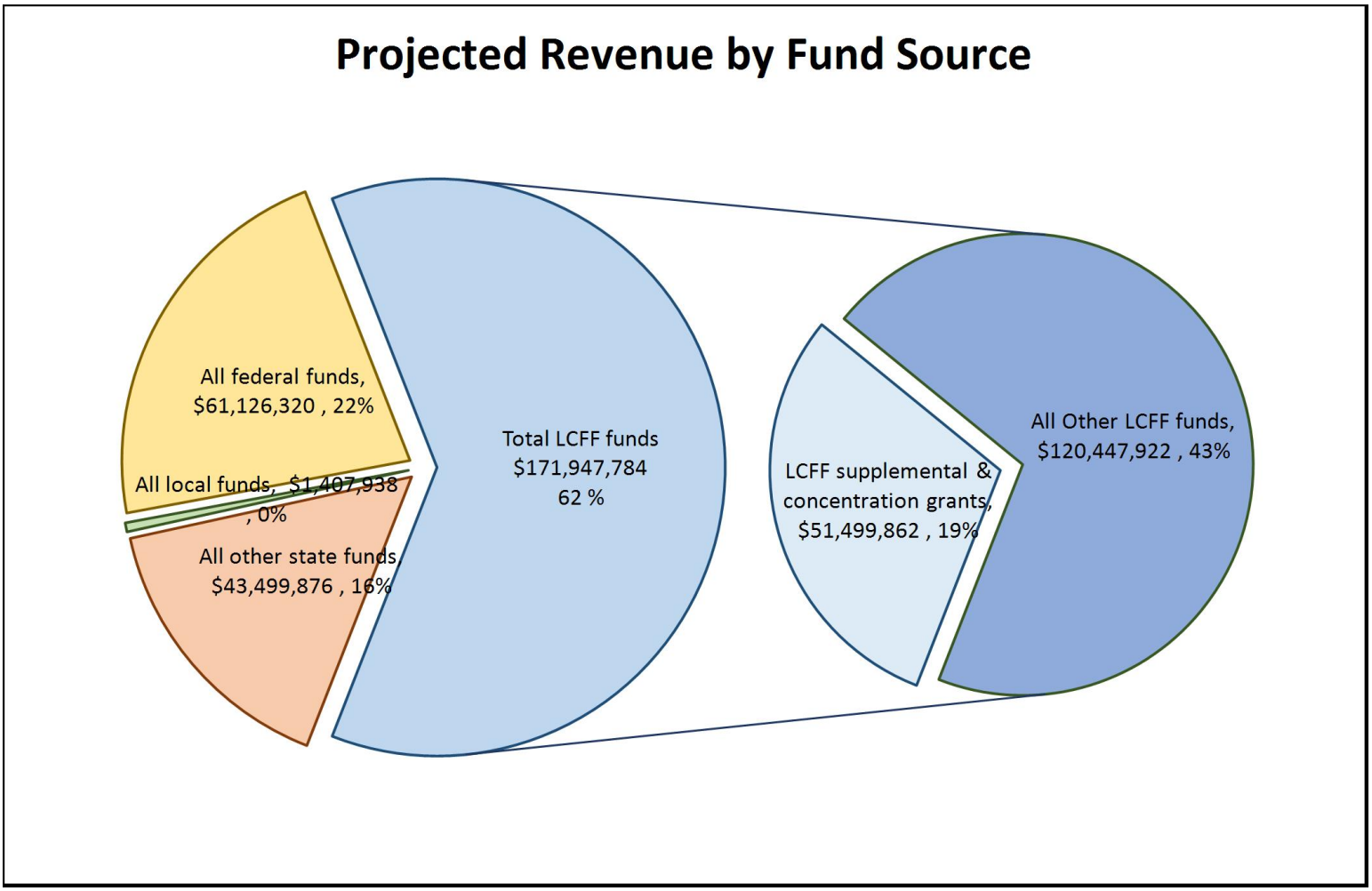
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lynwood Unified School District
CDS Code: 19-64774
School Year: 2022-23
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 2022-23 School Year



