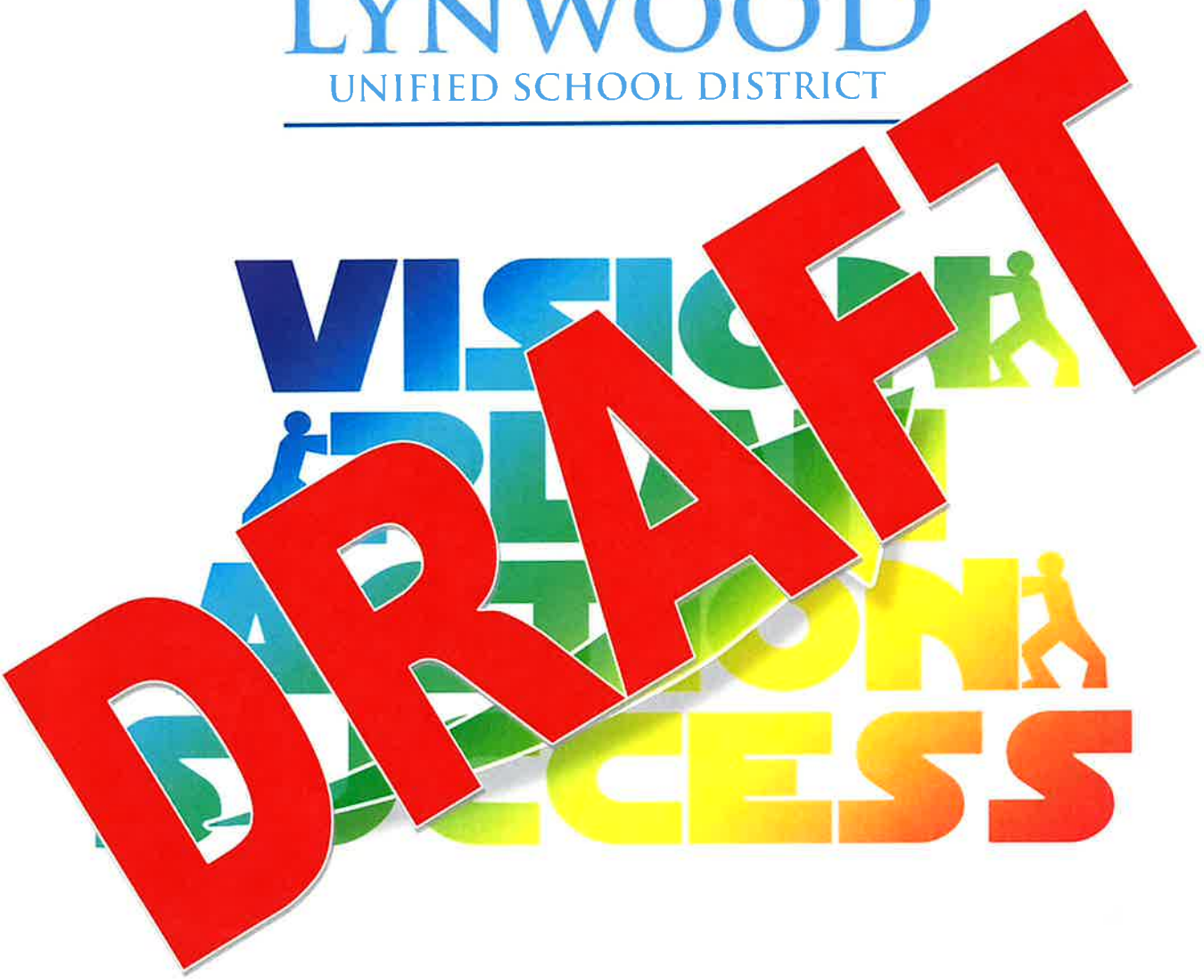
LYNWOOD
UNIFIED SCHOOL DISTRICT



Local Control Accountability Plan

2021-2024

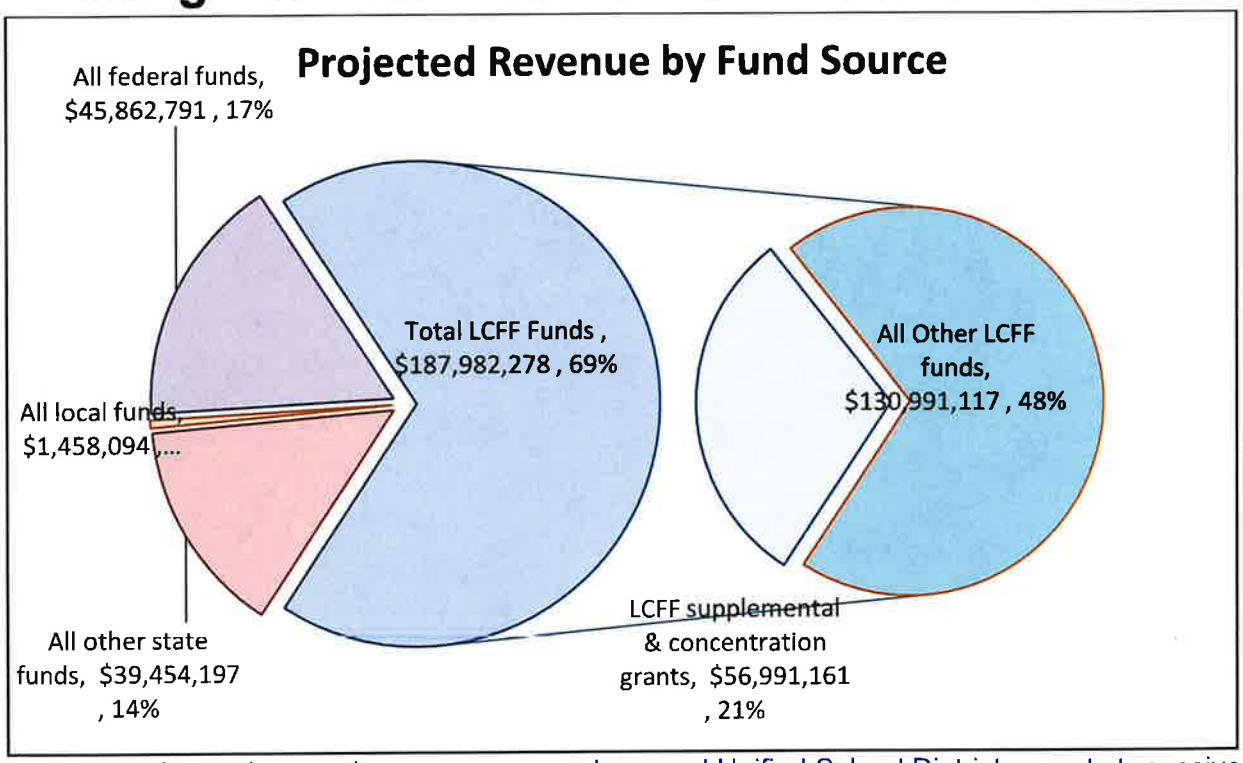
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lynwood Unified School District
CDS Code: 19-64774
School Year: 2023-24
LEA contact information:
Dr. Gudiel Crosthwaite
Superintendent

(310) 886-1600

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

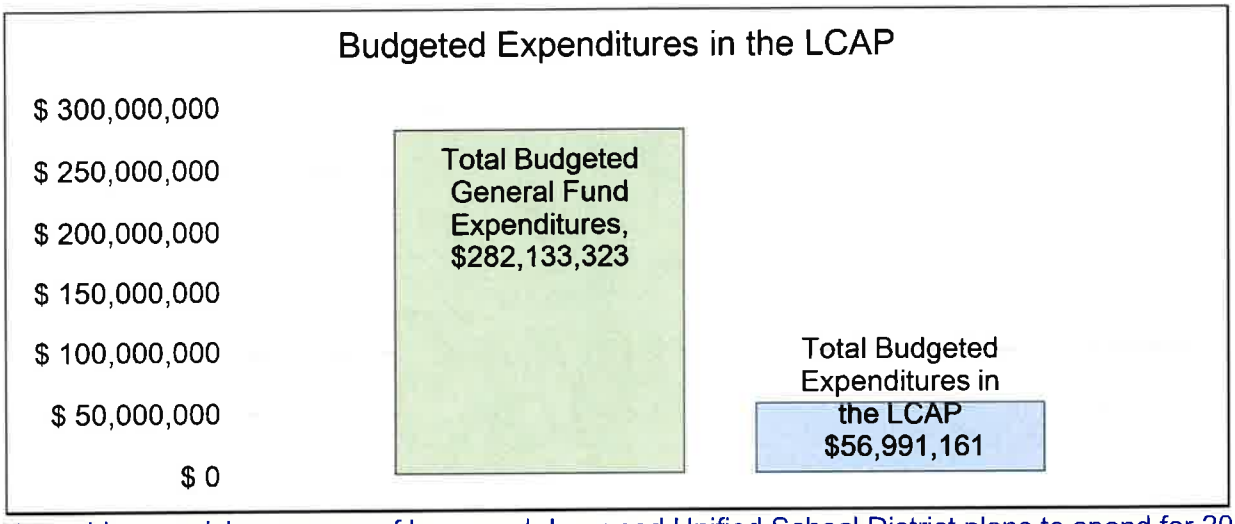


This chart shows the total general purpose revenue Lynwood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lynwood Unified School District is $274,757,360, of which $187,982,278 is Local Control Funding Formula (LCFF), $39,454,197 is other state funds, $1,458,094 is local funds, and $45,862,791 is federal funds. Of the $187,982,278 in LCFF Funds, $56,991,161 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lynwood Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lynwood Unified School District plans to spend $282,133,323 for the 2023-24 school year. Of that amount, $56,991,161 is tied to actions/services in the LCAP and $225,142,162 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General funds not included in the LCAP are used for regular on-going operational expenditures which also include personnel costs, deficit spending in other areas or funds (i.e. Special Ed, Adult Education and Child Development), and facility maintenance. In addition, LUSD receives federal categorical funds from the Title I,Title II, and Title III federal programs which are used to supplement existing state funding for education. Additionally, the Restricted portion also includes one-time COVID expiring funds.

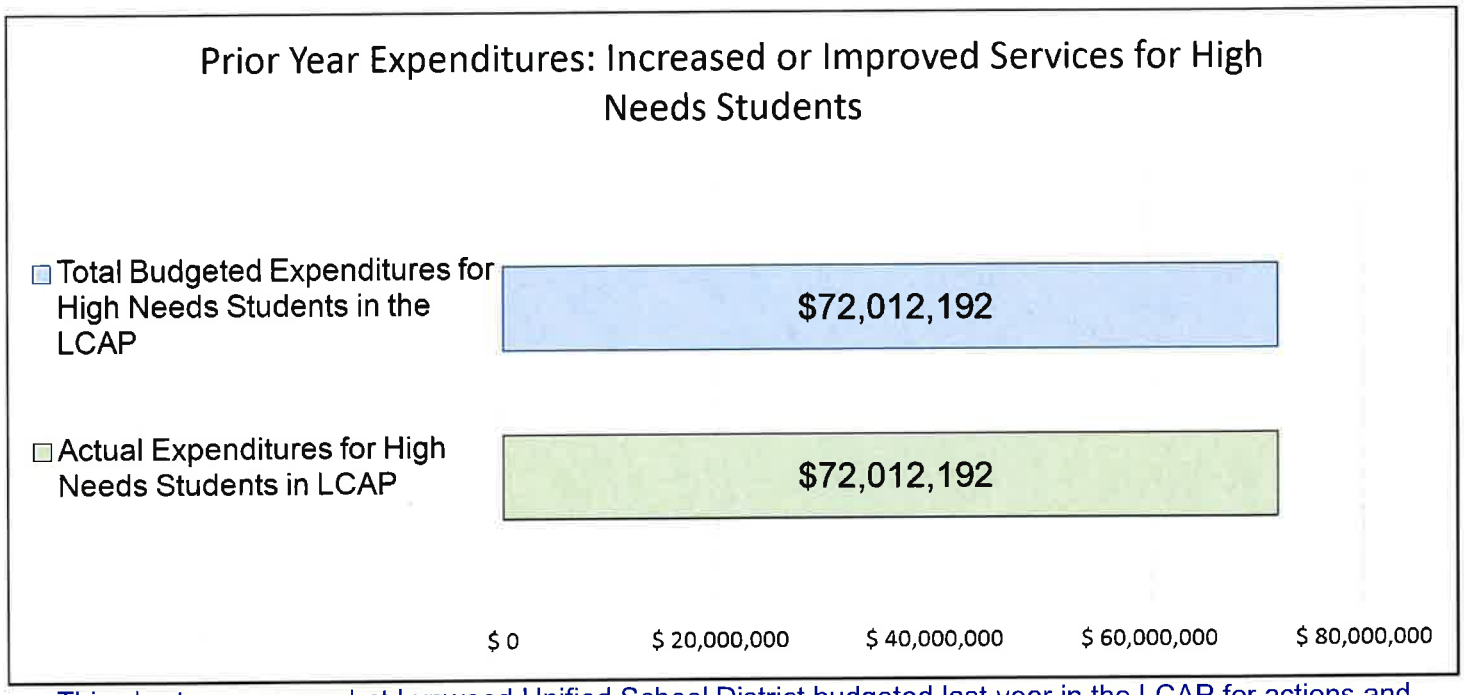
Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Lynwood Unified School District is projecting it will receive $56,991,161 based on the enrollment of foster youth, English learner, and low-income students. Lynwood Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lynwood Unified School District plans to spend $56,991,161 towards meeting this requirement, as described in the LCAP.

LUSD is committed to provided a high quality, well rounded education for all of its students. Some of the budgeted expenditures planned for in person intervention, on site and off site learning experiences, in person staff development and collaboration, in person parent engagement, as well as positions that were hired later in the year, were reduced in efforts to keep everyone in our community safe. As a result the actual expenditures for actions and services is less than the total budget expenditures for those planned actions and services.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Lynwood Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Lynwood Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Lynwood Unified School District's LCAP budgeted $72,012,192 for planned actions to increase or improve services for high needs students. Lynwood Unified School District actually spent $72,012,192 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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
Lynwood Unified School District	Dr. Gudiel Crosthwaite Superintendent	gcrosthwaite@lynwood.k12.ca.us (310) 886-1600

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Lynwood Unified School District is located in the City of Lynwood, Our 4 Mile City". Lynwood Unified is a model urban school district located in Los Angeles County which serves over 11,000 students through 12 elementary schools, 2 middle schools, 4 high schools, 19 preschool classes, Head Start program, as well as adult and independent study programs. There are currently 6,725 Elementary students, 1,874 Middle School students, and 5,068 High School Students. Over 2,398 employees support our LUSD students and families. Over 763 certificated staff members are employed with LUSD and 513 have a master's degree + 30 additional units of study. Nearly 875 classified staff members ensure that our students, staff, and parents have a positive school experience. Our student demographics indicate that 94.3% of our students are Latino, 4.7% African American, and 1.2% Asian Pacific American and or Caucasian. 94.8% of students in Lynwood are considered Socioeconomically Disadvantaged, 25.8% English Learner Students, and 0.9% Foster Youth. Lynwood Unified is a tight-knit community of families, parents, teachers and students who work together to create a positive environment for academic success. Our Board of Education, administrators and educators include many former students of the District who have dedicated their lives to continually raising the bar of achievement. Our mission is to ensure the success of our students by hiring people of great character, providing safe and clean environments and focusing on equity, access and justice for all voices. In LUSD we believe Equity means: Providing unfettered, differentiated support and access to all students; we believe it is our moral obligation to systematically provide opportunities for every student to fearlessly achieve their own personal and professional aspirations. We strive to ensure each student fearlessly achieves their highest academic and personal aspirations while contributing to a diverse, global society through an evolving system distinguished by:

- people of great character who inspire and lead by example
- the instilling of courage to be creative
- the transformative uses of technology
- safe and clean environments
- the inclusion of all voices in our community through equity, access and justice

Our programs give students the opportunity to delve deeper into the topics that interest them most while still completing the requirements for promotion, graduation, and admittance into some of the nation's top colleges and universities. Our tenants of Equity, Access, and Justice are evident in our curriculum which is culturally relevant and inclusive. Lynwood has a comprehensive Visual and Performing Arts program and curriculum that provides multiple learning opportunities for diverse learners so that students develop as artistically literate individuals. Lynwood Unified strives to prepare all students for college and career and to support these efforts, it has instituted a default A-G College Curriculum for all students. Starting in middle school, our students have options to further explore professions through our career technical education pathways. Our career technical education pathways branch out into our middle and elementary schools, helping students determine which profession they might want to follow once they enter high school. Our high school pathways include manufacturing and engineering, biomedicine and nursing, media and design arts, performing arts, photography, culinary arts and automotive. We offer 17 Advanced Placement Subjects, 13 International Baccalaureate Subjects, and 24 Career Technical Education Subjects. Our District has Secured Partnerships with the University of Southern California, Cal State Dominguez Hills (Dual Enrollment), Alder University (Teacher Residency Program), La Verne University (College Promise), Compton College (College Promise), Cerritos College (College Promise), Long Beach Community College (CTE), and East Los Angeles Community College (College Promise). As a school community, it is our ultimate goal to develop and perpetuate a growth mindset through collaboration, teamwork and the effective use of technology. It is through this work and guidance that we strive to prepare our students with the essential tools and intrinsic motivation to compete in any real world setting and immerse them in a rigorous college going culture. Through constant data reflection sessions, our staff has continued to analyze and disaggregate data to improve student performance in the classroom and on both District and State assessments. We are Lynwood!

Reflections: Successes

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

Based on information from the California Dashboard, Lynwood USD saw increases on how students performed on both the SBAC English Language Arts (ELA) and Math assessments. In ELA the district's overall percentage increased from 28.4% to 31.78%. In Math the district's overall percentage increased from 14.6% to 18.33%. All student subgroups attained performance increases on the ELA and Math SBAC Assessments.

