LV- 9.7% LMS- 11% TDS- 6%				2023-2024 ALL: Decrease by a minimum of 3% annually EL: Decrease by a minimum of 3% annually FY: Decrease by a minimum of 4% annually HY: Target color = green SED: Decrease by a minimum of 4% annually SWD: Decrease by a minimum of 4% annually AA: Decrease by a minimum of 4% annually AI: Decrease by a minimum of 8% annually A: Decrease by a minimum of 2% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
provide context. To protect student privacy, we are only publishing the "All Students" chronic absenteeism counts by school site. This metric will be discontinued moving forward, and we will exclusively use Dashboard data.	FLEX- n/a				F: Decrease by a minimum of .5% annually HL: Decrease by a minimum of 2% annually PI: Decrease by a minimum of 8% annually W: Decrease by a minimum of 3% annually 2+: Decrease by a minimum of 3% annually
Middle school dropout rates Percentage of students in middle school who dropped out of school. Source: CALPADS reporting	2020-2021 0 dropouts, 100% of students remained in school				2023-2024 0 dropouts, 100% of students remained in school

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum Framework and	LUSD will focus on the transfer of learning by developing Long Term Transfer Goals for English Language Arts and Math. Tenets of deep	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Assessments (See Goal 1, Action 1)	learning will be integrated into the goals through the inclusion of LUSD's Student Profile, seen below. Student Profile The community of Lakeside has worked collaboratively to describe the skills and dispositions our children will need to navigate and lead our ever changing world. The Lakeside Union School District is collectively committed to providing learning experiences that develop these competencies in every LUSD student. Think Critically Students ask questions, use evidence, and reflect on ideas. They seek out complex problems and are flexible and innovative in designing solutions. Learn Continuously Students are passionate to continually learn and grow. They embrace new opportunities that allow them to achieve their goals and dreams. Collaborate Constructively Students contribute purposefully in teams. They assume various roles and responsibilities with a commitment to shared success. Communicate Effectively Students listen and read for meaning. They speak and write with clarity and purpose, adapt to diverse audiences, and when appropriate, incorporate media to enhance ideas. Persevere Relentlessly Students are resilient in the face of obstacles and setbacks. They are determined to achieve success with short term challenges and long-term goals. Care Deeply Students are kind to others and empowered to make a difference. They listen with empathy and understanding. All costs mentioned in Goal 1, Action 1		

Action #	Title	Description	Total Funds	Contributing
2	Flex School	LUSD will offer an option for families who need more flexibility than what traditional school offers. LUSD Flex School provides students with a teacher and personalized core instruction, in person and/or virtual enrichment and intervention, and the opportunity to apply their learning in relevant, real world projects. Online learning program: Edgenuity Staff Certificated staff and instructional aides	$628,981.00	No
3	Innovative Learning Models	In order to engage all learners, school sites will be offered the incentive to investigate engaging, student-centered instructional delivery models, pilot/train on model, and then implement the model. Criteria for acceptance and metrics for evaluating effectiveness will be adopted.	$18,000.00	No
4	Signature Program Support: Immersion, Arts	To prepare students for college and career, LUSD will continue to support students to learn the Common Core State Standards as they are immersed in a second language. Teachers will meet in Professional Learning Communities, attend conferences, purchase materials and administer language specific assessments with the support of a stipended lead teacher. VAPA: Explore partnerships with Ca Center for the Arts to expand VAPA pathways	$36,049.00	No

Action #	Title	Description	Total Funds	Contributing
5	Career Technical Pathways	Explore partnerships with Strong Workforce-no cost associated with exploration	$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.20%	$3,802,358

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Curriculum and Alignment (Goal 1, Action 1): This work was based on the results of a equity study in our district. The study revealed that we have inequitable systems across the district that disproportionately impact our unduplicated students. We believe that ensuring all students receive the same level of instruction will be effective in meeting this goal for our English learners, Low income, Foster/Homeless and Students with Disabilities student groups because these efforts ensure equitable instruction across our district and give teachers an opportunity to review data disaggregated by student group and to plan accordingly.