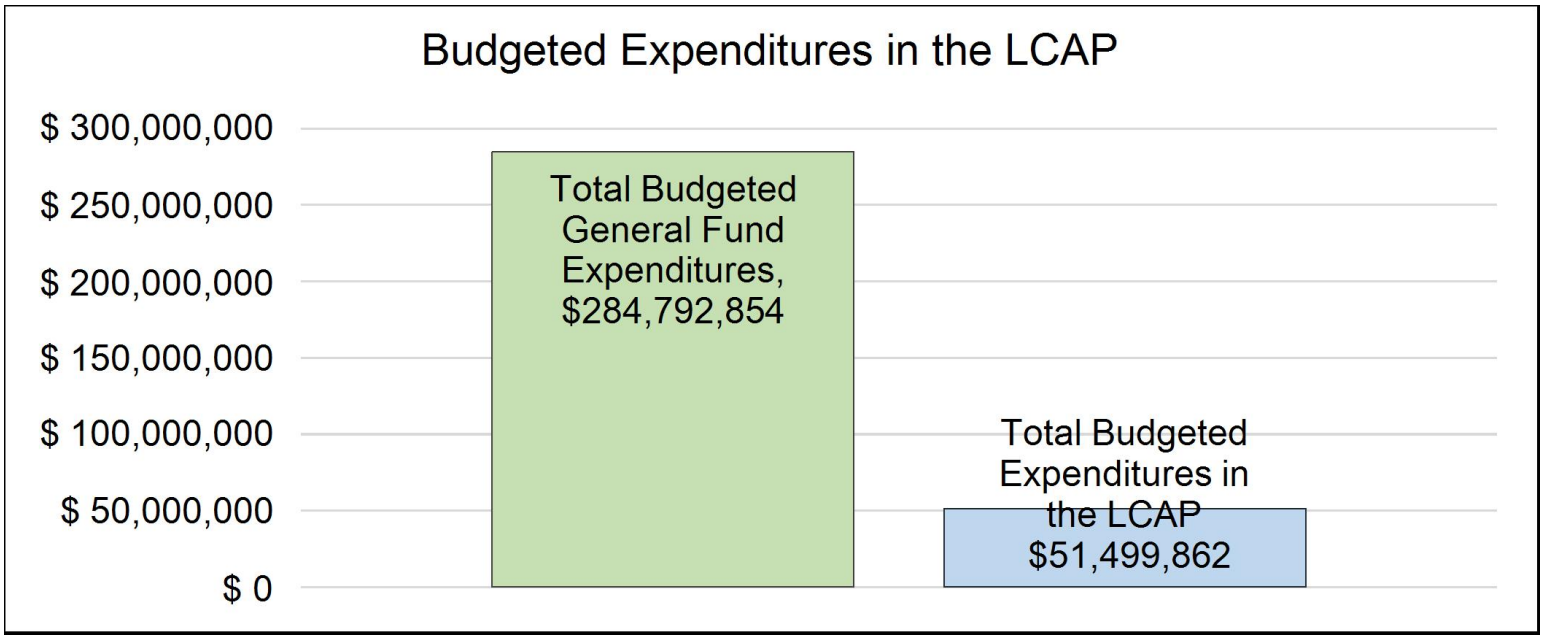

This chart shows the total general purpose revenue Lynwood Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Lynwood Unified School District is $277,981,918, of which $171,947,784 is Local Control Funding Formula (LCFF), $43,499,876 is other

state funds, $1,407,938 is local funds, and $61,126,320 is federal funds.  Of the $171,947,784 in LCFF Funds, $51,499,862 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 2022-23. 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 $284,792,854 for the 2022-23 school year. Of that amount, $51,499,862 is tied to actions/services in the LCAP and $233,292,992 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.

# Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Lynwood Unified School District is projecting it will receive $51,499,862 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 $51,499,862 towards meeting this requirement, as described in the LCAP.