The following details the performance growth in ELA for all subgroups:
16.2% to 25% Black or African American
28.9% to 32.21% Hispanic or Latino
28.1% to 31.16% Socioeconomically Disadvantaged
4.5% to 6.81% English Learners
3.8% to 8.15% Students with Disabilities

The following details the performance growth in Math for all subgroups:
6.7% to 11.2% Black or African American

14.9% to 18.69% Hispanic or Latino
14.3% to 17.72% Socioeconomically Disadvantaged
4.0% to 5.88% English Learners
2.8% to 5.74% Students with Disabilities

The California Dashboard indicates that Lynwood Unified School District four-year cohort graduation rate is 84.5% which is an 0.01%% increase.
85.0% Socioeconomically Disadvantaged
85.3% Hispanic or Latino
74.9% English Learners
72.7% Black or African American
70.8% Students with Disabilities

During the 2022 - 2023 school year 1695 parents completed the LUSD Parent Engagement Survey. Of the parents surveyed 1645 stated they felt welcomed when visiting their child's school campus. Of the parents surveyed 1649 indicated that they were treated with respect and 1655 believed the school valued and recognized their culture. 95% of parents surveyed felt they received effective forms of communication including flyers, autodialed messages, and communication apps. These numbers represent a consistent effort to ensure our parents feel valued and included. The following list illustrates a few of the topics that were covered this year:

- Academic Success
- Navigating the LUSD Educational Experience
- Supporting Student Groups
- Social-Emotional Health and Growth
- Effective Advocacy Strategies
- College and career readiness
- Equity, access, and justice for parents
- Financial aid and scholarships
- Graduation and A-G requirements

Over 50 parent engagement opportunities were provided to families in Lynwood. These opportunities included: Workshops on the newly developed Parent Family Engagement Policy Toolkit to support site leadership teams in their efforts to present and gather parent and family input, the LUSD's Parent Engagement Coffee Chat Series Curriculum for a Train the Trainer Model, parent workshops for parents and family members to increase their understanding of the education system, LUSD Parent University, LUSD Parent Volunteer Recognition, LUSD Parent YouTube Channel which houses all recorded workshops for convenient access, and the LUSD Parent and Family Google Site which is a one-stop shop for parents/families to access placemats, calendars, flyers, and other resources.

Lynwood Unified School District Professional Development focus areas for the 2022-2023 school year were derived out of district-wide academic data as well as feedback from our educational partners (i.e., teachers, parents, staff and students). Our focus areas included, but

were not limited to English Learners, Social Emotional Learning, and Equity for all students. In addition, Professional Development in the 4 content areas (English, Math, Social Studies/History, and Science were also essential to provide refinement and refreshers of research based instructional strategies and content after the impact COVID had on both our teachers and students. Beginning with our Annual Summer Institute, teachers received targeted professional development over several days that focused on how to best serve all students, but particularly students with diverse Linguistic and/or learning needs including students who are Foster Youth and/or Homeless, and low income students. Professional development for teachers around English Learners ranged from a refresher on how to Unpack English Learners State standards to Identification of English Learners and their characteristics to best practices to help English Learners gain access to core curriculum. In addition, Professional Development on how to serve the continuum of English Learners (Emerging, Expanding, Bridging) for teachers were provided with strategies that help in differentiating instruction for the needs of all students and in any language. In addition, professional development included how teaching strategies value the student and provide authentic opportunities for the use of academic language. Professional Development was also provided throughout the school year. As mentioned in Goal #2, Lynwood Unified School District has completed the 3rd year of our 4-year EL specific Professional Development Plan. This year, various professional development opportunities were provided to teachers who teach Designated English Language Development (ELD) to review expectations and strengthen lesson delivery, both in elementary and secondary by the English Learner Coordinator and the Title III coordinator. Integrated ELD professional development was provided this year to Math teachers and follow-up sessions to Science teachers. Other opportunities were made available during the teachers' workdays professional development sessions. In addition, AVID excel professional development was provided to Excel teachers at the Middle School. Finally, Summative K12 PD was provided to Instructional Leads, Newcomer's Program Teachers, and teachers on a volunteer basis during the Teacher's workdays as well. Professional Development / Support sessions were also offered to Newcomers Program Teachers.

Lynwood USD continues to plan on expanding access to quality career technical education (CTE) to all students. Quality CTE requires a variety of measures to be performed by each program to support student success. Using LCAP funds, LUSD has paid for the salaries for 11 highly qualified CTE teachers. In addition to on-campus programs, in a partnership with Bellflower USD, additional access to high quality CTE programs are provided through California Advancing Pathways (CALAPS). This allows for access to programs such as Fire Tech, Education, E-Sports, etc. Through these expenditures, LUSD continues to provide access to over 1200 high school students per year as well as access to elective career exploration and STEM coursework at the middle school level. This includes providing a full-time media arts and graphics production instructor at Vista HS. The Secondary Education Department is also looking for ways to support additional teachers to be CTE credentialed to add to our CTE programming for students in our high school campuses. In 2022-23, there are now 9 teachers providing different opportunities in STEM and Career exploration programs such as Computer Science, Robotics, Medical Detectives, and career exploration.

During the 2022-23 school year we continued the use of Data Reflection Sessions and Guidance Alignment Meetings to identify and target students in need of extra support. We also created a new program called AIMS- Academic Intervention Monitoring System where teachers can assign interventions at all tiers and parents, counselors, site administrators, district office personnel, and students can all review what is being done to support students who are enrolled in our intervention programs.

Lynwood Unified continued its focus on mental health and community resources as evidenced by the following: LUSD Hotline for Mental Health where License Clinical Social Workers supported over 800 families, the Health Collaborative referral system connected over 400

families to mental health services, 4 sessions on mental health via support workshops were provided to over 600 teachers, AmeriCorps Job Training for McKinney Vento Families provided over 35 hours of job training to 42 McKinney Vento families, the LJOY Employment for Youth provided paid job training to 62 Lynwood Foster Youth and McKinney Vento students.

Lynwood is committed to its mission of Equity, Access, and Justice. During the 2022-2023 school year the district 3-year Equity Plan was evaluated and updated, trainings were provided to staff in the areas of implicit bias, gender equity, supporting LGBTQIA students, supporting multilingual learners, equitable grading, social justice standards, ethnic studies, and discipline with dignity. Signature events included the Historical Black Colleges and Universities Caravan which provided 7.7 million in scholarships to Lynwood students, Summer Institute Equity Strand that provided 15 equity focused workshops to over 350 teachers and administrators, continued support of both student and parent cultural affinity groups including; the La Raza Club, Los Suenos Club, Dreamers Club, Young Black Achievers Student Union, African American Parent Advisory Group, Asian American Pacific Islander Family Group, LUSD Lead With Pride Committee, Gay Straight Alliances, and the Humane Society. Social Justice Standard lessons were created and implemented via the ELA matrix. Student Leadership Academies took place at our elementary sites and supported over 220 students. The LUSD Ethnic Studies Teachers Cohort was recognized as a Los Angeles County Office of Education Bright Spot.

Lynwood Unified celebrated each of our schools for receiving Positive Behavioral Interventions and Supports (PBIS) awards. Lynwood Unified is the only district in Los Angeles County to receive PBIS awards for each and every school this year. The recognitions for Lynwood's PBIS and Health Collaborative programs serve as another example of the outstanding efforts from the district's teachers, administrators and staff, who work to create a positive and engaging campus climate for students so they can continue to succeed.

LUSD will build upon our current successes by:

- Developing a comprehensive 2023- 2024 District wide Professional Development Plan.
- Delivering high quality professional development in all content areas.
- Continue to implement the LUSD Data Reflection protocol to analyze both local and state data at both the district and school site level.
- The district will update its formative assessments as well as the implementation calendar for Math.
- Certificated and trained classified staff members will provide structured interventions and extended learning time in ELA, Math, and ELD both before and after school.
- Programs which support English Language Acquisition, Dual Language, and bilingualism will continue and enrollment will be encouraged to expand the Dual Language Program.
- The district will continue to provide intentional supports for our African American, Asian Pacific American, LGBTQIA, Foster Youth, Low Income, Unhoused, English Learners and Students with Disabilities.
- The district will expand its focus on mental health and community resources by providing additional License Clinical Social Workers and support workshops.
- The district will develop ways to support additional teachers to be CTE credentialed and added to our CTE programming.

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.

Lynwood Unified School District is committed to providing the best educational experience to every student. Our objectives are to ensure all students graduate college or career ready to achieve their vision of personal and professional success. Our programs our designed to ensure that all students exceed grade level achievement and college content readiness assessments. In order to actualize these goals we continue to refine the level of program implementation. The following section discusses identified areas which need significant improvement and indicators where overall performance was in the lowest categories or the district obtained a Not Met rating. Our Foster Youth student group was identified as a group which was two or more performance levels below the All Student performance group. To support our Foster Youth students an additional goal was created (LCAP Goal 6). The district is required to include a goal for Foster Youth to address consistent low performance measured on the dashboard. This new goal states: Every Foster Youth student will receive additional support to improve academic achievement, increase the Foster Youth attendance rates and decrease the Foster Youth suspension rates as measured by state and local academic indicators, graduation rates, attendance, and suspension data. Based on California Dashboard data there are four areas that have been identified as needing significant improvement:

1. Chronic Absenteeism
2. Suspension (African American and Pacific Islander Students)
3. Graduation Rate (Foster Youth and Unhoused Students)
4. Math

CHRONIC ABSENTEEISM (District Wide):

Chronic absenteeism is determined by the percentage of students in Kindergarten through 8th grade who are absent 10% or more of the instructional days they were enrolled. District wide 37% of students were chronically absent. This indicates an increase of 21% from last year. Absenteeism rates have risen sharply since student returned to in person instruction. The following data breaks down which groups are included in the district rate and the percentage those students were chronically absent:

English Learners- 38.7%
Foster Youth - 30.8%
African American 42.1%
Hispanic 37.1%
Unhoused 49.6%
Socioeconomically Disadvantaged 37.6%

In order to address the performance gaps in the area of Chronic Absenteeism, LUSD will implement and monitor the following measures:

- Ongoing training for attendance assistants to implement effective monitoring procedures.

- Attendance assistants make daily 'personal" phone calls to parents of absent students at all schools
- More frequent home visits of chronic absentee students by district and school site personnel.
- Administrators trained on the SART process to conduct effective SART meetings to ensure the process is understood by SART facilitators and

participants.

- Increase the number of site School Attendance Review Team (SART) meetings with parents and students to discuss barriers to attendance

and interventions.

- Informational and attendance awareness meetings will be conducted at each school site as a preventative measure and to promote positive

attendance.

- Health collaborative referrals and counseling services provided by LUSD social workers and/or partner agencies to address underlying issues

which affects a student's attendance.

- Students who are high chronic absentees and need additional opportunities for credit recovery towards graduation will be offered LUSD

alternative programs in consultation with school site personnel and administration.

- SARB students who were also identified as being within the dashboard reportable subgroups (Foster, Homeless) will have follow-up meetings

with case carriers and coordinators to address attendance barriers.

- As part of guidance alignment, counselors will meet met with students who were not meeting the 90% attendance rate to discuss barriers.
- In order to standardize the attendance interventions and align it with our district mission and vision, each school site developed their own

attendance improvement plan and included it in the School Safety Plan

SUSPENSION: (African American and Pacific Islander Students)
Suspension data for Lynwood indicates that African American students and Pacific Islander students are disproportionately suspended at higher rates than any other subgroup in Lynwood USD. The data is as follows:

2.5% District State 3.1%
6.7% Black or African American State 8.0%
2.2% Hispanic or Latino State 3.3%
6.1% Pacific Islander State 4.5%
2.5% English Learners State 3.5%
5.9% Foster Youth State 12.4%
4.8% Homeless/ Unhoused State 5.5%

There are currently 611 African American students and 33 Pacific Islander students in Lynwood USD. The following programs and or resources are in place to specifically address the disproportionality that exist in the number students who were suspended in these subgroups.

1. Have all students develop a Personal Learning Plan outlining goals, graduation requirements, and progress made toward college and career readiness.

2. Ensure that students are strategically scheduled once per quarter to revise their ongoing Personal Learning Plan (PLP).

3. Provide an African American and Asian Pacific Islander cultural experiences at each school site.

4. Provide historically accurate curricular materials and extended learning experiences that focus on the lived experiences of people across the African and Asian
diaspora.

5. Host male and female Leadership Conferences for Middle and High School students on each of our middle and high school campuses featuring a panel of LUSD
graduates and community members.

6. Provide Girl Empowerment conferences on each of our middle and high school campuses featuring a panel of LUSD graduates and community members.

7. Provide workshops to teachers and administration on discipline with dignity.

8. Provide workshops to teachers and administration on implicit and unconscious bias in the classroom.

9. Continue our implementation of the PBIS program at every school site.

GRADUATION RATE: (Foster Youth and Unhoused Students)
2022 Graduation rate data for our 16 Foster Youth students and our 66 Homeless/ Unhoused students is as follows:
62.5% Foster Youth State 64.1%
66.7% Homeless/ Unhoused State 74.4%

There are several factors that are used to calculate the four year adjusted cohort graduation rate. The Four-Year adjusted cohort graduation rate (ACGR) is the number of students who graduate from high school in four years with a regular high school diploma, divided by the number of students who form the adjusted cohort for the graduating class. The four-year cohort is based on the number of students who enter grade 9 for the first time adjusted by adding into the cohort any student who transfers in later during grade 9 or during the next three

years and subtracting any student from the cohort who transfers out, emigrates to another country, transfers to a prison or juvenile facility, or dies during that same period. We will continue to conduct our DRS's and Guidance Alignment to identify and target students in need of extra support. We also created a new program called AIMS- Academic Intervention Monitoring System where teachers can assign interventions at all tiers and parents, counselors, admin, district office, and students can all be on the same page on what is being done to support the students. We are in the process of testing this program in math classes first since that was our highest area of need. We also have reviewed the way our tutors provide support and PAPER Education online tutoring services by tracking the usage and sharing that data with our site admin each month. We will continue to follow our PBIS model, work in collaboration with Student Services, and parents communication. Lastly, we are supporting our freshman cohort by tracking them earlier, offering summer bridge to prepare them for High school, and providing intervention at an earlier rate to prevent them from falling behind. We will continue our SST process to involve families in gaps of learning and strategies to support students. Critical to maintaining and increasing the graduation rates is the support provided through the additional counselors and case managers who have systematically identified and monitored student achievement outcomes through the eWise data platform. Through these additional services, our staff have successfully identified Foster Youth students and Homeless/ Unhoused students with various needs and have been able to connect them with additional supports, including partnering agencies to ensure that they succeed in high school.

In order to ensure that our Foster Youth students and Homeless/ Unhoused students are graduating on time the following measures have been implemented:

1. We will provide additional Counselors to provide targeted guidance and counseling services.

2. We will provide individual learning plans which are monitored by our Foster Youth and Mc. Kinney Vento Liaisons.

3. We will provide information on advance placement coursework and intervention for credit recovery will be given to parents and guardians as well as students on a
regular basis.

4. Foster Youth and Mc. Kinney Vento Liaisons will monitor students that qualify for AB 216/1806 and monitor the completion of A-G requirements.

5. We will continue with the implementation of the Lynwood Job Opportunities for Youth (LJOY) program.

6. We will provide exposure to college/career pathways, and college nights for parents and students.

7. We will provide professional development to staff and administrations on research based practices that support increasing academic achievement of Foster Youth
students and Homeless/Unhoused students.

MATH (District Wide)
In Math the district's overall percentage increased from 14.6% to 18.33%. The following details the SBAC performance growth in Math for all subgroups:
6.7% to 11.2% Black or African American
14.9% to 18.69% Hispanic or Latino
14.3% to 17.72% Socioeconomically Disadvantaged
4.0% to 5.88% English Learners
2.8% to 5.74% Students with Disabilities

When dissecting the data for Mathematics by subgroup, Foster Youth, African American, English Learners, Hispanic, Socioeconomically disadvantaged, students with disabilities scores indicate that additional instructional support is needed. All teachers are participating in ongoing professional development which provides grade level specific training, beginning with initial sessions which include supporting teachers with demo lessons, co-planning, and co-teaching. LUSD has a systemic process in which teachers analyze district, school, and classroom data to provide concise and effective lessons for students to achieve mastery in content based on the Common Core State Standards in mathematics. Teachers also have access to over 7 supplemental programs and a district wide math intervention program. Teachers also have access to programs which allow them to generate an unlimited number of comprehensive assessments designed with the rigor, academic language and stems found on the Common Core Assessments. LUSD also used resources which allow educators to supplement the curriculum and build rigorous Common Core assessments. Data from those assessments is dissected during our data reflection process.

The following district wide strategies are being implemented to provide additional support in the area of Math:

1.Benchmark assessments for both ELA and Math are administered quarterly where mastery of the standard is reviewed during Data Reflection sessions.

2.Counselors and site administrators meet after each grading term to view all A-G metrics and discuss any and all contributing factors that are systemic.

3.Counselors will create equitable caseloads of students and provide written evidence to address the needs of these students to ensure that academic interventions are
assigned accordingly.

4.A supplemental math program will be implemented to provide an additional pacing tool to guide instruction. Lessons will be delivered daily and assessed using a
diagnostic tool.

5. Interventions in Math will take place at all school sites both during and after school using the small group instructional model.

6. Incentive programs will take place at each school site to encourage students to learn basic math facts.

7. Professional development has been ongoing and will continue at all school sites on Math standards, Math intervention, and checking for understanding strategies.

8. Integrated ELD professional development was provided this year to Math teachers. Follow up professional development will take place this year.

LCAP Highlights

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

The LUSD LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.

The components of this LCAP include:

- LCFF Budget Overview for Parents
- Plan Summary
- Engagement of Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Expenditure Tables
- Instructions

LUSD LCAP Goals:
Goal 1: Every student will receive a well rounded, culturally inclusive, high quality education and will improve academically in English Language Arts and Mathematics as measured by state
and local indicators.

Goal 2: All English Learners will progressively acquire the academic and linguistic skills that allow them to become proficient in English while giving them access to programs that promote dual

language and biliteracy for both English and non- English learners.

Goal 3: All students will be taught by highly qualified teachers who are fully credentialed and appropriately assigned in learning environments that are safe, drug-free, and conducive to
learning.

Goal 4: All students will graduate from high school having had access to meaningful learning activities, an A-G Curriculum, VAPA, and enrichment programs, personal college and career
planning, and access to career pathways.

Goal 5: Parent outreach and engagement will increase annually.

Goal 6: Every Foster Youth student will receive additional support to improve academic achievement, increase the Foster Youth attendance rates and decrease the Foster Youth suspension rates as measured by state and local academic indicators, graduation rates, attendance, and suspension data.

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.