Technology Integration (Goal 1, Action 3): Some of our students are able to access our digital curriculum at home and many are not. Our goal in providing devices to students is to ensure that all students, particularly those of low income, have equitable access to instruction.

Expanded/Extended Learning Goal 1, Action 5): While these supports are available to all students in order to promote an integrated program, they are principally directed toward are unduplicated students. We believe this action will be effective in meeting this goal for our English learners, Low income, students with disabilities student groups because these groups are prioritized for services.

Multi-Tiered Systems of Support (Goal 1, Action 6): While these supports are available to all students in order to promote an integrated program, they are principally directed toward are unduplicated students. We believe this action will be effective in meeting this goal for our English learners, Low income, students with disabilities student groups because these groups are prioritized for services.

Socio-emotional Curriculum (Goal 2, Action 2): A district-wide socio-emotional curriculum is available to all students in order to promote an integrated program however, we meant for these efforts to be primarily directed toward our unduplicated students and feel it will be effective in meeting the goal for our Foster youth, students experiencing homelessness, English learners and Low income student groups because it fosters student belonging and connectedness.

Behavior Team (Goal 2, Action 3): While this team supports all students in order to promote an integrated program, it was principally directed to reduce suspensions and behavior referrals from student groups demonstrating who were being referred at disproportionate

rates, our unduplicated students. While all students will receive a socio-emotional curriculum, students will strategic and intensive needs will receive these additional supports.

Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS (Goal 2, Action 4): While this team supports all students in order to promote an integrated program, it was principally directed to reduce suspensions and behavior referrals and provide supporting data from student groups demonstrating who were being referred at disproportionate rates, our unduplicated students.

Equity Mindset (Goal 2, Action 5): This work is principally directed toward examining the causes of behavioral and academic gaps in disparate student groups.

Attendance (Goal 2, Action 8): This action is principally directed toward our students who are experiencing attendance gaps, our unduplicated students and will help them re-engage with school.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Foster Youth: LUSD's foster youth will receive equitable access to rigorous core academic instruction aligned to the CCSS and a socio-emotional curriculum. Each student will receive screeners for socio-emotional and academics, targeted intervention and expanded learning opportunities based on the results of the screeners. They will receive targeted and strategic support from counselors and assistant principals to improve their ability to attend school every day. Foster youth who need additional support with behavior shall have access to behavior specialists and aides who will provide positive strategies to improve their outcomes. Their data will be monitored by administrative assistance and they will be assured access to technology. The Coordinator of Pupil Personnel Services will monitor student progress, provide outreach to care givers and consult with teachers to ensure that the needs of our foster youth are met.