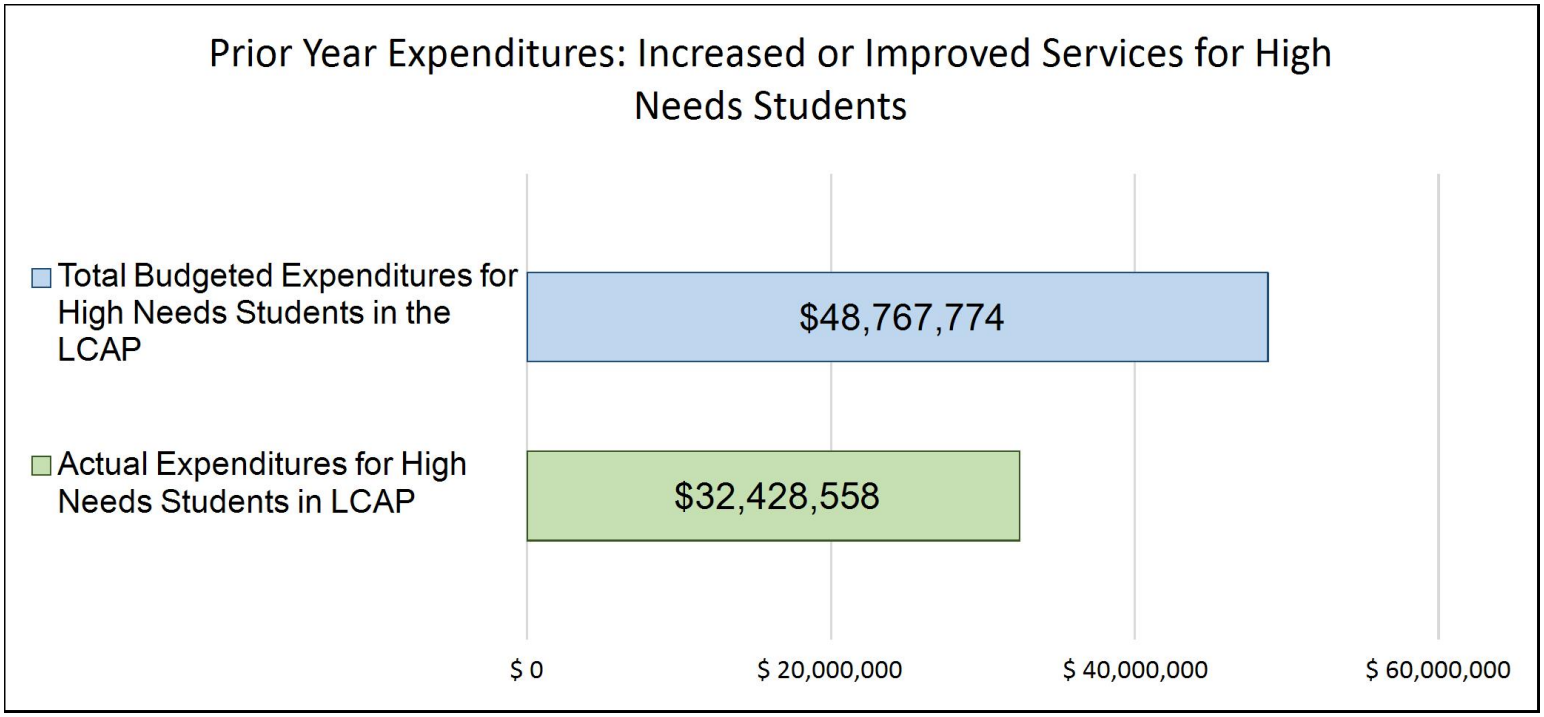
LUSD will focus on the following during the 2022- 2023 school year:

Intensive supports for learning loss mitigation and acceleration will continue to be implemented in order to ensure that all students are
supported in meeting academic outcomes. English Learners-Small group instruction will continue to develop language acquisition skills according to language levels. Based on diagnostic assessments in English Language Arts, Mathematics, and ELD targeted

lessons will be developed to mitigate learning gaps. Interventions will continue to support the 90.9% of students identified as socio economically disadvantaged in LUSD. LUSD has a Foster Youth liaison and additional support staff that work with our foster families on an
individualized basis. Our Foster Youth will participate in the benchmark assessments and take the diagnostics in English Language Arts,
Mathematics, and English Language Development. Tutors will be used to develop targeted small group instruction to mitigate learning loss and provide differentiated support for acceleration. Our students who are experiencing homelessness have been prioritized to services and supports. Intensive intervention and acceleration support will be provided to students during the school day, with opportunity to have additional support via after school small group instruction and one to one academic support.

# LCFF Budget Overview for Parents

# Update on Increased or Improved Services for High Needs Students in 2021-22




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 2021-22, Lynwood Unified School District's LCAP budgeted $48,767,774 for planned actions to increase or improve services for high needs students. Lynwood Unified School District actually spent $32,428,558 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $-16,339,216 had the following impact on Lynwood Unified School District's ability to increase or improve services for high needs students:

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, 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. Further, 6.8 million of the carryover amount is for the additional supplemental concentration funds that were received late into the 2021-2022 school year.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Lynwood Unified School District | Dr. Gudiel Crosthwaite<br>Superintendent | gcrosthwaite@mylusd.org<br>310-886-1600 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Lynwood Unified School District received several additional allocations from the Budget Act of 2021, which were not included in our 21-22 LCAP. Additional allocations are as follows: Educator Effectiveness Block Grant, GEER, ESSER I, ESSER II, Expanded Learning Opportunity Program (ELOP), ESSER III, LCAP Additional Concentration Grant Add- On Funds , Universal Pre Kindergarten Planning Grant, and A-G Improvement Grant.

LUSD believes, as stated in our district Strategic Plan that " all voices deserve to be heard," referencing all our educational partners (i.e. students, families, staff, community members and labor partners) when programs, services, and initiatives are being considered to meet the needs of our school community. Annually, LUSD surveys our educational partners (i.e. parents, students, staff, community members and our labor partners regarding our programs and services outlined in our LCAP. LUSD informed our educational partners of the LCAP survey through the following surveys and district level meetings: Youth Truth Survey, Distance Learning Survey, Superintendent Advisory Council, Parent Advisory Council (PAC)- Migrant Ed, African American Advisory Council (APAC) and API (Asian Pacific Islander) Parent Groups, District English Learner Advisory Council, and Community Advisory Committee (CAC) for Special Education. There were also a series of meetings held with our LCAP stakeholder committee to discuss the LCAP goals, actions, and expenditure. These meetings also helped in gathering their feedback on district goals and actions, reflective data, and budget expenditures that helped to shape the plan. The LCAP survey link was made available in English and Spanish via our district website and social media channels, school site parent meetings and notifications via parent square. For the 2021-2022 school year, LUSD will continue the vital practice of gathering input from our valued educational partners with an LCAP survey and meetings. LUSD will also use other quantitative data such as from The Youth Truth Survey, Parent Engagement Survey, and feedback from district/site level advisory committees in our efforts to develop a comprehensive LCAP that reflects the needs of our students, schools and community.

We have been actively engaging our educational partners on the funds provided through the Budget Act of 2021. The Educator Effectiveness

Block Grant which provides funding for professional development for administrators, paraprofessionals, and classified staff to ensure an equitable, quality and effective teaching and learning model for our school community has been an ongoing priority for LUSD and inquiry on the types of professional development trainings for these groups are found in the LCAP survey and were provided to our educational partners throughout the school year. Several other qualitative surveys provided throughout the school year were reviewed to identify other patterns and trends regarding professional development.
Upon the release of Elementary and Secondary School Emergency Relief (ESSER I) and (ESSER II) funds, the Distance Learning Survey and the Phase I Reopening of School Survey was provided to our educational partners to determine the types of supports needed to prevent, prepare for and respond to the pandemic as schools reopen. In addition, the survey solicited input and feedback from our educational partners on the types of services they would like to see for addressing student's mental health, learning loss and select program placement. IThe survey was posted on our district website and available on all our social media channels. The information was also dispersed at the site level on school site websites and at various parent meetings and via school messages to families in both English and Spanish.