Lugo Elementary School

Support for Identified Schools

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

Based on the most current SBAC Data for Lugo Elementary, there was growth in the area of reading, listening, writing, and research and inquiry. This growth in reading was demonstrated as the percentage of students above the standard improved by 3.67% in reading. In addition, 50.00% of students met or nearly met the standard. Even more significant was the improvement demonstrated by the 5th grade students as 54.24% met or nearly met the standard in reading. This was a 11.64% growth from the previous year's results. Another grade level that demonstrated significant growth in reading was 3rd grade. The percentage of students who met or nearly met the standard in reading was 58.14%. This was a 14.39% growth from the previous year's results. The growth in listening was demonstrated by the percentage of students in 3rd, 4th, and 6th who met or nearly met the standard. This growth in listening was demonstrated as the percentage

of students who met or nearly met the standard in 3rd grade improved by 1.50%, 4th grade improved by 4.79%, and 6th graders improved by 5.50%.

The growth in research and inquiry was demonstrated as the percentage of students in 4th who met or nearly met the standard. This growth in research and inquiry was demonstrated by the 65.38% of the students who met or nearly met the standard in 4th grade. This was an 18.11% growth from the previous year's results. Data from DORA assessments indicated that all students are making some growth in vocabulary and high frequency words. Vocabulary increased from 54.2% to 56.8%. High frequency words increased from 51.9% to 59.7%. The data also shows an increase in growth in the percentage of students in 3rd grade scoring proficient in high frequency words, word recognition, phonics, and spelling. Word recognition increased from 4.1% to 30.2%Phonics increased from 6.1% to 18.6%. Spelling increased from 28.6% to 30.2%.

Based on the most current SBAC ELA Data, an area of need for students is listening and writing. Although, the percentage of students who met the standard in language arts overall decreased from 12.14% to 11.79% (-0.35%), the data also shows a decline in the percentage of students at or near the standard in writing declined from 33.5% to 31.1% (-2.4%). SBAC data indicates that there was a decline in growth in the listening domain as well. The percentage of students at or near the standard decreased from 61.17% to 58.86% (-2.21%).. Additionally, the SBAC data also indicates that there was very small growth in the writing domain. The percentage of students who met or exceeded the standard in writing slightly increased from 4.37% to 6.60%. This was a small growth of 2.37%. Data from DORA assessments indicated that there is a decline in the academic performance in phonics, spelling, and reading comprehension. Based on a comparison of data from 2020-2021 and 2021-2022, this is evidenced from a decline in the percentage of students scoring above the standard in Language Arts in the following areas:
Phonics decreased from 19.2% to 11.4% (-7.8%)
Spelling decreased from 21.5% to 13.2% (-8.3%)
Reading comprehension decreased from 28.6% to 17.2% (-11.4%)

Another area of need is evidenced by most recent local assessments that show an average overall achievement for students in English Language Arts. District local assessments show the following average overall achievement scores for students in 3rd-6th grade who met or exceeded the standards in Language Arts:
3rd grade - 22.6%
4th grade - 27.0%
5th grade - 15.2%
6th grade - 10.6%

Based on the most current SBAC Math Data, an area of need for students is concepts & procedures and problem solving and modeling & data analysis. Data indicates that growth in the overall performance decreased, from 30.3% to 7.8%. SBAC data indicates that there was a significant decline in growth in the percentage of students who scored above the standard in concepts and procedures. The percentage decreased from 17.1% to 1.9%. Similarly, there was a decline in the percentage of students who scored above the standard in problem solving and modeling and data analysis. The percentage decreased from 10.1% to 3.9%.

In an effort to support the implementation of the comprehensive support and improvement plan, the following actions will take place:

1. Lugo will provide interventions for the students in K-6th grade not meeting/not exceeding goals in Mathematics and English Language Arts (before/after school programs, Saturday programs, throughout the school year).

2. Lugo will encourage parent engagement and provide parent education regarding math strategies and how to support students at home.

3. Lugo will provide digital resources, materials and incentives to motivate students to practice and master math and reading skills.

4. Lugo will provide students with more opportunities for students to practice problem solving, explain reasoning.

5. Lugo will provide digital, printed resources, materials and incentives to motivate students to promote and increase literacy.

In an effort to support Lugo Elementary School, the district (LEA) has and will continue to:
1. Provide professional development for teachers and administrators on effective instructional strategies, math concepts and research based instructional strategies that build literacy.

2. Provide a schedule that reflects a protected time (45 minutes daily) during the school day for reading intervention via small group instruction.

3. Provide workshops for parents on supporting learners at home to increase literacy and basic math facts.

4. Provide Instructional Leads with training on the SIPPS- Reading intervention program so that they can serve as a resource to grade leads and teachers.

5. Provide Principal Learning walks so that the Principal at Lugo Elementary will be able to see successful strategies at other schools within the district.

6. Provide district wide after school intervention programs which will target our EL, African American, and Special Education students.

7. Provide students with in person tutoring services during the instructional day in reading, writing, and math via a program from a local university

Monitoring and Evaluating Effectiveness

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

Lynwood Unified will monitor and evaluate the effectiveness of the plan and its implementation in the following ways:

1. Pre/Post assessment on specified standards will be administered to students to determine areas of strength and growth in ELA/Math.

2. Formative assessments will be provided to monitor student progress for example: Exit Tickets, Checking for Understanding, class discussions, Journal writing, observations, student conferences and peer reviews.

3. Benchmark/SBAC assessments will be used to determine students who may need additional supports in ELA and/or Math.

4. Data Reflection Sessions (Meta/Mega) will help to identify student gaps and needs, including subgroups.

5. The district will utilize two parent engagement specialists to assist with expanding learning opportunities for Parent trainings.

6. Weekly meetings will be held with the Principal and the Director of Elementary Education.

7. Evaluate pre and post data from all intervention program.

8. Use Adam and Dora data monitor the effectiveness of the reading intervention via small group instruction.

9. Review Instructional Leads agendas, Principal Learning walk feedback forms, parent workshop sign in sheets.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Lynwood Unified School District, in collaboration with all education partners; Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), African American Parent Advisory Council, Community Advisory Committee (CAC), and school administrators (elementary, middle, high school), worked to evaluate data, examine needs, and create a comprehensive LCAP. This working group-LCAP Educational Partners Committee- received information/updates and participated in noted feedback from our educational partners to include in the LCAP. The topics covered in each meeting are below:

02/21/2023 LCAP Educational Partner Meeting #1
Meeting Objective: Welcome and Introduction and the annual LCAP update and Board Presentation. This meeting was held to complete a comprehensive evaluation of the current LCAP plan to ensure that we are providing our students the best services possible. Also to understand the process of revising the plan and create measurable action steps. Educational partners were given meaningful opportunities to provide input on the LCAP plan. A survey review also took place with educational partners

03/09/2023 LCAP Educational Partners Meeting #2
Meeting Objective: LCAP Survey and Mid-Year Data Metric

04/06/2023 LCAP Educational Partners #3
Meeting Objective: LCAP goals, needs assessment and input. Implementation Presentations: Goal 1 and 2

04/26/2023 LCAP Educational Partners Meeting #4
Meeting Objective: LCAP Goals, Needs Assessment, and Data Analysis. Implementation Presentations: Goal 3 and 4

05/04/2023 LCAP Educational Partners Meeting #5
Meeting Objective: LCAP Goals, Needs Assessment and Input. Survey data was shared with educational partners. Implementation Presentations: Goal 5

06/01/2023 Educational Partners Meeting #6
Meeting Objective: Final Review of LCAP Draft

Representatives from DELAC, PAC, AAPAC, and CAC attended the LUSD Educational Partner meetings and the Superintendent/Deputy Superintendent responded to questions and inquiries prior to the June 22nd Board Meeting.

Prior to the Public Hearing educational partners and community members were given the opportunity to provide written comments and this information was shared via email, LUSD website, and LUSD Facebook page. LCAP Annual Update Public Hearing took place on June 8th, 2023. Community members and parents were notified of the hearing via email, LUSD website, and LUSD Facebook page.

LCAP Annual Update and the Local Indicators will be submitted on June 22, 2023

A summary of the feedback provided by specific educational partners.

The Lynwood Unified School District used varied structures to effectively communicate and engage educational partners in the Local Control Accountability Plan. There were a series of meetings held with all educational partners to provide their feedback on district goals and actions, reflective data, and budget and expenditures. An LCAP survey was also given to allow all educational partners to give their input on services provided, quality of instruction, family engagement, and areas of improvement needed. The educational partners who were continuously involved and engaged in reviewing and developing the plan were representatives from Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), African American Parent Advisory Council (AAPAC), students, and school administrators (elementary, middle, high school). The input of the educational partners was used to determine the goals, actions and services being recommended for the 2022/2023 school year.

LCAP Survey: The LCAP survey was distributed in English and Spanish as part of the process to solicit input from all educational partners. The survey was presented to the LCAP Educational Partners committee to gather and advise the critical information needed to obtain pertinent feedback concerning LUSD. The survey was then sent out to all educational partners in LUSD.

Results are as follows:
Total Participants: 1,505
Parents and Community Members: 512 at 34%
High School Students: 691 at 45.9%
Classified Staff: 85 at 5.6%
Certificated Staff: 214 at 14.2%

Parents and Community Members: 512 at 34%
High School Students: 691 at 45.9%
Classified Staff: 85 at 5.6%
Certificated Staff: 214 at 14.2%

Choose Services you feel the LUSD does WELL.

Clean and well maintained schools - 543 at 36.1%
Teacher recruitment, selection, retention, and new teacher support - 444 at 29.5%
Ongoing maintenance and upkeep of facilities - 335 at 22.2%
Student access to curriculum, textbooks, and instructional materials - 803 at 53.4%%
Technology (e.g. laptops, wiring and internet speed at at school sites) - 905 at 60.1%
Healthy, nutritious, and tasty meals/snacks before, during, and after school - 364 at 24.2%
Access to physical and mental health services for students, families, guardians - 567 at 37.7%

Choose the services you feel are MOST IMPORTANT for LUSD to IMPROVE.

Clean and well maintained schools - 884 at 58.7%
Teacher recruitment, selection, retention, and new teacher support - 820 at 54.5%
Ongoing maintenance and upkeep of facilities - 758 at 50.4%
Student access to curriculum, textbooks, and instructional materials - 547 at 36.3%
Technology (e.g. laptops, wiring and internet speed at at school sites) - 549 at 36.5%
Healthy, nutritious, and tasty meals/snacks before, during, and after school - 944 at 62.7%
Access to physical and mental health services for students, families, guardians - 655 at 43.5%

In order for all students to receive a high quality instruction in school, they NEED:

Engaging Learning Materials
Strongly Agree - 1,023 at 69%
Somewhat Agree - 402 at 27%
Somewhat Disagree - 49 at 3%
Strongly Disagree - 31 at 2%

Computer based instruction or interventions
Strongly Agree -668 at 44%
Somewhat Agree -648 at 43%
Somewhat Disagree -151 at 10%
Strongly Disagree - 38 at 3%

Access to a school library
Strongly Agree - 910 at 60%
Somewhat Agree - 448 at 30%
Somewhat Disagree - 111 at 10%
Strongly Disagree - 36 at 2%

Instruction, books, and learning material related to students' culture(s) and language(s)
Strongly Agree - 943 at 63%
Somewhat Agree - 440 at 29%
Somewhat Disagree - 88 at 6%
Strongly Disagree - 34 at 2%

Challenging and interesting classes
Strongly Agree - 914 at 61%
Somewhat Agree - 442 at 29%
Somewhat Disagree - 103 at 7%
Strongly Disagree -46 at 3%

Teaching and textbooks aligned with Common Core State Standards
Strongly Agree - 788 at 52%
Somewhat Agree -521 at 35%
Somewhat Disagree - 137 at 9%
Strongly Disagree - 59 at 4%

Usage of Technology in the classroom
Strongly Agree- 838 at 56%
Somewhat Agree- 512 at 34%
Somewhat Disagree- 115 at 8%
Strongly Disagree- 40 at 3%

Clean and Safe Learning environments
Strongly Agree- 1,120 at 74%
Somewhat Agree- 247 at 16%
Somewhat Disagree- 81 at 5%
Strongly Disagree- 57 at 4%

Using Technology DAILY in the classroom
Strongly Agree- 671 at 45%
Somewhat Agree- 610 at 41%
Somewhat Disagree- 172 at 11%
Strongly Disagree- 52 at 3%

Instruction, Intervention, and Monitoring
Strongly Agree- 882 at 59%
Somewhat Agree- 465 at 31%
Somewhat Disagree- 105 at 7%
Strongly Disagree-53 at 4%

How satisfied are you with how LUSD provides the following:

Highly qualified teachers
Extremely Satisfied- 527 at 35%
Satisfied- 677 at 45%
Somewhat Dissatisfied- 240 at 16%
Extremely Dissatisfied- 61 at 4%

Engaging learning materials
Extremely Satisfied- 426 at 28%
Satisfied- 725 at 48%
Somewhat Dissatisfied- 285 at 19%
Extremely Dissatisfied- 69 at 5%

Computer based instruction or interventions
Extremely Satisfied- 463 at 31%
Satisfied- 745 at 50%
Somewhat Dissatisfied- 236 at 16%
Extremely DIssatisfied- 61 at 4%

Access to a school library
Extremely Satisfied- 585 at 39%
Satisfied- 656 at 44%
Somewhat Dissatisfied- 202 at 13%
Extremely Dissatisfied- 62 at 4%

Instruction, books, and learning material related to students' culture(s) and language(s)
Extremely Satisfied- 488 at 32%
Satisfied- 684 at 45%
Somewhat Dissatisfied- 250 at 17%
Extremely Dissatisfied- 83 at at 6%

Challenging and interesting classes
Extremely Satisfied- 439 at 29%
Satisfied- 667 at 44%
Somewhat Dissatisfied- 311 at 21%
Extremely Dissatisfied- 88 at 6%

Teaching and textbooks aligned with Common Core State Standards
Extremely Satisfied- 472 at 31%
Satisfied- 692 at 46%
Somewhat Dissatisfied- 256 at 17%
Extremely Dissatisfied- 85 at 6%

Chromebooks/iPads at school and home, WiFi connectivity
Extremely Satisfied- 614 at 61%
Satisfied- 601 at 40%
Somewhat Dissatisfied- 204 at 14%
Extremely Dissatisfied- 86 at 6%

Clean and Safe Learning environments
Extremely Satisfied- 456 at 30%
Satisfied- 504 at 33%
Somewhat Dissatisfied- 326 at 22%
Extremely Dissatisfied- 219 at 15%

In order for families and guardians to support students' learning, they NEED:

Career info workshops for students
Strongly Agree- 814 at 54%
Somewhat Agree- 544 at 36%
Somewhat Disagree- 112 at 7%
Strongly Disagree- 35 at 2%

Academic conferences with teachers
Strongly Agree- 744 at 49%
Somewhat Agree- 544 at 36%
Somewhat Disagree- 162 at 11%

Strongly Disagree- 55 at 4%

Frequent communication from teachers and the school
Strongly Agree- 848 at 56%
Somewhat Agree- 473 at 31%
Somewhat Disagree- 141 at 9%
Strongly Disagree- 43 at 28%

Resources on how to support academics at home
Strongly Agree- 853 at 57%
Somewhat Agree- 497 at 33%
Somewhat Disagree-103 at 6%
Strongly Disagree- 52 at 3%

Parenting/family/guardian support classes
Strongly Agree- 804 at 53%
Somewhat Agree- 508 at 34%
Somewhat Disagree- 139 at 9%
Strongly Disagree- 54 at 4%

Health and wellness workshops
Strongly Agree- 828 at 55%
Somewhat Agree- 509 at 34%
Somewhat Disagree- 122 at 8%
Strongly Disagree- 46 at 3%

Extra-curricular programs, events, and clubs
Strongly Agree- 849 at 56%
Somewhat Agree- 493 at 33%
Somewhat Disagree- 111 at 7%
Strongly Disagree- 52 at 3%

Choose services you feel are most important for LUSD student success.

Academic support for students (e.g. tutoring, after school programs, Student Success Teams {SSC}- 1,171 at 78%
Access to technology (e.g. computers, software, coding, programming, training)- 934 at 62%
Instructional support for students with disabilities, low income, or foster youth- 987 at 66%

Culturally inclusive instruction that is relevant for our diverse student population- 714 at 47%
Instruction, Intervention, and Monitoring for English Learners-785 at 52%
Student to home connections- 688 at 46%
Parent and Family Engagement- 789 at 52%
Social Emotional Health and Wellness Support- 917 at 61%

In what area(s) do you feel the District needs to improve during the 2022-2023 school year?

Preparing student for graduation- 756 at 50%
Preparing student for college/career- 846 at 56%
Supporting student academic proficiency- 804 at 53%
Supporting struggling students- 1,081 at 72%
Improving school climate- 751 at 50%
Providing health & wellness services- 741 at 49%
Improving student attendance- 683 at 45%
Improving parent engagement- 650 at 43%
Improving campus cleanliness -848 at 56%
Improving campus safety- 942 at 63%

The feedback provided by this survey informed the Lynwood Unified School District on the areas which are being implemented well, those that need improvement, and what is needed to continue to propel student success. 80% of our educational partners are satisfied or extremely satisfied with our highly qualified teachers. 61% are extremely satisfied with the Chromebooks and iPads provided at school and at home along with being offered WiFi connectivity. The areas in which LUSD needs to prioritize as a focus of academic improvement during the 2023/2024 school year are supporting struggling students at 72% and preparing students for college and career at 56%.

The educational partners who were continuously involved and engaged in reviewing and developing the plan were representatives from Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), African American Parent Advisory Council (AAPAC), students, and school administrators (elementary, middle, high school). The input of the educational partners was used to determine the goals, actions and services being recommended for the 2022/2023 school year.

Educational Partners provided feedback on specified Ideas, trends, and input by Goal and Action:

- Examined and identified need for each goal using Dashboard analysis and the annual update
- Reviewed action steps from the 22/23 LCAP and determined which action steps were unchanged, modified or continued.
- As action steps were presented to educational partners, they provided input on whether to keep, modify, or remove content.

- Feedback and ideas were given by all educational partners.
- This information was shared along with the LCAP draft to all staff, students, and parents so all educational partners were able to provide feedback and suggestions on the development of our goals and action steps.

Specified feedback and suggestions are as follows:
Goal 1: Educational partners indicated that a continued focus area would be on more teacher training. Quarterly data analysis and feedback with teachers/staff will be used to help make adjustments as needed throughout the year. We will continue with the implementation of the social justice standards in the ELA curriculum to help solidify a well rounded and culturally inclusive education. Goal 1 Action 5 was identified as a priority. this action states that certificated and classified staff members will provide structured interventions and extended learning opportunities.