English Learners and Students of Socio-economic Disadvantage: LUSD's English learners and students of socio-economic disadvantage will receive equitable access to rigorous core academic instruction aligned to the CCSS and ELD standards and a socio-emotional curriculum. Students who need language support, include both of these student groups will be taught by teachers who have been trained in Guided Language Acquisition Design. Each student will receive screeners for socio-emotional and academics, targeted intervention and expanded learning opportunities based on the results of the screeners. They will receive targeted and strategic support from counselors and assistant principals to improve their ability to attend school every day. Students who need additional support with behavior shall have access to behavior specialists and aides who will provide positive strategies to improve their outcomes. Their data will be monitored by administrative assistance and they will be assured access to technology. The Coordinator of Education Services will monitor student language progress and consult with principals and MTSS Teachers on Special Assignment to ensure that the needs of our English learners and students of economic disadvantage are met.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$6,635,847.00	$3,263,655.00		$902,843.00	$10,802,345.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$7,630,446.00	$3,171,899.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Curriculum Framework and Assessments	$255,109.00			$87,000.00	$342,109.00
1	2	All	School Goal Setting					$0.00
1	3	English Learners Foster Youth Low Income	Technology Integration	$1,013,764.00	$555,000.00		$86,082.00	$1,654,846.00
1	4	All	Expanded/Extended Learning		$1,878,023.00			$1,878,023.00
1	5	English Learners Foster Youth Low Income	Multi-Tiered Systems of Support	$447,619.00	$250,538.00		$362,200.00	$1,060,357.00
1	6	English Learners Low Income	Multi-Tiered Systems of Support: English Learners	$93,669.00			$20,862.00	$114,531.00
1	7	All	Facilities	$2,166,352.00				$2,166,352.00
1	8	All	Parent Engagement	$12,000.00			$692.00	$12,692.00
1	9	All Students with Disabilities English Learners, low income	Parent Engagement: Unduplicated				$189,740.00	$189,740.00
1	10	All	Materials Adoption		$58,743.00			$58,743.00
1	11	All	Student enrollment in a broad course of study					$0.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	Foster Youth Low Income	Home-to-School Transportation	$416,425.00				$416,425.00
2	1	All	School Goal Setting					$0.00
2	2	English Learners Foster Youth Low Income	Districtwide Socio-emotional Curriculum	$10,000.00				$10,000.00
2	3	English Learners Foster Youth Low Income	Behavior Team	$217,730.00	$521,351.00			$739,081.00
2	4	English Learners Foster Youth Low Income	Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS	$1,369,622.00			$52,872.00	$1,422,494.00
2	5	English Learners Foster Youth Low Income	Equity Mindset	$27,622.00				$27,622.00
2	6	All	Socio-emotional support for staff	$5,000.00				$5,000.00
2	7	English Learners Foster Youth Low Income	MTSS: Behavior					$0.00
2	8	English Learners Foster Youth Low Income	Attendance Tracking	$21,300.00				$21,300.00
3	1	English Learners Foster Youth Low Income	Curriculum Framework and Assessments (See Goal 1, Action 1)					$0.00
3	2	Flex School students	Flex School	$543,586.00			$85,395.00	$628,981.00
3	3	All	Innovative Learning Models				$18,000.00	$18,000.00
3	4	All	Signature Program Support: Immersion, Arts	$36,049.00				$36,049.00
3	5	All	Career Technical Pathways					$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$3,872,860.00	$5,808,765.00
LEA-wide Total:	$3,779,191.00	$5,694,234.00
Limited Total:	$93,669.00	$114,531.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum Framework and Assessments	LEA-wide	English Learners Foster Youth Low Income	All Schools	$255,109.00	$342,109.00
1	3	Technology Integration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,013,764.00	$1,654,846.00
1	5	Multi-Tiered Systems of Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$447,619.00	$1,060,357.00
1	6	Multi-Tiered Systems of Support: English Learners	Limited to Unduplicated Student Group(s)	English Learners Low Income	Specific Schools: Lemon Crest, Lindo Park, Lakeside Farms, Tierra del Sol, Lakeside Middle School K-8	$93,669.00	$114,531.00
1	12	Home-to-School Transportation	LEA-wide	Foster Youth Low Income	All Schools	$416,425.00	$416,425.00
2	2	Districtwide Socio-emotional Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	$10,000.00
2	3	Behavior Team	LEA-wide	English Learners Foster Youth	All Schools	$217,730.00	$739,081.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	4	Counselors, Assistant Principals, Coordinator of Ed Services, Coordinator of PPS	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,369,622.00	$1,422,494.00
2	5	Equity Mindset	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,622.00	$27,622.00
2	7	MTSS: Behavior	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lindo Park, Lemon Crest, Lakeside Farms, Lakeview		$0.00
2	8	Attendance Tracking	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,300.00	$21,300.00
3	1	Curriculum Framework and Assessments (See Goal 1, Action 1)	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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 has or will support 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is 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.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.