For the Extended Learning Opportunity Program, a survey was provided to parents, staff, community members, and our labor partners to determine the types of expanded learning programs that would be best to accelerate progress to close any learning gaps due to Covid-19 pandemic and school closures. LUSD worked closely with several program providers including our After School Education and Safety Grant program (ASES), our college going partners, and our CTE program partners to provide enrichment activities and expanded learning opportunities for our students throughout the school year. The survey link was provided via the district website and social media channels as well as disseminated at the school site level via parent meetings, social media channels and parent square. The Expanded Learning Opportunities Plan (ELOP) was presented and adopted at a regular board meeting on May 27, 2021.
Similarly, we sought input and feedback for the ESSER III funding via a survey, which was provided district wide and made readily available for all our educational partners via our district website and social media channels. At the school site level, all schools provided information regarding the ESSER III funds during their parent meetings and posted the link via their school website, social media channels and parent square.

Our discussions and planning for Universal Pre Kindergarten is just beginning. A committee consisting of St. Anne's, Child 360, and representatives from our current ECE program, LUSD Kindergarten representatives and our labor unions are in the process of being established. The letter of intent for acceptance of the grant was submitted by the required deadline and a meeting with parents is scheduled for late February. A survey will also be provided to engage our educational partners as recommended by the grant in the next few weeks.

During the course of the year the following surveys were administered to gain feedback from our educational partners:
Parent Engagement Survey both 2020-2021 and 2021-2022
Youth Truth Survey both 2020-2021 and 2021-2022
LCP Plan Survey from 20-21
LCAP from both 2020-2021 and 2021-2022
Distance Learning Survey 2020-2021
Professional Learning Survey

Our district will continue to work diligently to continue to meaningfully engage our educational partners throughout the remainder of the school

year not only via surveys but through our various parent councils and committees both at the district and site level.
https://4.files.edl.io/95bb/07/01/21/221051-850acf1f-1157-413b-bec2-11926836484d.pdf

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

After consultation with our educational partners that included both certificated and classified associations, parent, administrative staff and students the following list of suggested/potential expenditures was created:

1. Provide Elementary Counselors to support each elementary school site
2. Provide Elementary and High School Learning Center Teachers to provide in school intervention and diagnostic assessments
3. Provide Additional College and Career Specialist at the High School level to assist with College readiness
4. Provide Clinical Social Workers to provide direct support to students across the district
5. Provide Instructional Assistants to support the Foster Youth Program
6. Provide Instructional Assistants to support the Homeless Youth Program
7. Provide English Learner Instructional Leads to provide direct support to both English Learner Students and their instructors
8. Provide District Wide and Site Community Liaisons to provide direct support at each school site
9. Provide Additional Custodial Support to maintain clean and safe learning environments
10. Provide Elementary/ Middle School Athletic/ Healthy Living Leads/Coaches
11. Provide a Health Technician at each school site
12. Provide High School Reading Specialists to provide direct support to SPED students and English Learners Newcomers
13. Provide MTSS Counselors (Multi Tiered Systems of Support) to assist with identification and planning for tiered interventions
14. Provide a SPED Transition Specialist to support students and parents with after graduation plans
15. Provide a Federal and State Compliance Monitor to assist schools with maintaining compliance and aligning resources appropriately
16. Provide an Improved Services Data Analysis to track student progress and specifically monitor student progress
17. Provide Intervention Instructional Leads to support each school sites Learning Center Teachers
18. Provide both Middle School and High School students with Life Skills