Goal 2: Educational partners stated that steps needed to be taken to build on our students' multilingual assets and biliteracy to strengthen our Dual Immersion programs in grades k-12. Efforts will be made to recruit EO students for the Dual Immersion program and inform parents and staff on the criteria for the Seal of Biliteracy. The feedback showed that parents continue to be satisfied with Reclassification ceremonies, Parent Training Opportunities, Data Chats for LTEL and Language Learning Kits included parent involvement. Suggested actions to address these needs included ongoing professional development for teachers specifically geared towards meeting the needs of English learners, tutoring, and focus planned after school intervention.

Goal 3: Based on educational partners feedback we would like to continue to do the following: include college and career readiness and accelerated learning strategies, provide additional information meetings for parents on college requirements and enrollment procedures. Continue to address highly qualified and fully credentialed teachers who are not effective in the classroom. Goal 3, Action 1: Utilize funds to provide additional custodial and maintenance support to school sites. Feedback was also given that also indicated that the mental health support that students received should be continued.

Goal 4: Educational partners expressed satisfaction with the data that was presented on enrichment opportunities that offer access to STEAM, visual and performing arts, career exploration, and preparation for college. Feedback indicated a desire to continue to develop Cultural Awareness, tolerance and sensitivity training and financial literacy classes. Educational partners expressed that they would like to see all K-8 classrooms fully implement the Social Justice standards and culturally relevant lessons. Feedback also indicated that our educational partners would like to have the data shared from the A-G monitoring tool, additional college and career counselors to address the needs of our Foster Youth students, and see data by subgroup for all students who have participated in our CTE programs.

Goal 4, - Action 3: We need to continue to work to increase access to career exploration activities at the elementary and middle school levels. Although some activities designed to support financial literacy and entrepreneurship have been implemented, feedback indicated that additional activities were needed.

Goal 5: Educational partners expressed appreciation for all of the efforts that have been made to engage parents and keep them involved. Feedback indicated that parents wanted to continue with Parent University, Coffee Chat Series, and Affinity Groups. Our educational

partners would like to continue to increase outreach efforts to enrolled families by digital and print materials and in-person and virtual events at individual school sites as well as district-wide.

The African American Parent Advisory Council held meetings to review the goals and action steps pertaining to their specific needs. Feedback indicated that representation in curriculum, classroom and school environment, and equitable access to resources provided by LUSD. Data was shared regarding suspension rates and the decrease in the graduation rate. AAPAC parents indicated that they would like an end of the year follow up to see who data changes over time.

A consultation was held with the Mid-Cities SELPA Director on June 1st, 2023. Attendance rates, suspensions, and interventions were discussed during the consultation with the SELPA Director and our Director of Special Education. The SELPA director noted that our state and local assessment data, suspension data, graduation rates, and attendance for our students with disabilities had improved. The SELPA Director also commented on the level of parent engagement from our Special Education parents, and suggested we investigate the attendance of students who are in the mild moderate and severe programs when they are in the hospital or seeking medical treatment so that they are not considered chronically absent.

YouthTruth surveys were received from 5279 respondents including students, staff, and parents. All middle and high school students were provided the survey and we received 3006 responses. Student survey trends indicated that college and career readiness and culture were the highest rated themes for LUSD. Middle and high school staff members completed 356 surveys. Staff survey trends indicated that culture and professional development were the highest rated themes however, the degree to which staff experience positive relationships in their school based on respect, care and approachability decreased 0.16% from the previous year. Middle and high school parents completed 314 parent surveys. Parent survey trends indicated that resources, communication, and feedback were the highest rated themes however, the degree to which families experience positive relationships in their school based on respect, care and approachability were lower rated themes.

After examining feedback, funding amounts for action steps were adjusted to the six goals that reflect our educational partner's input.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

District personnel shared details from various informational meetings to help plan and establish timelines for LCAP Educational Partners Committee meetings. Educational partners were invited to monthly meetings, whereby input from all was of importance. Each meeting focused on a specific LCAP goal and its corresponding actions and services. LUSD educational partners concentrated on reviewing Actions and Services within each goal and improving and/or increasing services to close the achievement gap and provide support for all students.

Presentations/data on the implementation of these actions and services were made with opportunities for educational partner participants to engage in active discussion and revision of goals, actions, and services. LCAP Educational Partners Committee representatives revised and included questions to the annual LCAP Parent Survey that would allow for a better understanding of the community's knowledge and understanding of LCAP; in addition to, gaining valuable input from all educational partners.

The following aspects of the LCAP were influenced by our Educational Partners:

Goal 1, Action 3: Increase funding for school sites to participate in progress monitoring for Foster Youth, Unhoused, EL, and Low Income students.

Goal 2, Action 3: Additional funding was added to address the continued monitoring of the quality of instruction and fully implement lesson design in ELD

Goal 3, Action 1:Increase individualized instructional support for EL, Foster Youth, and Low Income students

Goal 3, Action 3:Continue funding to ensure programs and services that promote equity, student safety, and cultural awareness.

Goal 4, Action 2:Increase funding to provide additional counseling and guidance services

Goal 4, Action 1:Provide enrichment opportunities that offer access to STEAM activities, visual and performing arts, career exploration, and preparation for college

Goal 5, Action 1:Build upon extended learning opportunities for parents to further enhance their engagement and include pathways to increase knowledge of effective strategies for college and career readiness.

Educational Partners,including representatives from: Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), African American Parent Group, students, and school administrators (elementary, middle, high school) provided input on how the additional concentration grant funds should be utilized to provide direct services to students. The following actions/expenditures will be implemented during the 2023-2024 school year using the additional concentration grant funds:

Goal 4 Action 2: SEL support personnel at each Elementary School Site
Goal 4 Action 2: Continue to provide College and Career Specialist for Foster Youth, EL, and Low Income Students
Goal 3 Action 3: Continue the services of the License Clinical Social Workers
Goal 3 Action 1: Ensure that Community Liaisons are provided for each Site
Goal 3 Action 4: Provide a Health Technician at each site

Goals and Actions

Goal

Goal #	Description
1	Every student will receive a well rounded, culturally inclusive, high quality education and will improve academically in English Language Arts and Mathematics as measured by state and local indicators.

An explanation of why the LEA has developed this goal.

LUSD is committed to ensuring all students success. We strive to provide a world class education that prepares students for college, careers, and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA Met or Exceeded Standards	37.8% District 28.6% Black or African American 38.2% Hispanic or Latino 14.7%Socioeconomically Disadvantaged 6.4% English Learners 12.3%% Students with Disabilities	28.4% District 16.2% Black or African American 28.9% Hispanic or Latino 28.1% Socioeconomically Disadvantaged 4.5% English Learners 3.8% Students with Disabilities	31.78% District 25% Black or African American 32.21% Hispanic or Latino 31.16% Socioeconomically Disadvantaged 6.81% English Learners 8.15% Students with Disabilities		43.5% District 33.8% Black or African American 42.7% Hispanic or Latino 20.8% Socioeconomically Disadvantaged 14% English Learners 18.3% Students with Disabilities
SBAC MATH Met or Exceeded Standards	26.1% District 18.5% Black or African American	14.6% District 6.7% Black or African American	18.33% District 11.2% Black or African American		32.1% District 24.5% Black or African American

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	26.4% Hispanic or Latino 10.6% Socioeconomically Disadvantaged 6.4% English Learners 9.2% Students with Disabilities	14.9% Hispanic or Latino 14.3% Socioeconomically Disadvantaged 4.0% English Learners 2.8% Students with Disabilities	18.69% Hispanic or Latino 17.72% Socioeconomically Disadvantaged 5.88% English Learners 5.74% Students with Disabilities		32.4% Hispanic or Latino 16% Socioeconomically Disadvantaged 14% English Learners 16% Students with Disabilities
Access to standards aligned instructional material	100% of Students have access to standards aligned instructional material	100% of Students have access to standards aligned instructional material	100% of Students have access to standards aligned instructional material		100% of Students
Local Indicator: Professional learning for teaching to the adopted academic standards and/or curriculum frameworks	ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 5 - Full Implementation and Sustainability Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards:	ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 5 - Full Implementation and Sustainability Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards:	ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 5 - Full Implementation and Sustainability Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards:		5 - Full Implementation and Sustainability in all content areas

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5 - Full Implementation and Sustainability	5 - Full Implementation and Sustainability	5 - Full Implementation and Sustainability		
Local Indicator: Policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards and/or curriculum frameworks	ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 4 - Full Implementation Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards: 5 - Full Implementation and Sustainability	ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 4 - Full Implementation Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards: 5 - Full Implementation and Sustainability	ELA Standards: 5- Full Implementation and Sustainability ELD Standards: 4 - Full Implementation Mathematic Standards: 5 - Full Implementation and Sustainability Next Generation Science Standards: 4- Full Implementation History-Social Science Standards: 5 - Full Implementation and Sustainability		5 - Full Implementation and Sustainability in all content areas

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	District Program Directors and Staff will provide professional development to all certificated staff members on all core subject content areas, social emotional classroom supports, PBIS, Technology, culturally responsive instruction, English Learner instructional strategies, and instructional strategies to improve academic achievement for English Learners, Foster Youth and Low Income students.	$9,676,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Supplementary Materials and Resources	The Ed Services division will ensure that supplementary materials, resources, updated technology tools, and curriculum materials are provided to students to support instruction for unduplicated students. These materials will support differentiated instruction.	$6,335,805.00	Yes
1.3	Progress monitoring	Each school site grade level teams will participate in progress monitoring for all students and/or unduplicated Foster Youth, Homelessness, English Learners, and Low Income student counts. The following protocols will be used to monitor student progress and to connect student needs to Intervention services : School Data Reflection Processes District Data Reflection Processes Districtwide Collaboration Meetings Vertical Collaboration Meetings	$2,706,184.00	Yes
1.4	Instructional practices	Instructional Improvement Leads and Digital Coaches will support the implementation of the LUSD Instructional Lesson Design, professional development coaching cycles for individual and content specific teams of teachers, Cultural and linguistic Instructional Practices, and a comprehensive VAPA program to ensure that students receive a a well rounded, culturally inclusive, high quality education.	$2,420,418.00	Yes
1.5	Interventions	Certificated and trained classified staff members will provide structured interventions and extended learning, both virtual in and in person to	$2,215,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support increased achievement in all core subject areas for English Learner, Foster Youth, and Low Income students.		
1.6	Core instructional Materials and Supplies	Schools will provide standards aligned instructional materials including materials for students in all core content areas including English Language Development.	$731,690.00	No

Goal Analysis [2022-23]

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.

Six action steps were identified that would demonstrate growth and propel the meeting of the districts overall goal. These six actions: professional development, supplementary materials and resources, progress monitoring, instructional practices, interventions and core instructional materials and supplies. This section discusses the implementation, challenges, successes, and any actions that were not implemented or implemented differently.

IMPLEMENTATION:
Our professional development focus areas included, but not limited to English Learners, Social Emotional Learning, and Equity for all students. In addition, professional development in the 4 content areas (English, Math, Social Studies/History, and Science were also essential to provide refinement and refreshers of research based instructional strategies and content after the impact COVID had on both our teachers and students. Teachers received targeted professional development on how to best serve all students, but particularly students with diverse Linguistic and/or learning needs including students who are Foster Youth and/or Homeless, and low income students. Professional development on PBIS, Technology, and culturally responsive instruction was provided to all teachers. Lynwood Unified School District provided teachers with professional development that focused on assisting teachers in incorporating research and best practices for integrating Social Emotional Learning (SEL) in daily lessons including viewing them through The Collaborative for Academic, Social, and Emotional Learning
(CASEL) framework. Trainings for teachers also included behavior intervention support across MTSS tiers. Lynwood Unified has provided robust professional development around cultural relevance to its educators that provide informed approaches toward designing inclusive and responsive schooling environments. The professional development is for all students including students who may be Foster Youth, Homeless, English Learners, low income students, and African American students. The professional development also focused on highlighting the racial discipline disparities that exist and how through a more inclusive and responsive school environment, we can keep Students of Color in school. Supplementary materials were purchased to support unduplicated students core instruction and intervention.

Material were provided to support literacy, basic math facts, social studies topics, and science. Students were provided with winter and summer learning packets in ECE- 12th grade. Funds were used to continue technology platforms, learning applications, and resource materials for teachers to supplement the core curriculum for unduplicated students. Progress monitoring continued in all subject areas. Teachers participated in Data Reflection Sessions using a reflection process to monitor the achievement of unduplicated students. District directors, coordinators and administration participated in districtwide data reflection quarterly. Grade level teams at each school site participated in collaboration meetings which discussed program implementation, achievement data, and next steps. Instructional improvement leads supported the the implementation of literacy programs, supplemental math programs, and ELD. Instructional Leads provided professional development, lead data reflection session, and assisted teachers with coaching by modeling lessons for them. Interventions in Language Arts, Math, and ELD took place at all school sites both during and after school. Interventions for English Learners, Foster Youth, and Low Income students were targeted and planned using the support of teachers and outside agencies. Both certificated and classified staff members provided in person interventions in core content areas for our unduplicated students.

CHALLENGES:

Although our SBAC data shows positive growth, we have not yet fully returned to pre-pandemic percentages. Although our English Learners have made some gains, they have not made as many gains as their English Only counterparts. Therefore, additional training for teachers will continue on how to further differentiate instruction when they are serving various ELs on the language continuum including Long term English Learners, who may speak English, but struggle with comprehension and more complex language used such as in Science and Math content classes. Although many of our teachers participated in our Professional development that focused on Social Emotional Learning, our data indicates that we still need to continue to help build understanding around how student's learn when they are dealing with a crisis or are experiencing difficult situations in their lives. Although Lynwood Unified has made some gains in supporting all our students, there is still a need to continue to support our Students of Color based on the data, especially for our African American Students, who sometimes fall into the category of Foster Youth, Homeless, or low income. Math continues to be a challenge based on our Lynwood district-wide data. Although some sites have made some gains, professional development around mathematics will need to continue for the 2023-2024 school year. One of the steps that need to be taken is an evaluation of the current math curriculum being used at both the Elementary and Secondary levels to determine if the curriculum has what it needs to meet the needs of our students. We will need to take inventory of our current program and determine what needs to be the focus for the up and coming math adoption. A new Professional Development plan for 2023-2024 will need to be completed to ensure professional development is targeted and purposeful for our teachers and that it will help in all our students including Foster Youth, Homeless, English Learners and Low Income students are growing academically and their social-emotional state is healthy. Although interventions were provided at each site, new data needs to be analyzed to ensure that students who need the support will be encouraged to attend intervention classes.

SUCCESSES:

Current SBAC data indicates that district wide and all subgroups made progress from the year before in both ELA and Math. All of our students have access to standards aligned instructional materials. Local Indicator data in the areas of professional learning for teaching to the

adopted academic standards and/or curriculum and programs to support staff in identifying areas where they can improve in delivering instruction aligned to the adopted academic standards and/or curriculum frameworks shows that our level of implementation is either at the Full Implementation and Sustainability level (5) or at the Full Implementation level (4). Based on survey data and workshop evaluation forms, teacher were provided with a robust professional development catalog that provided meaning professional development with the intent to improve instructional delivery. Unduplicated students were given the opportunity at all grade levels to receive additional instruction time via interventions that targeted the areas in which our assessment data indicated they need extra support. Student use of our technology platforms increased and teachers have increase the amount of technology used in the classroom. Cultural and linguistic professional development and student centered lessons were used to connect with students and build relationships.

ACTIONS:
The amount of funds used to support interventions did not solely come from Goal 1 Action 5. Therefore although interventions were fully implemented, it it not reflected in the total expenditures. Based on the actions indicated in goal 1 and their implementation there were no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Of the 11,877,438 that was budgeted 614,555 remained. Title II funds were used for professional development which accounts for the carryover.
Action 2: Of the 8,054,608 that was budgeted 291,733 remained. Title 1 funds were used to purchase supplementary materials.
Action 3: An additional 1,217,247 was spent in this goal to support progress monitoring for unduplicated students.
Action 4: Of the 4,340,881 that was budgeted 1,976,757 remained. Title 11 funds were also used to support this action.
Action 5: Of the 2,769,702 that was budgeted 363,791 remained. Title 1 funds were used to support interventions.

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

Preliminary data from formative assessments, a-g completion rates, E wise data system which tracks students course completion, and data from school site data reflection sessions indicate that students are on track to increase their proficiency in both ELA and Math on the SBAC test, as well as increase the graduation rates to pre- covid percentages. Particular focus was on our unduplicated students who all saw improvements in state and local academic indicators. Supplementary materials provided much needed core curriculum support and allowed students to continue learning during both winter and summer breaks. Supplementary program data in literacy and mathematics indicate that

students have made progress. Professional development work shops and coaching cycles assisted with program fidelity and implementation of the LUSD Instructional Lesson Design. A robust VAPA program continued to offer students exposure to music, art, dance, and theatre at all grade levels.

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.

Reflection:
1. Professional development in core content areas for all staff must continue in the 2023-2024 school year.
2. Professional development on Instructional practices must continue to support in the increase in academic achievement for all unduplicated students.
3. Supplementary materials will be purchased that support both differentiated and small group instruction
4. Instructional Improvement Leads will continue to provide teachers support through the implementation of coaching cycles in the areas of Literacy and Math.
5. Additional intervention classes will be offered after-school and on weekends.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All English learners will progressively acquire the academic and linguistic skills that will allow them to become proficient in English while giving access to programs that promote bilingualism and Biliteracy for English Learners and Non-English Learners.

An explanation of why the LEA has developed this goal.

In LUSD we believe language acquisition is a Human Right, as well as access to high quality core for instruction. We want to ensure that there is a clear understanding of the EL Profile (Identification, different type of Els) and that data is used to support the reclassification of EL students. It is necessary to ensure that all professional development for EL programs as well as the monitoring of both integrated and designated ELD be delivered consistently across all grade levels and sites. A focus for the district will be to consistently use standards based instructional materials, prepare students for assessments using high quality instruction, integrate strategies throughout the curriculum that support language development, and use data to support students via intervention and supplementary instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff overseeing and supporting LUSD ELs Master Plan Data: PRF, job descriptions, contracts	EL Coordinator 2 Test Techs/Data Analyst 17 Testing Assistants 1 EL Coach	El Coordinator, 3 Testing Techs, 16 Testing Assistants, 1 Title III Lead Teacher	El Coordinator, 2 Testing Techs, 12 Testing Assistants, 1 Title III Lead Teacher		EL Coordinator 3 Test Techs/Data Analyst 20 Testing Assistants 4 EL Coaches
Percentage of teachers fully trained Integrated ELD Strategies in Middle and High school	All Science teachers in Middle and High Schools were trained on Integrated ELD.	All Science and English teachers in Middle and High Schools were trained on Integrated ELD.	All Science and Math teachers in Middle and High Schools were trained on Integrated ELD.		All teachers in Science, English Math and History are fully trained in Integrated ELD strategies in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data source: PD sessions calendar, Board items, requisitions					Middle and High school
Percentage of teachers fully implementing Integrated ELD Strategies in Middle and High school Data source: Teachers Lesson plans, Observations-LIVE Tool	5% of teachers fully implementing Integrated ELD strategies in Middle and High School based on observations using the LIVE tool	15% of teachers fully implementing Integrated ELD strategies in Middle and High School based on observations using the LIVE tool	35% of teachers fully implementing Integrated ELD strategies in Middle and High School based on observations using the LIVE tool		80% of teachers in Science, Math and History are fully implementing Integrated ELD strategies in Middle and High school
Percentage of Designated ELD courses for all ELs at all proficiency Levels Data source: Designated ELD District Master Calendar, Daily Schedules, Observations-LIVE Tool	100% EL Students <3 years in the country receive Designated ELD in Middle and High School 4+ ELs do not consistently receive Designated ELD in secondary within their English Block	100% EL Students <3 years in the country receive Designated ELD in Middle and High School During the 2021- 2022 school year all secondary schools identified their designated ELD time within their English block. All English	100% EL Students <3 years in the country receive Designated ELD in Middle and High School During the 2022- 2023 school year all secondary schools identified their designated ELD time within their English block. 50% of		100% of ELs will receive Designated ELD instruction at their proficiency level and according to their years as an EL 100% of English teachers are fully implementing the Local Designated ELD curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		teachers received 2 PD sessions on Designated and Integrated ELD.	Elementary Schools received PD sessions on Designated and Integrated		
EL Monitoring Tool (AIM) for Secondary	Introduced the EL Monitoring tool (LEP Tool) to Hosler Middle School Admin, Teachers, and counselors to ensure all teachers recognize their ELs in each period and identify the type of EL (Newcomer, At Risk, LTELs) and monitor Ds & Fs to provide appropriate interventions	Introduced the EL Monitoring tool (LEP Tool) to all Instructional Leads and all Middle School Teachers and Admin	Introduced the EL Monitoring tool (LEP Tool) to all Highschool Teachers		Introduced the EL Monitoring tool (LEP Tool) to all LUSD School Admin, Teachers, and counselors to ensure all teachers recognize their ELs in each period and identify the type of EL (Newcomer, At Risk, LTELs) and monitor Ds & Fs to provide appropriate interventions
					-
Dual Immersion Program and Bilingualism Data Source: DI classes in elementary, enrollment in Spanish Elective Middle Schools, Percentage	Dual Immersion K-6 enrollment: 159 students Seal of Biliteracy: 140	Dual Immersion K-6 enrollment: 279 students Seal of Biliteracy: 176	Dual Immersion K-6 enrollment: 289 students Seal of Biliteracy: 104		Dual Immersion Program includes 6th grade Increase of Seal of Biliteracy by 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
of Seal of Biliteracy, AP & AB Exams					
ELPAC Data	Number of students tested: 1,760 Scored Level 1: 358 Scored Level 2: 678 Scored Level 3: 559 Scored Level 4: 165	Number of students tested: 3,358 Scored Level 1: 777 Scored Level 2: 1210 Scored Level 3: 1061 Scored Level 4: 310	Number of students tested: 3,002 Scored Level 1: 567 Scored Level 2: 979 Scored Level 3: 1013 Scored Level 4: 303		Increase the number students scoring at Level 4 by 15%
Reclassification Data	6.8% District wide Reclassification Rate	4.1% District wide Reclassification Rate	11% District wide Reclassification Rate		16% District wide Reclassification Rate

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)	Certificated staff will provide interventions, supplemental programs and materials to strengthen the language fluency of ELL students and support them in their academic achievement in order to increase reclassification while equipping them with the necessary tools to be holistically successful. The interventions include district wide EL Bootcamp, District-wide EL Intervention which takes place before school, after school, during winter break and summer will focus on Reading, Writing, Listening, and Speaking, and site specific Newcomers Intervention.	$500,000.00	Yes
2.2	ELL Program Support Staff	The ELL Program Coordinator will monitor the implementation of the instructional program for English Learners. The Coordinator will provide feedback to both administration and teachers in efforts to improve the quality of EL instruction. The Coordinator will provide	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development, develop lessons, review EL data, and ongoing assessment in order to improve the quality of instruction for English Leaner students.		
2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Certificated staff will fully implement the LUSD instructional program for EL students in order to improve the quality of instruction and identify additional supports as needed. The use of the AIM monitoring tool will be implemented and used to provide feedback to teachers of EL students. EL data will be used to assign appropriate interventions to mitigate the learning loss.	$121,095.00	Yes
2.4	Integrated and Designated ELD Professional Development for Elementary and Secondary	The EL Coordinator, EL Instructional Leads, and or site Administration will provide specific ongoing training for teachers, in order to increase the quality of effective ELD instruction that assists EL students in increased engagement, becoming proficient in English while improving in all academic courses. Topics will include but are not limited to: EL Interventions, use of additional materials and resources to supplement the core-software, use of leveled literature, realia, bilingual resources which are appropriate for all ELs typology (Newcomers, LTELs, EL w/IEPs, ELs).	$59,147.00	Yes
2.5	Dual Immersion & Dual Language & Bilingualism	To provide increased and improved services for students in the Dual Immersion & Dual Language programs, the district will provide the following in addition to core program offerings: • Continue to expand the Dual Immersion and Dual Language programs in grades K-12. • Provide Spanish Electives in Middle school for EL and Non-EL students.	$1,486,468.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide classes and program monitoring to support students in achieving the Seal of Biliteracy and the Global Seal of Biliteracy. • Seek partnerships with Colleges and Universities to to accelerate language proficiency for all students and expand multilingual opportunities.		

Goal Analysis [2022-23]

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.

Goal 2 supports the academic and linguistic skills of our multilingual students. It encourages English proficiency and programs that promote bilingualism and biliteracy. This section discusses the implementation, challenges, successes, and any actions that were not implemented or implemented differently.

IMPLEMENTATION:
AVID XL for 7th and 8th grade students focused on Long-term English learners (LTELs) was provided. All teachers attended Summer training at their level and monthly support sessions, as well as classroom walks were planned and took place accordingly. The data shows that the students in those classes had a low percentage of Fs across the curriculum. During walkthroughs and evaluations it was noted that teachers use the program curriculum with fidelity. All sites offered these interventions in various forms. Dates and times were selected by sites based on availability of teachers to teach them. Data Chats in secondary met with ELs after school, reviewed data and set goals. LUSD acquired a new software that supports language development for ELs and provides on-going ELPAC practices. Data shows that students in Newcomers classes have shown improvement from the beginning of the year, students are enjoying using it. The EL Coordinator has conducted EL walks K-12 and provided Admin and teachers with feedback using the LIVE tool. All sites, elementary, middle, and high school provided their Designated ELD time in the beginning of the year. All secondary school teachers were trained on the EL Monitoring Tool (AIMS) in the Fall, so they would clearly identify ELs in each period and monitor their performance offering interventions. LUSD has completed the 3rd year of our 4-year EL specific PD Plan. This year various professional development opportunities were provided to teachers who teach Designated ELD to review expectations and strengthen lesson delivery. The LUSD Dual Language Program continues to grow and has formed a committee that meets once a month to review programs, assess needs and strengthen practices.

CHALLENGES:

Because teachers will not be attending the AVID XL summer training, support sessions will be focused on lesson planning by each unit and we will conduct coaching sessions with the teachers in the classroom. LUSD acquired a new software that supports language development for EL's and provides on-going ELPAC practices. Launching the software posed a challenge, as approval and data upload happened later in the Fall. It also took some time to train those responsible to roll it out, so the assessment windows had to be modified. However, most EL's have used it with consistency. Feedback from the learning walks show that the designated ELD time in elementary, although happening, is not consistent in its use of materials and grade level plans. Schedules need to be adjusted to provide a Newcomers ESL Summer Program for secondary students.

SUCCESSES:

The district wide reclassification rate increased 7%. SBAC data indicated that EL students improved in both ELA and Math. The Dual language
program increased in size and teachers were provided both professional development and collaboration time. 100% EL Students <3 years in the country receive Designated ELD in Middle and High School. During the 2022- 2023 school year all secondary schools identified their designated ELD time within their English block. Elementary Schools received professional development sessions on Designated and Integrated ELD. The EL monitoring tool was introduced to all high school teachers. All sites, elementary Middle and High provided their Designated ELD schedules in the beginning of the year and learning walks were conducted to ensure program fidelity. All secondary school teachers were trained on the EL Monitoring Tool (AIMS) in the Fall, so they would clearly identify ELs in each period and monitor their performance offering interventions.

ACTIONS:
All actions were implemented and there were no substantive changes made to them.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Title III funds were used to support this action.
Action 2: Of the 559,284 that was budgeted for this action 391,831 remained. Title III funds were used to support this action.
Action 3: 83,000 was budgeted for this goal, 197,779 was spent to implementing and monitoring ELD instruction.
Action 4: 37,200 was budgeted for this goal, 56,208 was spent to support integrated and designated ELD.
Action 5: 1,507,993 was budgeted for this goal, 1,598,246 was spent to support Dual Immersion Programs.

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

By providing additional supports and interventions via AVID XL, before and after school classes, tutoring through partners, and supplemental resources EL students increased their reclassification rates, graduation rate, and improved their performance on the SBAC assessment. The

EL Coordinator monitored the implementation of the instructional program for EL students. The coordinator provided professional development to staff, supported parents in the District Learner Advisory Committee, assisted grade level teams with the development of lessons, supported the launch of a new software that supports language development for ELs and provides on-going ELPAC practices. The EL Coordinator has conducted EL learning walks K-12 and provided administrators and teachers with feedback using the LIVE tool. This support assisted in ensuring the programs were implemented and teachers had both materials and professional development to support their instruction. The use of the AIM tool helped clearly identify ELs in each period and monitor their performance offering interventions. Interventions assisted Emerging, Expanding, and Bridging EL students by giving them additional learning time based on data we received from both formative and summative assessments. The increased and improved services to support the Dual Language and Dual Immersion programs assisted in making progress to expand the program, and increase the number of students enrolled.

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.

In Goal 1 action 1 we need to increase the number of students who take AVID XL course in 7th and 8th grade. Although the data is very promising a larger number of students would benefit from the classes offered. Additional trainings are needed to ensure the new software is used with fidelity. In GOAL 2 action 2 the LIVE tool continues to show that instructional walks happen with less frequency in Designated ELD or with an EL focus in core classes for Integrated ELD. Therefore, support for administration with its implementation is needed. In Goal 2 action 3 there was limited data on monitoring Designated ELD in secondary. Integrated ELD was not observed in all of the classes visited. Additional support will be given to secondary EL programs and the monitoring of them. In Goal 2 action 4 professional development was provided this year to Math teachers and review sessions to Science however, we need to continue efforts in providing Integrated ELD to secondary teachers. During the 23-24 school year we will offer History teachers professional development on Integrated ELD and will conduct follow up sessions for the Math teachers. In Goal 2 action 5 we began to recognized all students participating in Dual Immersion in Elementary, all students who are taking Spanish as an elective in Middle School, and attainment of proficiency for promoting 6th and 8th graders into Bilingual pathways.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	All students will be taught by highly qualified teachers who are fully credentialed and appropriately assigned in learning environments that are safe, drug-free, and conducive to learning.

An explanation of why the LEA has developed this goal.

In LUSD we are committed to ensuring students are taught by highly qualified teachers who support and develop positive safe learning environments that are culturally relevant and inclusive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% fully Credentialed Teachers and assigned Teachers	100% Fully Credentialed	100% Fully Credentialed	100% Fully Credentialed		100% Fully Credentialed
Williams Facility Reports	100% Good or Exemplary	100% Good or Exemplary	100% Good or Exemplary		100% Good or Exemplary
Teacher sense of connectedness and sense of safety	Metric will be established to measure teacher sense of safety and sense of teacher connectedness	YouthTruth data indicated that 87% of teachers surveyed felt a sense of connectedness and sense of safety	YouthTruth data indicated that 82% of teachers surveyed felt a sense of connectedness and sense of safety		85th Percentile have a positive sense of safety and connectedness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student sense of connectedness and sense of safety	Do you feel safe at school: 80.3 Percentile Do you feel connected to your school community: 79.6 percentile	Do you feel safe at school: 68.4 Percentile Do you feel connected to your school community: 69.5 percentile	Do you feel safe at school: 65th Percentile Do you feel connected to your school community: 73.5 percentile		85th Percentile have a positive sense of safety and connectedness

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Individualized Instructional Support	The district will hire additional certificated and classified staff in order to ensure that learning environments are individualized for EL, Foster Youth, and Low Income students. Positions will include but are not limited to Community Liaisons for each Site, and additional Custodial Support to ensure extended individualized learning environments.	$2,804,495.00	Yes
3.2	Professional Development	The district will provide digital coaches to support teachers with the continued use of technology which support student engagement and improve the quality of instruction.	$1,336,262.00	Yes
3.3	Equity, Safety, Inclusivity	The district will ensure school environments that promote equity, student safety, and cultural of awareness by providing: Training for classified and certificated staff in areas that pertain to school environments, anti-bullying, , PBIS, Character Ed., etc. Additional personnel to support attendance and safe and equitable learning environments Counseling, Social/Emotional/Mental Health Services and Support	$13,794,193.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Daily mentoring and tutoring program for all secondary students provided by identified service providers Training and/or support in all areas that encourage a safe equitable learning environment such as: culturally relevant teaching and learning, implicit bias, trauma informed classrooms, and positive character traits Personnel which work directly with students and parent affinity groups, plan district wide equity focused professional development, and monitor student subgroup data.		
3.4	Intentional Supports	The District will utilize the staff of the EAI department to provide intentional supports which will improve instruction for African American, Asian Pacific American, LGBTQIA, Foster Youth, Low Income, students experiencing Homelessness, English Learners, and SPED students. In addition, the district will provide Foster Youth Mentors to provide support to Foster Youth students.	$273,055.00	Yes
3.5	Basic Services - Core Instruction	The district will ensure that teachers will provide direct core instruction as part of our basic services to all students. Teacher effectiveness is crucial as we implement the Common Core State Standards and build 21st-century skills for all students. The desired outcome for LCFF basic services conditions for learning states that all students have equitable access to appropriately assigned, experienced, and effective teachers.	$48,597,087.00	No
3.6	Basic Services-Clean and Safe Learning Environments	The district will develop and maintain facilities that promote the health, safety, and wellbeing of its occupants. The district will provide safety personnel at each school site during the school day and at events. The desired outcome for LCFF basic services conditions for learning states that all schools should meet state standards for safety, cleanliness, and adequacy.	$5,594,831.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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.

This section discusses the implementation, challenges, successes, and any actions that were not implemented or implemented differently.

IMPLEMENTATION:
Students have been able to learn and grow in an environment that is supportive and appropriately rigorous. Data indicates that teachers are credentialed, appropriately assigned, and received high quality professional development. During the 2022-2023 school year LUSD hired additional certificated and classified staff in order to ensure that learning environments were individualized for unduplicated students. Positions included community liaisons, custodial support, teachers, social workers, Foster Youth mentors, counselors, and instructional leads. Community liaisons supported school sites by providing parent communication, resource connection, parent workshops, and referrals. Our additional custodial staff worked to ensure that schools were clean and safe. Counselors and mentors worked daily with students to provide guidance on both academic and social models of success. Licensed Clinical Social Workers provided families and students with direct therapy, weekly wellbeing videos, and check in's to support their emotional well being.The Health Collaborative partners with over 35 agencies to connect students with mental health services. School staff referred students to the Health Collaborative and the Health Collaborative partners contacted families to initiate services. Both Classified and Certificated staff members received training in areas that pertain to school environments such as; safety, social emotional well being, building relationships and equitable learning environments. Support providers supported students through daily mentoring, tutoring, college and career preparation, and academic counseling district wide.

The EAI department continued to provided intentional supports for African American, Asian Pacific American, LGBTQIA, Foster Youth, Low Income, students experiencing Homelessness, English Learners, and SPED students. These supports included:

- Parent and family engagement events
- Home visits and resource connection
- Culturally Responsive Instructional Strategies workshops for staff
- Data reflection sessions: Suspension Discipline Referrals & D-F Rates, A-G passage rates, AP

class enrollment

- After School and Enrichment Programs
- Student empowerment programs
- College and career counseling
- Ethnic Studies Courses and cohort development
- Supported 8 student and parent affinity groups
- K-8 Social Justice Standards Matrix

- Grading and Assessments
- Continued partnerships with service providers who support mentors, tutors, and club advisors.

Professional development was provided in the areas of school safety/ active shooter training, culturally relevant teaching and learning, implicit bias, trauma informed classrooms, and positive character traits. Personnel worked directly with students and parent affinity groups, planned district wide equity focused professional development, and monitored student subgroup data. In addition to the professional development provided in the areas of equity, safety, and cultural awareness, Digital Coaches provided workshops on:

- Use of technology with our core curriculum- Journeys/ELA, Go Math, Glencoe Math, and supplemental math programs.
- SEL
- Pear Deck
- Coding
- NewsEla
- Flip Grid
- Clever Platform

CHALLENGES:
Data indicates that while there have been successes with increasing student achievement using individualized instructional support, professional development, and environments that promote equity, safety, and cultural awareness, there are areas in which need improvement. Attendance continues to be a challenge as the district chronic absenteeism rate has increased after students have returned to in person instruction. Students scores on local and state assessments in math remain below the target level.

SUCCESSES:
LUSD has provided both staff and the resources needed to ensure students are taught by highly qualified teachers in learning environments that are safe, drug free, and conducive to learning. The following list illustrates some of the positive steps taken to achieve this goal:

- Extended instructional learning time using both certificated and classified staff
- Supports for credit deficient students to compete graduation requirements and to increase or improve students college eligibility
- Training for school staff on strategies to engage students and families in addressing student's social-emotional health and academic needs
- Individualized supports for unduplicated students including intervention, personal learning plans, and parent outreach
- Comprehensive professional development provided by digital coaches to support the use of technology in and out of the classroom
- Daily mentoring and tutoring programs for all Middle and High School students
- Hiring of additional custodial staff to ensure that learning environments are clean and safe

ACTIONS:
All actions in the above stated goal were implemented with fidelity and not implemented in a manner that differs substantively from the description in the LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: 7,605,270 was budgeted, however 10,146,951 was spent to support individualized instructional support.
Action 2: Of the 1,439,849 that was budgeted for this action 519,407 remained. Funds were moved to Action 1. Title II funds were also used to support this action.
Action 3: 13,343,160 was budgeted, however 13,792,126 was spent to ensure that learning environments were equitable, safe, and inclusive.
Action 4: Of the 952,330 budgeted for Intentional supports 399,638 remained. Funds were moved to Action 1.