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 2021 Youth truth Survey, 2021 LCAP Survey, 2021 and 2022 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.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Lynwood Unified School District is committed to addressing students' academic, social, emotional, and mental health needs, as well as any learning gaps that existed before, and were worsened by, the COVID-19 pandemic. In Lynwood one in six residents caught Covid-19 and one in every 400 residents of The City of Lynwood died from the virus. As a result, many of our students and families were displaced due to loss in families or experienced socio-emotional stressors, while trying to learn remotely. Many students found learning remotely was challenging either due to technology issues in the community or the unfamiliarity of learning via a teacher on a screen instead of in person and physically in a classroom. As a result many students began to fall or fell further behind academically. Others had food insecurities and experienced high levels of anxiety, which impacted their learning and motivation to stay engaged with school. The ramifications of Covid-19 on our students, families and the community have been immense, but as a district we have taken every measure possible to support our students and their families. .

Consultation with multiple educational partner groups has been an LUSD ongoing practice, especially in regards to the one-time federal funds received that are intended to support recovery from COVID-19 pandemic and the impacts of distance learning on pupils. The LCAP, which is grounded in our districts' beliefs and vision, serves as the foundation for LUSD district goals and initiatives. All other plans including the 2021 Learning Continuity and Attendance Plan, The Extended Learning Opportunities Plan (ELO) and the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan mirror and build upon the district's LCAP goals to meet the diverse needs of our school community. In an effort to have cohesive alignment with the LCAP, Single Plan for Student Achievement (SPSA), The Learning and Attendance Continuity Plan, the Extended Learning Opportunity Plan (ELO) consistent outreach for educational partners input has been critical and continues to be a priority for LUSD. LUSD leadership consults with various educational partners such as students, teachers, principals, Special Education Coordinators and administration, other school personnel, local bargaining units, parent community members and other advisory groups such as 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, The Superintendent's Advisory Council, students, and school administrators (elementary, middle, high school). The varied perspectives and discussions around the needs of a diverse student population are robust in nature and serve to shape the programs and services for our students. The City of Lynwood continues to struggle as Covid variants continue to cycle through our community. Hence, the surveys allow our families to provide unique perspectives and valuable input and feedback on current services, programs and also initiatives that may need to be considered or explored due to our current situation. Information on the one time federal funds was disseminated at various parent and committee meetings as noted below: 9/7/21, 9/9/21, 9/10/21, 9/13/21, 9/14/21, 9/15/21, 9/16/21, 9/17/21, 9/19/21, 9/24/21, 9/27/21, 9/30/21, 10/1/21, 10/5/21, 10/14/21, 10/18/21, 11/4/21 and 12/16/21.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Lynwood Unified received a total of 41, 609, 900.00 in ESSER III funds and delineated our plan for using these funds through our ESSER III Expenditure Plan, which was submitted to the Los Angeles County Office of Education for review. Our plan may be viewed by clicking on the following link https://4.files.edl.io/7e3d/07/14/21/122235-f2bc153d-70ff-4ecb-b571-10139fed2321.pdf

Our diligent efforts in gathering educational partners' input has provided a clear set of priorities to address the needs of our school sites for the improvement of in-person learning. Below is a list of LUSD initiatives that came from the top trends of our surveys to improve in person learning.

Continuous and Safe In-Person Learning:
HVAC upgrades to improve indoor air ventilation and overall air quality for all classrooms and school buildings. This includes Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve indoor air quality, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control system, and window /door repair and replacement. These projects are very expensive, but necessary to improve in-person learning environments.

Technology Resources:
Provide school site employees with necessary resources and support that will provide continuous learning for students and staff using essential technology (i.e. equipment, hardware, software, high speed internet/connectivity and other technology to provide a safe digital and in person learning environment for all students. Although technology is ever changing and may require additional upgrades in the next few years, it is necessary now to invest in innovative technology so our students can have online access to school and other digital platforms that have been put in place to assist with learning loss no matter where they live and are safe when they are engaged in the digital world.