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

Data indicates that 100% of LUSD teachers are fully credentialed and appropriately assigned. Williams facility visits indicted that 100% of LUSD schools received a rating of Good or Exemplary as results of the additional custodial staff that was hired. YouthTruth data indicated that 82% of teachers surveyed felt a sense of connectedness and sense of safety. Technology use in the classroom by both teachers and students increased as a result of the support given by the digital coaches to support teachers with the continued use of technology. LCAP survey data indicated that 81% of survey participants were either satisfied or extremely satisfied with computer based instruction. All schools in LUSD received PBIS awards, the only district in the county to do so. License Clinical Social Workers supported over 800 families, the Health Collaborative referral system connected over 400 families to mental health services, 4 sessions on mental health via support workshops were provided to over 600 teachers. The Equity, Access, & Instructional Services department provided support to over 8 affinity groups that serviced both students and parents. Intentional supports were provided via interventions, leadership academies, on campus tutors, and on campus mentors.

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.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	All students will graduate from high school having had access to meaningful learning activities, an A-G Curriculum, VAPA, and enrichment programs, personal college and career planning, and access to career pathways.

An explanation of why the LEA has developed this goal.

LUSD is committed to ensuring all students will graduate from high school well equipped to pursue their personal college and career plans.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	90% District 94.4% Black or African American 89.8% Hispanic or Latino 90.0 Socioeconomically Disadvantaged 84.1% English Learners 89.3% Students with Disabilities	83.6% District 85.4% Black or African American 83.4% Hispanic or Latino 83.9% Socioeconomically Disadvantaged 74.3% English Learners 75.7% Students with Disabilities	84% District 72% Black or African American 84.6% Hispanic or Latino 84.4% Socioeconomically Disadvantaged 73.7% English Learners 68.5% Students with Disabilities		94% District 95% Black or African American 93% Hispanic or Latino 92% Socioeconomically Disadvantaged 91% English Learners 91% Students with Disabilities
A-G Course Completion increase 3%	45.3% District 41.2% Black or African American 46.6% Hispanic or Latino	47.9% District 41.5% Black or African American 48.3% Hispanic or Latino	43% District 23.1% Black or African American 53.3% Hispanic or Latino		50.3% District 46.2% Black or African American 51.6% Hispanic or Latino

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	45.5% Socioeconomically Disadvantaged 31.4% English Learners 29.4% Students with Disabilities	47.7% Socioeconomically Disadvantaged 32.7% English Learners 26.2% Students with Disabilities	51.2% Socioeconomically Disadvantaged 34% English Learners 36.9% Students with Disabilities		50.5% Socioeconomically Disadvantaged 37.4% English Learners 35.4%Students with Disabilities
High School Drop-out Rate Decrease 3%	7.0% District 3.7% Black or African American 7.2% Hispanic or Latino 7.1% Socioeconomically Disadvantaged 14.1%English Learners 9.6% Students with Disabilities	15.7% District 14.6% Black or African American 15.8% Hispanic or Latino 15.4% Socioeconomically Disadvantaged 23.0% English Learners 19.9% Students with Disabilities	11.7% District 22.2% Black or African American 11.2% Hispanic or Latino 11.7% Socioeconomically Disadvantaged 17.6% English Learners 17.3% Students with Disabilities		5.0% District 2.7% Black or African American 6.2% Hispanic or Latino 6.1% Socioeconomically Disadvantaged 9.1%English Learners 8.6% Students with Disabilities
EAP ELA (College Readiness Indicator)increase 3%	16.9% District 12.4% Black or African American 16.9% Hispanic or Latino 16.9% Socioeconomically Disadvantaged 8.7% English Learners 9.7% Students with Disabilities	46.7% District 19.0% Black or African American 47.9% Hispanic or Latino 46.3% Socioeconomically Disadvantaged 4.6% English Learners 6.6% Students with Disabilities	31.78% District 25% Black or African American 32.21% Hispanic or Latino 31.16% Socioeconomically Disadvantaged 6.81% English Learners 8.15% Students with Disabilities		21.9% District 17.4% Black or African American 21.9% Hispanic or Latino 21.9% Socioeconomically Disadvantaged 13.7% English Learners 15.7% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Mathematics (Algebra II) (College Readiness Indicator) Increase 3%	9.7% District 8.7% Black or African American 9.7% Hispanic or Latino 9.7% Socioeconomically Disadvantaged 8.7% English Learners 10.6% Students with Disabilities	N/A	N/A		14.7% District 13.7% Black or African American 14.7% Hispanic or Latino 14.7% Socioeconomically Disadvantaged 13.7% English Learners 15.6% Students with Disabilities
EAP Summative High School Mathematics(College Readiness Indicator) Increase 3%	11.4% District 15.1% Black or African American 11.4% Hispanic or Latino 11.4% Socioeconomically Disadvantaged	12.6% District 0.0% Black or African American 13.0% Hispanic or Latino 12.9% Socioeconomically Disadvantaged 2.7% English Learners 1.4% Students with Disabilities	18.33% District 11.2% Black or African American 18.69% Hispanic or Latino 17.72% Socioeconomically Disadvantaged 5.88% English Learners 5.74% Students with Disabilities		14.4% District 20.1% Black or African American 16.4% Hispanic or Latino 15.4% Socioeconomically Disadvantaged
EAP College Mathematics (College Readiness Indicator) Increase 3%	10.6% District 11.4% Black or African American 10.6% Hispanic or Latino 8.7% Socioeconomically Disadvantaged	N/A			15.6% District 16.4% Black or African American 15.6% Hispanic or Latino 13.7% Socioeconomically Disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
AP Pass rate	49.93%	7.3%	6%		60%
Chronic Absenteeism	16%	16.6%	37%		10%
Attendance Rate	94.57%	94.61%	87.36%		97%
Suspension Rate	1.6% (2019-2020) 0% in 2020-2021	0%	2.5%		2.0%
Expulsion Rate	0%	0%	0%		0%
Middle School Drop Out Rate	0 %	0%	0%		0%
CTE Course Completion Rate	47.8%	10.8%	9.6%		53%
CTE and A-G Course Completion Rate	46.4%	8.1%	7.1%		52%
Local Indicator: Students have access to, and are enrolled in, a broad course of study	Aeries Data Systems: 100% of students have access to and are enrolled in a broad course of study 5- Full implementation and Sustainability	Aeries Data Systems: 100% of students have access to and are enrolled in a broad course of study 5- Full implementation and Sustainability	Aeries Data Systems: 100% of students have access to and are enrolled in a broad course of study 5- Full implementation and Sustainability		100%

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enrichment and Intervention	The district will increase the quality of instruction to unduplicated students by providing enrichment and intervention opportunities for all students including but not limited to: Entrepreneurship, Team based	$1,473,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities, STEAM activities, visual and performing arts, career exploration, and preparation for college.		
4.2	Guidance and Counseling Services	The district will strengthen Guidance and Counseling Services for unduplicated students via an increase in support and training in order to ensure the following: All students (all school levels, all subgroups) are monitored and remain on track towards college and career readiness. Ongoing, consistent meetings with students in Grades 7-12 and their parents/guardians to develop and monitor a six-year-plan that ensures graduation, completion of A-G coursework and exposure to college/career pathways. Provide awareness of advanced placement coursework, seal of civic engagement, Advanced Placement coursework/ International Baccalaureate , dual enrollment, and recognitions in golden state seal and seal of biliteracy.	$4,632,229.00	Yes
4.3	CTE & Entrepreneurship	In order to provide unduplicated students with a wide offering of College and Career (CTE) courses we will expand career pathways and provide students with additional exposure to entrepreneurship and a rigorous curriculum that mirrors the demands of post-secondary education and career placement by: Increasing access to career exploration activities at the elementary and middle school levels. Implementing activities designed to help students identify career interests Providing a comprehensive work-based learning program focused on aligning the classroom to work experience, and development of employable and technical skills.	$1,827,742.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.4	Mentoring, Motivational Opportunities, Enrichment	The district will provide mentoring, motivational opportunities, elective classes, field trips, assemblies, college tours, college tutors and other identified activities and/or resources that promote college and career goals for unduplicated students. In addition, the district will provide ongoing training to tutors, mentors, support staff, and other paraprofessionals on college and career readiness, A-G requirements, career pathways, advanced placement, and dual enrollment.	$3,562,787.00	Yes

Goal Analysis [2022-23]

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.

This section discusses the implementation, challenges, successes, and any actions that were not implemented or implemented differently.

IMPLEMENTATION:

Enrichment and intervention opportunities took place for all unduplicated students in the areas of ELA, Math, ELD, VAPA, career exploration, college preparation, and entrepreneurship. LUSD strengthened its guidance and counseling services for unduplicated students by providing additional counselors and progress monitoring to ensure students were on track. Meetings were held with 7th-12th grade students and guardians to monitor progress toward graduation, completion of A-G coursework and exposure to various career pathways. Beginning in the 7th grade students were given the opportunity to complete coursework to earn the seal of civic engagement and the seal of biliteracy. Lynwood USD continues to plan on expanding access to quality career technical education (CTE) to all students. Using LCAP funds, LUSD has paid for the salaries for 11 highly qualified CTE teachers. In addition to on-campus programs, students were given additional access to high quality CTE programs are provided through California Advancing Pathways (CALAPS). This allows for access to programs such as Fire Tech, Education, and E-Sports. Through these expenditures, LUSD continues to provide access to over 1200 high school students per year access to elective career exploration and STEM coursework at the middle school level. This includes providing a full-time media arts and graphics production instructor at Vista HS. The Secondary Education department provided ways to support additional teachers to be CTE credentialed to add to our CTE programming for students in our high school campuses. In 2022-23, there are now 9 teachers providing

different opportunities in STEM and Career exploration programs such as Computer Science, Robotics, Medical Detectives, and career exploration. LUSD provided students with on campus mentoring, social emotional classes and curriculum, learning trips, college tours, fully functioning college and career centers at all high schools, dual enrollment programs that allow students to earn the Associates degree along with their high school diploma, and open access to all advanced placement classes.

CHALLENGES:
Although graduation rates have remained steady district wide the A-G course completion rate decreased districtwide. African American A-G rates dropped significantly and the drop out rate increased. One reason for this is that many students did not return after the pandemic, yet they were still calculated in the A-G and drop out rate. Chronic absenteeism rose from 16.6% to 37% district wide. Attendance rates dropped from 94% to 87.3%. Suspension rates increased 2.5% as they continue to struggle with returning back to in person school after the pandemic. Students continue to struggle emotionally. Additionally EAP ELA (College Readiness Indicator) decreased from the 2021-2022 school year, however at 31.78% the rate is still well above the target of 21%.

SUCCESSES:
Graduation rates increased for both Hispanic and socio economically disadvantaged students. A-G course completion rates are on track to return to pre-pandemic levels and the high school drop out rate decreased from 15.7% to 11.7%. All subgroups increased their performance on the EAP summative Math (college readiness indicator). Using our AERIES data system, 100% of students have access to and are enrolled in a broad course of study. Students in LUSD have access to an extensive VAPA program that includes art, music, theatre, dance, and media. TK, Kinder, and 1st-grade students received theatre arts instruction. In addition, 2nd, 3rd, 4th, and 6th-grade students received music, theatre, and visual arts instructionStudents were provided with weekly arts instruction by highly-qualified teaching artists in collaboration with the classroom teachers. Theatre and ELA integrated instruction took place via (10) thirty-minute lessons two times per month. Elementary students received music, theatre, and visual arts instruction via 30-minute lessons one time per week. 5th grade students received Dance instruction via 30-minute lessons one time per week and 6th grade students received Visual arts instruction via 30-minute lessons one time per week. Students at the secondary levels were offered arts courses in each of the five arts disciplines; dance, media arts, music, theatre, and visual arts. LCAP survey data from over 1500 participants indicated that 81% were satisfied or extremely satisfied with the amount of interventions that were provided to students.

ACTIONS:
All actions in this goal were implemented and there were no actions that were not implemented or implemented differently.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Of the 2,498,902 allocated 1,307,728 remained and was used to cover additional expenses in Action 2. ELOP, ESSER III & Title I also supported this action.
Action 2: Of the 2,265,467 allocated 4,610,716 was spent to support guidance and counseling services for students.

Action 3: Of the 1,590,612 allocated 1,866,484 was spent to support Career Technical Education.
Action 4: Funds from action 4 were used to support action 2. Of the 5,262,435 allocated 2,467,986 was spent to support mentoring, motivational opportunities, and enrichment. Funds from ELOP, ESSER III and Title 1 were used to support this action.

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

Interventions were effective in increasing achievement for unduplicated students as evidenced by an increase in SBAC sores in both ELA and Math. The Reclassification rate for ELD students increased by 7%. High school FAFSA completion rates are above 95% and unduplicated students received progress monitoring toward A-G requirements at the middle and high school level. Over 1200 high school students had access to elective career exploration and STEM coursework at the middle school level. Software has been implemented in Secondary Education to help teachers identify, intervene, monitor and manage students that are struggling academically. Data reflection sessions took place in all grades to identify students that needed extra support. Additional counselors were hired to ensure that students had access to high quality counseling services, both academic and personal. In order to graduate all students, Lynwood USD provided a robust selection of credit recovery options for students who are deficient in credits for High School graduation and/or would like to take additional coursework toward graduation. Mentoring, motivational opportunities, elective classes, field trips, assemblies, college tours, college tutors and other identified activities and/or resources were provided that promoted college and career goals for unduplicated students. These interventions assisted students with being able to meet graduation requirements and plan for their career goals.

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.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Parent outreach and engagement will increase annually.

An explanation of why the LEA has developed this goal.

LUSD is committed to continuing and increasing parent outreach and engagement, We value all of our parents and want to create environments where parent engagement can thrive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement Survey - Participation Have you participated in events at your child's school?	80%	83.7%	85.2%		88%
Parent Engagement Survey- Safety and Connectiveness Do you feel welcome at your child's school? Do you feel safe at your child's school- Baseline TBD	96%	95.3%	95.8%		96%
Parent Engagement Survey	80%	84.6%	85.7%		85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Do you feel included in the decision making process at your child's school?					

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Learning Opportunities for Parents	The district will utilize two parent engagement specialists to assist with expanding learning opportunities for Parent trainings. In order to increase the quality of parent engagement in LUSD the following topics will be offered but not limited to: Academic Success Navigating the LUSD Educational Experience Supporting Student Groups Social-Emotional Health and Growth Effective Advocacy Strategies College and career readiness Equity, access, and justice for parents Financial aid and scholarships Graduation and A-G requirements Conference attendance Consultants	$17,413.00	Yes
5.2	Engagement Opportunities	In order to increase the level of engagement for parents of unduplicated students, the district will provide ongoing opportunities for parents to give feedback and input on the needs of their child and provide safe spaces for parents to share concerns and areas of growth. Surveys	$348,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Affinity Groups School Site and District Level Parent Committees Town Halls		

Goal Analysis [2022-23]

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.

This section discusses the implementation, challenges, successes, and any actions that were not implemented or implemented differently.

IMPLEMENTATION:
Lynwood Unified School District embraces families of all races, ethnicities, and cultures in their engagement as an integral component for the social, emotional, and academic success of all students. All community partners will be knowledgeable and work collaboratively and respectfully as equal partners by sharing responsibility and leadership to sustain quality family engagement across all schools. LUSD is fortunate to have two district Parent Engagement Specialists, Community Liaisons at school sites, Instructional Leads, and support staff in the EAI and Student Services department who dedicate their time to ensuring parents are involved and feel valued. LUSD District Parent Engagement Specialist worked collaboratively with site administrators and support teams to plan and implement district-wide parent and family engagement events and activities that were linked to student achievement. The district administration team included parent and family engagement during Principals' Meetings and other forums to assist in establishing protocols to ensure family engagement strategies and activities were being implemented (such as, but not limited to, running effective decision making and advisory groups, Coffee with the Principal, Curriculum Nights, and other parent/family information nights/workshops). Assistance was provided to site support staff via a Parent Engagement Tool Kit to implement best practices such as analyzing and sharing data with families, providing welcoming environments, improving customer service, and ensuring parent voice. LUSD gathered input from parents through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision making councils/advisory committees. Engaging workshops, leadership training, decision making and advisory group trainings, and conferences were some of the activities provided to parents. An Interactive Power Hour shared how parents and family members can help the children in their lives develop the skills necessary to be life-long problem solvers. Coffee Chats Workshops presented by Lynwood's Project 2-INSPIRE parent leaders provided opportunities for LUSD families to come together to share information and ideas that will help families support their children in succeeding in school and beyond. Topics included:

- Strengthening our Families
- Making the Most of Parent-Teacher Conference
- Strengths Based Parenting

- Raising Student Achievement by Promoting a Growth Mindset
- A Family's Guide to College & Career Readiness
- Learning and Assessment
- Summer "Brain Gain" Activities

A 2-part support workshop series for families of English Language Learners was provided to assist parents in learning ways to help ELLs overcome the barriers to success. The Healthy Digital Lives Workshop explored ways to encourage children to have a healthy digital life, positive online presence, and screen-free family downtime. During the Aeries and ParentSquare Workshop, families learned how to use Aeries Parent Portal and ParentSquare to review children's grades, attendance, SBAC/ELPAC test results and/or communicate with the school staff. The Heart Collective workshops provided a 2-day workshop series for parents and family members to learn about depression, suicide, strategies for communicating with their children, and access to community resources.

Resources were sent out every month in an effort to support sites with family engagement goals:

- Monthly Parent Newsletters: Parents Make a Difference
- Parent Education Opportunities Calendar/Flyers/Posters
- YouTube Channel houses all recorded workshops for convenient access.
- LUSD Parent and Family Google Sites is a one-stop shop for parents/families to access placemats, calendars, flyers, and other resources

CHALLENGES:
LUSD will continue to gather input from parents through the LCAP survey, family survey, discussion forums, as well as district advisory committees and site decision
making councils/advisory committees to evaluate the effectiveness of the Parent and Family Engagement Policy. Barriers are identified through this process and actions will be put into place to address the needs of families, such as, take extra measures to reach out to underrepresented families, strengthen welcoming environments, provide notifications in a timely manner, use a variety of communication methods, when possible offer meetings/events at different locations, formats, days of the week, and/or different times, provide child care, and ensure information is provided in a language and format easily understood by families.

SUCCESSES:
The 2022-2023 National Parent Day was a successful event that took place at all of our school sites. National Parental Involvement Day provides a yearly opportunity for schools and families to honor and highlight the powerful contributions parents and caregivers provide at school and home to support student success. Over 1698 parents took the Parent and Family Engagement Survey. Results indicated the following:

I feel welcome at my child's school - 97%
My child's school respects my cultural heritage - 96.7%
At this school, my child is treated fairly no matter what his/her race or cultural background - 93%
I feel welcome at parent group meetings, events, gatherings - 97.5%

I have a good working relationship with my child's teacher - 96.1%
This school has a clear process for addressing my concerns - 94.9%
Staff at my child's school consult me before making important decisions - 95.8%

Parents participated in over 50 workshops and engagement activities. Affinity groups for parents of African American, English Learner, Students with Disabilities, Asian American Pacific Islander students were active and ongoing. Activities consisted of learning trips, family nights, in person and virtual meetings, conferences, and cultural celebrations.

ACTIONS:
All actions were implemented and there we no actions that were not implemented or implemented differently

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1: Of the 303,896 that was allocated 65,271 was expended. Title 1 funds were used to support this action.
Action 2: 533,053 was allocated to support this action. 3,172,634 was spent to support engagement opportunities for parents.

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

Data indicates that parents feel welcome at their child's school, are treated with respect, their cultural heritage is valued, and they feel included in decision making. Parents served as volunteers in the schools, attended school performances and school meetings, and participated in site councils, advisory councils, and other activities in which encourage governance, advisory, and advocacy roles. Workshops helped parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society. Consistent and effective communication between the home and school took place as evidenced by the 94% of parents surveyed indicated that they received regular communication from their child's school.

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.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
6	Every Foster Youth student will receive additional support to improve academic achievement, increase the Foster Youth attendance rates and decrease the Foster Youth suspension rates as measured by state and local academic indicators, graduation rates, attendance, and suspension data.

An explanation of why the LEA has developed this goal.

Our LEA has developed this goal to support all Foster Youth students. Our LEA is currently receiving Differentiated Assistance to support this student group.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA			17.03% Met or Exceeded Standard		
SBAC Math			8.70% Met or Exceeded Standard		
Chronic Absenteeism			37.1%		
Suspension			40%		
Graduation Rate			62.5%		

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Academic Achievement	The district will increase the quality of instruction to Foster Youth by providing enrichment and intervention opportunities for all students including but not limited to: one on one personal tutoring through various agencies such as Able Academics and grant funded programs such as Children Youth Family Collaborative (CYFC), bi-weekly academic monitoring through AmeriCorps mentors, quarterly grade	$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitoring by the school counselors through Guidance Alignment, and the implementation of a quarterly Professional Learning Plan for each student.		
6.2	Attendance and Suspension	The district will increase the Foster Youth attendance rate and decrease the Foster Youth suspension rate by providing the following support services but not limited to: transpiration services through agencies such as Hop Skip Drive, attendance incentive programs, recognition assemblies, attendance recovery, attendance monitoring program through Americorps mentors, attendance awareness parent meetings, the implementation of restorative justice protocols, inclusion of foster youth suspension data in school site PBIS monitoring teams.	$500,000.00	Yes
6.3	College and Career Readiness	The district will increase the graduation rate for foster youth students by: Additional Counselors to provide targeted guidance and counseling services, providing information on advance placement coursework, intervention for credit recovery, monitoring of the students that qualify for AB 216/1806, monitoring the completion of A-G requirements, implementation of the Lynwood Job Opportunities for Youth (LJOY) program, exposure to college/career pathways, and college nights for parents and students.	$500,000.00	Yes

Goal Analysis [2022-23]

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.

N/A

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

N/A

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

N/A

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.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
56,991,161	7,576,328

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
44.59%	0.00%	$0.00	44.59%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

The needs of our unduplicated student groups were considered first based on data from surveys, assessments, social and emotional inventories, and input from educational partners groups. We have community and parent outreach on a weekly basis and have been able to assess the needs of our students with the help of teachers and dedicated staff. Through data and survey outcomes, effective strategies for mitigating learning loss were implemented to support closing the gaps of knowledge and skills through intensive evidence based interventions and acceleration.

Our Foster Youth, Low Income, and English Learner students participated in additional intervention programs that were provided during the summer and the 2022-2023 school year. The use of technology programs and apps via our CLEVER platform allow students to continue receiving support during and outside of the daily work schedule. Classroom formative and summative assessment were used to determine specific student academic needs and focus areas for the intervention programs. Interventions took place before and after school. At the secondary level students were assigned a zero period to support intervention and enrichment programs. Data was used to identify the areas that our Foster Youth, Low Income, and English Learner students need for additional support. Intervention occurs 2- 3 days a week. Zero period supports daily academic intervention and or enrichment.

Lynwood Unified assessed each K-8 grade student in ELA and Mathematics. At the Secondary level students were assessed in Science,

Social Science, ELA and Mathematics to review progress towards mastery of standards in addition to our district common assessments that each student takes in ELA and Math from K-11 and history and science for secondary students. Students in grades TK are given a district common assessment at the beginning of the school year, mid-year, and end of the school year. Teachers conduct weekly checks through- Flip Grid, Pear Deck, Let's Go Learn, Next Gen Math, Class Time, Illuminate and/or our core programs to check for understanding and identify our foster youth, low income, and English Learner students' needs for weekly small group instruction. In class assessments are used for ELD to monitor progress towards language acquisition goals. Intensive support for learning loss mitigation and acceleration was implemented in order to ensure that all students are supported in meeting academic outcomes. Small group instruction for English Learners helped to develop language acquisition skills according to their language levels. Based on diagnostic assessments in English Language Arts, Mathematics, and ELD targeted lessons were developed to mitigate learning gaps. Interventions will continue to support the 90.9% of students identified as socio economically disadvantaged in LUSD.

Goal 1: Action 1 Professional Development
Foster Youth, Low Income, and English Learner students have demonstrated a need for increased learning and achievement through assessment results in ELA and Math. Based on LCAP survey results, 77% of families of unduplicated students indicated that students need challenging and interesting classes in order to improve academically. Current ELA and Math data indicates that strong instructional practices will be critical to meeting the desired outcomes. Professional development will support and improve in the implementation of appropriate instructional strategies to meet unduplicated students' challenging needs as well as create a supportive learning environment. Professional development will focus on all core subject content areas, social emotional classroom supports, PBIS, Technology, culturally responsive instruction, Multi-lingual Learner instructional strategies, and instructional strategies to improve academic achievement for English Learners, Foster Youth and Low Income students. Improved student achievement and student connectedness is the expected outcome as measured by student and teacher surveys and achievement data. Desired outcomes include a 15% increase in both ELA and Math as measured by the SBAC state assessment.

Goal 1: Action 2 Supplementary Materials and Resources
Foster Youth, Low Income, and English Learner students have traditionally struggled to access the curriculum through base model textbooks. Additionally, survey data indicated that students do not always relate to the curriculum nor see themselves reflected in the curriculum. Supplemental materials and resources that are culturally inclusive will be implemented into the curriculum to enhance the educational program of unduplicated students. The supplemental instructional materials will include but are not limited to high interest and leveled text, text which includes realia and real world connections, and text which simplify and or broaden STEAM concepts. It is critical that unduplicated students have additional resources because they provide a broader range of experiences and opportunities for deeper levels of understanding. Being able to support students with additional materials will have a direct impact on student achievement and will allow students to have access to experiences, cultures, genres and information they may not traditionally have. Improved student achievement in all core content areas and student engagement are the expected outcomes as measured by state and local assessment data and surveys. Desired outcomes include a 15% increase in both ELA and Math as measured by local assessments which include pre and post assessment benchmark scores and CAAASP. This action is being continued from the 22-23 LCAP because 3116 students who were surveyed answered yes when asked "would additional instructional materials that are more inclusive help you be more engaged".

Goal 1: Action 3 Progress Monitoring
Achievement data for Foster Youth, Low Income, and English Learner students demonstrate a need to monitor student academic achievement. According to the 2022 dashboard 31.16% of students identified as socioeconomically disadvantaged met the ELA target on the state SBAC assessment. Overall 31.78% of students met the ELA target district wide. Current data targets have been set for a 15% increase in Math and ELA. There is a need to more frequently track Foster Youth, Low Income, and English Learner students' progress so that we know which areas are meeting the targets and which areas need additional support and specific strategies. Regularly scheduled assessments and data reflection meetings will be held so teachers can collaborate, highlight progress of unduplicated students and determine instructional strategies and next steps in relationship to student achievement and professional development. Data reflection protocols have been established at each school site Pre- K - Adult Ed. These reflection sessions allow designated time for teams to examine the achievement data of our unduplicated students every 6 weeks. This action is being continued from the 22-23 LCAP in order to monitor current data targets to address the learning loss of ELL, Low Income, and Foster Youth.

Goal 1: Action 4 Instructional Practices
Assessment results and input from educational partners on the progress of Foster Youth, Low Income, and English Learner students demonstrate a need for consistent use of instructional strategies which will have a direct impact on student achievement. Instructional Improvement Leads will support the implementation of the LUSD Instructional Lesson Design, Cultural and linguistic Instructional Practices, and a comprehensive VAPA program to ensure that students receive a well rounded, culturally inclusive, high quality education. Instructional strategies with demonstrated effectiveness are used to support and improve the implementation of the instructional lesson design to meet unduplicated students' challenging needs as well as create a supportive learning environment. In addition to the practices outlined in our instructional lesson design, all teachers will continue to be trained in Culturally and Linguistically Responsive Strategies. In LUSD we will consistently use instructional practices which support the needs of our unduplicated students including but not limited to: social emotional classroom supports, PBIS, Technology, culturally responsive instruction, and instructional strategies to improve academic achievement for English Learners, Foster Youth and Low Income students. The VAPA curriculum and instruction has been shown to increase student achievement and engagement especially in schools where bridging the achievement gap in English and Mathematics has been a strong focus. Providing unduplicated students enriched experiences in VAPA will demonstrate improved student connectedness which impacts improved student achievement in English and Math. Improved student achievement and student connectedness is the expected outcome as measured by state and local assessment results and surveys. This action is being continued from the 22-23 LCAP based on the demonstrated effectiveness of our coaching model as evidenced by both academic data and teacher survey data. Based on the feedback from our teacher survey and LCAP survey which indicated that 85% of those surveyed believed that providing support to implement instructional strategies for our EL, Low Income, and Foster Youth is a top priority.

Goal 1: Action 5 Interventions
Data collected on Foster Youth, Low Income, and English Learner students has indicated a need for interventions primarily in the areas of ELA, Math, and ELD. Surveys were conducted and all included input from students, parents, and staff. Surveys indicated that over 78% of participants felt intervention in core subject areas was needed in order to close achievement gaps and give students the skills they needed to access core curriculum. Strategic interventions will provide extended learning opportunities to bridge the achievement gap in all core subject areas. Improved student achievement is the expected outcome as measured by student achievement data. Desired outcomes include a 15%

increase in both ELA and Math as measured by pre and post intervention scores. Targets have also been set for EL students with regards to English Proficiency Level and Reclassification Levels. These targets as well as the targets set for ELA and Math will be used to determine the success of this action. In addition to academic outcomes, the district has set an expectation that all English Learners, Foster Youth and Low Income students will have access to interventions both during school, after school, and on weekends. This action is being continued from the 22-23 LCAP based on the local assessments which indicate that learning loss has occurred during the pandemic and educational partners feedback has made mitigating learning loss via intervention a top priority.

Goal 2: Action 5 Dual Immersion, Dual Language and Bilingualism
English Language Learner data has demonstrated a need to ensure students have options based on their language goals. Research shows that students when given the opportunity to utilize and maintain their primary language, are able to demonstrate higher levels of language fluency and academic achievement. The district will provide a dual immersion/dual language program to support students' multilingual opportunities and biliteracy. Improved student achievement data and student engagement is the expected outcome as measured by student achievement data and student surveys. In addition to supporting the district dual language and immersion programs we will expand multilingual opportunities as well as biliteracy for Non-ELs. Spanish Electives will be provided in Middle school for EL and Non- EL students. We will provide classes and program monitoring to support students in achieving the Seal of Biliteracy and the Global Seal of Biliteracy. We will strengthen and expand our partnerships with Colleges and Universities to accelerate language proficiency for all students and expand multilingual opportunities. The desired outcomes for EL, Foster Youth, and Low Income students include an increase in the number of students in the Dual programs, a 10% increase in the number of students taking Spanish at middle school and obtaining the Seal of Biliteracy respectively.

Goal 3: Action 1 Individualized Instructional Support
Input from the LCAP committee educational partners demonstrated a need to hire additional certificated and classified staff in order to ensure that learning environments are individualized for EL, Foster Youth, and Low Income students. Lynwood USD will hire additional certificated and classified staff to reduce the student to adult ratio and therefore provide more opportunities for improved instruction and increase the quality of the learning environment. When asked what students need in order to receive high quality instruction in school 76% responded that highly qualified teaching was a top priority. This correlates with the 87% who responded that instructional interventions were needed for students to succeed in school. In addition, the LUSD instructional lesson design indicates that teachers must provide small group instruction to support the needs of our unduplicated students. In grades K-3 smaller class sizes allow teachers to focus on individual student needs and provide greater access to the curriculum. Additional positions to support this goal and action include but are not limited to Community Liaisons for each Site, and additional Custodial Support to ensure extended individualized learning environments. Improved student achievement data in all content core subjects and student engagement for EL, Foster Youth, and Low Income students is the expected outcome. Survey data on student and staff sense of connectedness and safety will be used to measure outcomes.

Goal 3: Action 2 Professional Development
Input from educational partners demonstrate a need to provide EL, Foster Youth, and Low Income students enhanced support in the area of ELA, Math and ELD. Educational partners feedback indicated that 81% of respondents felt that computer based instructions and interventions are needed in order for students to receive a high quality educational experience. The district will provide support to teachers

with the continued use of technology which will enhance student engagement and improve the quality of instruction. The goal is to increase the training, support, and implementation of technology based instruction for unduplicated students, as demonstrated by increasing capacity for teachers and learning opportunities for students. Effectiveness will be measured by survey results regarding technology usage in the classroom, professional development feedback forms, classroom visitation feedback forms, and end of the year district technology survey.

Goal 3: Action 3 Equity, Safety, Inclusivity
Input from educational partners demonstrate a need to increase equity, students' sense of safety and cultural awareness for unduplicated students. LCAP educational partners survey results indicated that ensuring equity, intervention, curriculum inclusivity, and student safety were top priorities. 84% of those surveyed stated that instruction and materials related to students' culture and language was needed to ensure high quality learning experiences. In response the district will implement the following:

- Training for classified and certificated staff in areas that pertain to school safety, anti-bullying, PBIS, Character Ed., etc.
- Additional personnel to support attendance and safe and equitable learning environments
- Counseling, Social/Emotional/Mental Health Services and Support
- Daily mentoring and tutoring program for all secondary students provided by identified service providers
- Training and/or support in all areas that encourage a safe equitable learning environment such as: culturally relevant teaching and learning, implicit bias, trauma informed classrooms, and positive character traits
- Personnel which work directly with students and parent affinity groups, plan district wide equity focused professional development, and monitor student subgroup data.

The expected outcome is for a 10% satisfaction increase in cultural responsiveness survey/equity survey, and an 10% increase in the percentage of EL, Foster Youth, and Low Income students, staff, and parents that have an increased sense of connectedness with caring adults. This action is being continued from the 22-23 LCAP based on the effectiveness of the services and supports as evidenced by survey data, facility ratings, participation reports and LCAP survey results that indicated that ensuring equity, intervention, curriculum inclusivity, and student safety were top priorities.

Goal 3: Action 4 Intentional Supports
Input from educational partners demonstrates a need to enhance intentional support for EL, Foster Youth, and Low Income students. The EAI Department will support and improve the implementation of professional development and appropriate instructional strategies to enhance and support a positive and inclusive learning environment for students' that traditionally do not feel connected and are in danger of underperforming in school. The District will utilize the staff of the EAI department to provide intentional support which will improve instruction for Foster Youth, Low Income, students experiencing Homelessness, English Learners. In addition, the district will provide Foster Youth Mentors to provide support to Foster Youth students. Improved student achievement for Foster Youth, Low Income, students experiencing Homelessness, English Learners as measured by student and teacher surveys and achievement data. The overall outcome is to increase graduation rates for ELL, Low Income, and Foster Youth students.

Goal 4: Action 1 Enrichment and Intervention
Foster Youth, Low Income, and English Learner students have demonstrated a need for increased learning time and achievement through assessment results and input from educational partners. During the increased learning time students receive differentiated instruction based on their academic needs in order to gain academic progress and access to specialized supplemental materials that will support their need for

additional practice and scaffolded support. There is a need to maximize educational attainment thereby increasing opportunities to provide academic, social-emotional, and resources to raise the academic success of unduplicated students. Strategic interventions as well as enrichment opportunities will provide extended learning opportunities to bridge the achievement gap in all core subject areas and through Entrepreneurship, Team based activities, STEAM activities, visual and performing arts, career exploration, and preparation for college. Improved student achievement is the expected outcome as measured by student achievement data, both local and statewide. Also Foster Youth, Low Income, and English Learner students will have increased post secondary opportunities as evidenced by improved graduation rates and improved college and career readiness indicators as identified by the California dashboard. This action is being continued from the 22-23 LCAP in order to continue to monitor current data targets and based on the increase in graduation rates and improved assessment results from local and statewide assessments for unduplicated students. This support will allow unduplicated students to gain access, thrive, and be more engaged in a high quality education which will lead to more students being able to attend post-secondary education and/or career pathways. Our desired outcomes are that graduation rates, college readiness rates, and math college readiness rates will increase for our Foster Youth, Low Income, and English Learner students.

Goal 4: Action 2 Guidance and Counseling Services
Input from the parents in the LCAP committee educational partners group demonstrated a need to support Foster Youth, Low Income, and English Learner students to further understand the educational process, including being college and career ready. Unduplicated students are at risk of dropping out of school if they don't feel connected with their school culture. Lack of academic preparation and connectedness to school settings have proven to be reasons why students drop out. Guidance and counseling services will be enhanced in order to support the following: Ongoing, consistent meetings with students in Grades 7-12 and their parents/guardians to develop and monitor a six-year-plan that ensures graduation, completion of A-G coursework and exposure to college/career pathways. Counselors will also enhance access and support of unduplicated students' success in advanced placement coursework, seal of civic engagement, Advanced Placement coursework/ International Baccalaureate , dual enrollment, and recognitions in golden state seal and seal of biliteracy. Improved student achievement is the expected outcome as measured by local and statewide student achievement data and student surveys.

Goal 4: Action 3 CTE & Entrepreneurship
Input from the parents in the LCAP committee educational partners group demonstrated a need to support Foster Youth, Low Income, and English Learner students in being college and career ready. Unduplicated students are less likely to enroll in the full sequence of CTE and Entrepreneurship courses. They also are not participating in activities related to both, partially because of low performance in the courses as they begin high school, and are therefore less prepared for CTE and Entrepreneurship careers. The district will expand career pathways and provide unduplicated students' with additional opportunities to engage in entrepreneurship and a rigorous curriculum that mirrors the demands of post-secondary education and career placement by:

- Increasing access to career exploration activities at the elementary and middle school levels.
- Implementing activities designed to help students identify career interests
- Providing a comprehensive work-based learning program focused on aligning the classroom to work experience, and development of employable and technical skills. CTE and Entrepreneurship Pathway/Curriculum improves logical thought processes and problem solving skills, teaches time management, and builds critical thinking. This action will be measured by the number of additional CTE

pathway offerings, and the number of career exploration activities at the elementary and middle school levels. Survey results from student focus groups will also be examined to determine the effectiveness of the various CTE pathways. We expect our unduplicated students to increase their participation and completion of our CTE pathway offerings.

Goal 4: Action 4 Mentoring, Motivational Opportunities and Enrichment
LCAP Survey data from our educational partners demonstrated a need to support Foster Youth, Low Income, and English Learner students in connecting with academic programs, clubs, and athletics in school. Students' also demonstrated a need to feel supported in the development and execution of fulfilling post high school career goals. The district will expand opportunities for Foster Youth, Low Income, and English Learner students to engage in mentoring, motivational opportunities, elective classes, field trips, assemblies, college tours, college tutors and other identified activities and/or resources that promote college and career goals for unduplicated students. District staff will support teachers through professional development, learning to embed hands-on experiences into the learning process. District staff and teachers will collaborate on extracurricular opportunities, including athletics that will engage unduplicated students. In addition, the district will provide ongoing training to tutors, mentors, support staff, and other paraprofessionals on college and career readiness, A-G requirements, career pathways, advanced placement, and dual enrollment. Improved achievement for Foster Youth, Low Income, and English Learner students is the expected outcome as measured by student A- G completion rates, college enrollment and student surveys.

Goal 5: Action 1 Learning Opportunities for Parent
Input from the parents in the LCAP committee educational partners group demonstrated a need to expand learning opportunities for parents. Research shows that Foster Youth, Low Income, and English Learner students achievement increases when parents are engaged in the educational process of their children. Unduplicated students' parents will benefit from strategies that support and encourage school to home connection and consistent attendance. The training of parents will help mitigate the effects of inequities and opportunity gaps often associated with unduplicated students. The district will utilize two parent engagement specialists to assist with expanding learning opportunities for Parent training. The following topics will be offered but not limited to:

- Academic Success
- Navigating the LUSD Educational Experience
- Supporting Student Groups
- Social-Emotional Health and Growth
- Effective Advocacy Strategies
- College and career readiness
- Equity, access, and justice for parents
- Financial aid and scholarships
- Graduation and A-G requirements
- Conference attendance
- Consultants
- Attendance
- Student Engagement

Improved school connection as measured by school attendance rates and parent engagement surveys.

Goal 5: Action 2 Engagement Opportunity
Input from the parents in the LCAP committee educational partners group demonstrated a need to expand engagement opportunities for parents. Research shows that Foster Youth, Low Income, and English Learner student achievement increases when parents are engaged in the educational process of their children. Currently according to our LCAP plan, 85.2% of parents have engaged in at least one school activity and we would like to increase it to 88%. Creating a safe space and critical resources for parents to feel connected to the educational process will help unduplicated students improve their self perception, and school connectedness. Parents of Foster Youth, Low Income, and English Learner students will benefit from an increased level of engagement, by providing ongoing opportunities for parents to give feedback and input on the needs of their child and provide safe spaces for parents to share concerns and areas of growth:

- Surveys
- Affinity Groups
- School Site and District Level Parent Committees
- Town Halls

Improved student and family school connection will be the expected outcome as measured by parent surveys.

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

English Learners:

English Learners will receive increased targeted instruction through an evidence based program specifically targeted for our English Learners who are designated as long term English Learners. In addition tutors will be provided to support students who lost instruction during school closure. Our secondary schools will have a block schedule and we will increase assistance in designated classrooms for students who are in need of language support at all levels. opportunities for teachers will be available to support instruction for English learners. We will increase the number of students who take AVID XL course in 7th and 8th grade. Although the data is very promising a larger number of students would benefit from the classes offered. Additional trainings are needed to ensure the new software is used with fidelity. In GOAL 2 action 2 the LIVE tool continues to show that instructional walks happen with less frequency in Designated ELD or with an EL focus in core classes for Integrated ELD. Therefore, support for administration with its implementation is needed. In Goal 2 action 3 there was limited data on monitoring Designated ELD in secondary. Integrated ELD was not observed in all of the classes visited. Additional support will be given to secondary EL programs and the monitoring of them. In Goal 2 action 4 professional development was provided this year to Math teachers and review sessions to Science however, we need to continue efforts in providing Integrated ELD to secondary teachers. During the 23-24 school year we will offer History teachers professional development on Integrated ELD and will conduct follow up sessions for the Math teachers. In Goal 2 action 5 we began to recognized all students participating in Dual Immersion in Elementary, all students who are taking

Spanish as an elective in Middle School, and attainment of proficiency for promoting 6th and 8th graders into Bilingual pathways.

Foster Youth:
LUSD was required to create an additional goal that will specifically support Foster Youth students. Goal 6 states: Every Foster Youth student will receive additional support to improve academic achievement, increase the Foster Youth attendance rates and decrease the Foster Youth suspension rates as measured by state and local academic indicators, graduation rates, attendance, and suspension data. In order to further support Foster Youth students the following will be implemented:

- The district will increase the quality of instruction to Foster Youth by providing enrichment and intervention opportunities for all students including but not limited to:

one on one personal tutoring through various agencies such as Able Academics and grant funded programs such as Children Youth Family Collaborative (CYFC), bi-
weekly academic monitoring through AmeriCorps mentors, quarterly grade monitoring by the school counselors through Guidance Alignment, and the implementation
of a quarterly Professional Learning Plan for each student.

- The district will increase the Foster Youth attendance rate and decrease the Foster Youth suspension rate by providing the following support services but not limited

to: transpiration services through agencies such as Hop Skip Drive, attendance incentive programs, recognition assemblies, attendance recovery, attendance
monitoring program through AmeriCorps mentors, attendance awareness parent meetings, the implementation of restorative justice protocols, inclusion of foster
youth suspension data in school site PBIS monitoring teams.

- The district will increase the graduation rate for foster youth students by: Additional Counselors to provide targeted guidance and counseling services, providing

information on advance placement coursework, intervention for credit recovery, monitoring of the students that qualify for AB 216/1806, monitoring the completion of
A-G requirements, implementation of the Lynwood Job Opportunities for Youth (LJOY) program, exposure to college/career pathways, and college nights for parents
and students.

Low-Income Students:
Increased services to our Low Income population will include interventions and enrichment programs to keep students engaged in learning. Data from universal assessments used throughout the District will be used to inform increased services. The District has planned to increase in services for tutoring hours with both classified and certificated staff. In addition, low-income students will receive support for social emotional needs through our programs. Students also received priority for Summer School and Summer Extended Learning Programs.

Enrichment service providers: Educare, NCRF, and ThinkTogether are working together to ensure low income, and homeless students are given the opportunity to participate in the enrichment programs.

Our students who are experiencing homelessness have been prioritized to receive intensive intervention and acceleration support will be provided during the school day, with opportunity to have additional support via after-school small group instruction and one to one academic support through district provide staff specifically trained to work with at-promise students.

LUSD will continue to implement a Social Emotional Learning curriculum to be implemented district-wide to support student's emotional well-being. Our unduplicated students will be given priority when referring students to these services. Furthermore, Student Services LCSWs will provide families and students with couseling support sessions, resources, and assist with outside referrals to support their emotional well-being.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Educational partners including representatives from: Lynwood Teachers Association (LTA), Service Employees International Union Association (SEIU), California School Employee Association (CSEA), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), African American Parent Group, students, and school administrators (elementary, middle, high school) provided input on how the additional concentration grant funds should be utilized to provide direct services to students. The following actions/expenditures will be implemented and or continued during the 2023- 2024 school year using the additional concentration grant funds:

Goal 3 Action 3: Provide Clinical Social Workers and a Health Technician at each site
Goal 3 Action 1: Provide Community Liaisons for each Site and the EAI department and additional Custodial Support to ensure extended individualized learning environments
Goal 4 Action 1: Provide additional counseling support for Foster Youth
Goal 4 Action 2: 4 Secondary Social Emotional Instructional Leads
Goal 4 Action 2: Provide Counseling and SEL support at Elementary School Sites
Goal 4 Action 2: Provide additional College and Career Specialist

During the 2021- 2022 and the 2022 - 2023 school year the following actions/ expenditures were implemented using the additional concentration funds:

Goal 1 Action 4: 2 School Site Instructional Leads
Goal 1 Action 4: 17 Digital Coaches
Goal 3 Action 1: 2 Campus Monitors
Goal 3 Action 1: 14 Elementary Teachers.
Goal 3 Action 4: 5 Secondary Teachers
Goal 3 Action 3: 14 Social Emotional Counselors
Goal 4 Action 2: 2 College and Career Counselors

All proposed expenditures and or potential hires must be approved by the LUSD Board of Education. This list was compiled using triangulated data from the 2023 & 2022 YouthTruth Survey, 2023 & 2022 LCAP Survey, 2021, 2022, & 2023 Parent Engagement Survey. We will continue to work in concert with the LUSD educational partners to ensure that all decisions are made collaboratively and in the best interest of the students of Lynwood.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1: 20.8
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1: 18.67

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$111,914,769.00				$111,914,769.00	$34,552,829.00	$77,361,940.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Foster Youth Low Income	$9,676,220.00				$9,676,220.00
1	1.2	Supplementary Materials and Resources	English Learners Foster Youth Low Income	$6,335,805.00				$6,335,805.00
1	1.3	Progress monitoring	English Learners Foster Youth Low Income	$2,706,184.00				$2,706,184.00
1	1.4	Instructional practices	English Learners Foster Youth Low Income	$2,420,418.00				$2,420,418.00
1	1.5	Interventions	English Learners Foster Youth Low Income	$2,215,199.00				$2,215,199.00
1	1.6	Core instructional Materials and Supplies	All	$731,690.00				$731,690.00
2	2.1	Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)	English Learners	$500,000.00				$500,000.00
2	2.2	ELL Program Support Staff	English Learners	$200,000.00				$200,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	English Learners	$121,095.00				$121,095.00
2	2.4	Integrated and Designated ELD Professional Development for Elementary and Secondary	English Learners	$59,147.00				$59,147.00
2	2.5	Dual Immersion & Dual Language & Bilingualism	English Learners Foster Youth Low Income	$1,486,468.00				$1,486,468.00
3	3.1	Individualized Instructional Support	English Learners Foster Youth Low Income	$2,804,495.00				$2,804,495.00
3	3.2	Professional Development	English Learners Foster Youth Low Income	$1,336,262.00				$1,336,262.00
3	3.3	Equity, Safety, Inclusivity	English Learners Foster Youth Low Income	$13,794,193.00				$13,794,193.00
3	3.4	Intentional Supports	English Learners Foster Youth Low Income	$273,055.00				$273,055.00
3	3.5	Basic Services - Core Instruction	All	$48,597,087.00				$48,597,087.00
3	3.6	Basic Services- Clean and Safe Learning Environments	All	$5,594,831.00				$5,594,831.00
4	4.1	Enrichment and Intervention	English Learners Foster Youth Low Income	$1,473,650.00				$1,473,650.00
4	4.2	Guidance and Counseling Services	English Learners Foster Youth Low Income	$4,632,229.00				$4,632,229.00
4	4.3	CTE & Entrepreneurship	English Learners Foster Youth Low Income	$1,827,742.00				$1,827,742.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	Mentoring, Motivational Opportunities, Enrichment	English Learners Foster Youth Low Income	$3,562,787.00				$3,562,787.00
5	5.1	Learning Opportunities for Parents	English Learners Foster Youth Low Income	$17,413.00				$17,413.00
5	5.2	Engagement Opportunities	English Learners Foster Youth Low Income	$348,799.00				$348,799.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$127,805,796	56,991,161	44.59%	0.00%	44.59%	$56,991,161.00	0.00%	44.59 %	**Total:**	$56,991,161.00
								LEA-wide Total:	$48,575,114.00
								Limited Total:	$8,416,047.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,676,220.00	
1	1.2	Supplementary Materials and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$6,335,805.00	
1	1.3	Progress monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,706,184.00	
1	1.4	Instructional practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,420,418.00	
1	1.5	Interventions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,215,199.00	
2	2.1	Additional Supports and Interventions (AVID Excel, Before & After-school	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		interventions, tutoring through partners, software and materials)						
2	2.2	ELL Program Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$200,000.00	
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$121,095.00	
2	2.4	Integrated and Designated ELD Professional Development for Elementary and Secondary	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$59,147.00	
2	2.5	Dual Immersion & Dual Language & Bilingualism	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Will Rogers	$1,486,468.00	
3	3.1	Individualized Instructional Support	Yes	LEA-wide	English Learners Foster Youth Low Income	K-3	$2,804,495.00	
3	3.2	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,336,262.00	
3	3.3	Equity, Safety, Inclusivity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,794,193.00	
3	3.4	Intentional Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$273,055.00	
4	4.1	Enrichment and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,473,650.00	
4	4.2	Guidance and Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,632,229.00	
4	4.3	CTE & Entrepreneurship	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,827,742.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,562,787.00	
5	5.1	Learning Opportunities for Parents	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,413.00	
5	5.2	Engagement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$348,799.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$122,608,399.00	$122,262,077.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$11,877,438.00	$14,327,438
1	1.2	Supplementary Materials and Resources	Yes	$8,054,608.00	$7,762,835
1	1.3	Progress monitoring	Yes	$1,199,997.00	$2,417,244
1	1.4	Instructional practices	Yes	$4,340,881.00	$2,364,124
1	1.5	Interventions	Yes	$2,769,702.00	$2,405,911
1	1.6	Core instructional Materials and Supplies	No	$731,690.00	$290,831
2	2.1	Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)	Yes	$1,100,000.00	$62,211
2	2.2	ELL Program Support Staff	Yes	$559,284.00	$167,453
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	$83,000.00	$197,779

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Integrated and Designated ELD Professional Development for Elementary and Secondary	Yes	$37,200.00	$56,208
2	2.5	Dual Immersion & Dual Language & Bilingualism	Yes	$1,507,993.00	$1,598,246
3	3.1	Individualized Instructional Support	Yes	$7,605,270.00	$15,139,983
3	3.2	Professional Development	Yes	$1,439,849.00	$920,442
3	3.3	Equity, Safety, Inclusivity	Yes	$13,343,160.00	$13,792,126
3	3.4	Intentional Supports	Yes	$952,330.00	$552,692
3	3.5	Basic Services - Core Instruction	No	$46,712,922.00	$39,629,580
3	3.6	Basic Services- Clean and Safe Learning Environments	No	$8,238,710.00	$10,270,034
4	4.1	Enrichment and Intervention	Yes	$2,498,902.00	$1,191,174
4	4.2	Guidance and Counseling Services	Yes	$2,265,467.00	$4,610,716
4	4.3	CTE & Entrepreneurship	Yes	$1,590,612.00	$1,866,484
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	$5,262,435.00	$2,467,986
5	5.1	Learning Opportunities for Parents	Yes	$103,896.00	$62,271

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Engagement Opportunities	Yes	$333,053	$108,309

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$55,366,549	$67,325,077.00	$72,012,192.00	($4,687,115.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$11,877,438.00	$14,327,208	0%	0%
1	1.2	Supplementary Materials and Resources	Yes	$8,054,608.00	$7,762,835	0%	0%
1	1.3	Progress monitoring	Yes	$1,199,997.00	$2,417,244	0%	0%
1	1.4	Instructional practices	Yes	$4,340,881.00	$2,364,124	0%	0%
1	1.5	Interventions	Yes	$2,769,702.00	$2,405,911	0%	0%
2	2.1	Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)	Yes	$1,100,000.00	$0	0%	0%
2	2.2	ELL Program Support Staff	Yes	$559,284.00	$167,453	0%	0%
2	2.3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Yes	$83,000.00	$197,779	0%	0%
2	2.4	Integrated and Designated ELD Professional Development for Elementary and Secondary	Yes	$37,200.00	$56,208	0%	0%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.5	Dual Immersion & Dual Language & Bilingualism	Yes	$1,507,993.00	$1,598,246	0%	0%
3	3.1	Individualized Instructional Support	Yes	$7,605,270.00	$15,139,984	0%	0%
3	3.2	Professional Development	Yes	$1,439,849.00	$920,442	0%	0%
3	3.3	Equity, Safety, Inclusivity	Yes	$13,343,160.00	$13,792,126	0%	0%
3	3.4	Intentional Supports	Yes	$952,330.00	$552,692	0%	0%
4	4.1	Enrichment and Intervention	Yes	$2,498,902.00	$1,191,174	0%	0%
4	4.2	Guidance and Counseling Services	Yes	$2,265,467.00	$4,610,716	0%	0%
4	4.3	CTE & Entrepreneurship	Yes	$1,590,612.00	$1,866,484	0%	0%
4	4.4	Mentoring, Motivational Opportunities, Enrichment	Yes	$5,262,435.00	$2,467,986	0%	0%
5	5.1	Learning Opportunities for Parents	Yes	$303,896.00	$65,271	0%	0%
5	5.2	Engagement Opportunities	Yes	$533,053.00	$108,309	0%	0%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$123,667,480	$55,366,549	13.46%	58.23%	$72,012,192.00	0.00%	58.23%	$0.00	0.00%

Instructions

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Goals and Actions

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners 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* Section 52064[b][4-6]).

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

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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** or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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:
    - **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.
    - **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.
    - **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 transitional kindergarten through grade five), 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."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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