Continuous Learning Support:
To ensure the continuity of our robust instructional program Lynwood Unified School District offered a one time incentive to our classified and certificated staff in an effort to secure and offset additional time needed to prepare for in person and online learning during the pandemic. As a result, salary and benefits for other activities necessary to maintain the operation of schools and continuity of services by supporting the employment of existing staff. LUSD staff is committed to serving our students, families and community even during these challenging times.

Student and Staff Health and Safety:
Provide training to all classified employees to ensure safe, clean, equitable school environments that address the prevention and mitigation strategies that are consistent with the most recent CDC guidelines to address continuous and safe in-person learning. This is an on- going process and necessary as guidelines are constantly changing.

Staff Support:
Extra earnings will be provided to current school staff in order to support school sites before and after school, during lunch and recess due to staggered and or block schedules in an effort to ensure and maintain COVID-19 safety protocols due to schedules. Due to Covid the number of students had to be reduced in eating areas and therefore schedules adjusted to meet the recommended guidelines. Additional supervision or additional adults to operate more complex schedules is necessary. Each site will provide extra earnings or hire additional employees to supervise and support the sites.

Academic Impact of Lost Instructional Time:
Alternative Education-LUSD is committed to support families with medical needs or alternative education for those students/parents who have a fear of returning to in-person learning due to the pandemic. We would like to continue our long term independent study program for these families. We were able to hire 13 additional teachers to meet the needs of our families who had selected an alternative school setting.

College Readiness , A-G and Graduation Rate:
LUSD will implement a tiered by grade level awareness initiative- Many activities and workshops are already occurring and having great success as students at the secondary level who are seniors successfully submitted their applications to their school of choice. Guidance Alignment process with counselors and site admin in order to monitor and develop intervention action plans to improve student outcomes. Refinement of this process has already begun and action plans are in progress.
Hire three additional counselors (1 for each high school site) to identify A-G shortages, assign interventions, hold parent meetings, and monitor students progress. Due to covid, we have been short staffed and hiring has been difficult. But, we should be able to bring the additional counselors on before the start of the new school year, 2022-2023. Professional development for middle school counselors on high school A-G awareness, parent meetings, and student workshops. All middle school students will develop a LUSD MAPS (My Academic Plan for Success) Some trainings have had to be postponed due to covid, but many student workshops have already occurred at the beginning of the school year and will continue throughout the year.
APEX intervention for recovery for students. APEX is up and running and students have been able to recover credits early on in the school year and will be able to continue to recover credits until the last month of school.

Summer Enrichment:
Summer school will include learning camps that address academic, social emotional learning, and college and career exploration. Summer planning is in progress and will allow students to engage in various enrichment activities that will ignite interests in college and career while also addressing any learning gaps that they may have developed due to covid.

Supplemental Curriculum and Instructional Materials:
In addition to our core programs LUSD offers TK-12th grade supplement support in all content areas. LUSD has already implemented a few programs such As SIPPS and SWUN math. Additional programming will be implemented for summer enrichment and for the 2022-2023 school year.

Progress Monitoring:

LUSD will continue to identify learning gaps with the use of Assessment tools needed to target specific standards in ELA and Math that will assist in accelerating learning and improve student outcomes. Currently, students take the district benchmarks every 6 weeks and teachers and administrators discuss the results during their reflective sessions to discuss trends, patterns and next steps for student progress. Assessments for K-6 are also being implemented throughout the school year.

Classroom Technology:
Additional technology will need to be purchased to ensure that all campuses are equipped with Promethean Boards, carts, classroom microphone systems/voice amplifiers devices and other innovative technology. Many if not all classrooms have Promethean Boards to enhance learning. We have received positive feedback from teachers regarding this new technology. We will continue to survey our sites to see what additional technology is needed to improve in-person learning.
Socio-Emotional Well-Being of Students and Staff-Tier I and Tier II supports for K-6 students will continue via the Social Emotional Learning curriculum, Second Step to improve learning outcomes. Secondary students will be provided with continuous instructional strategies to improve student learning outcomes both academically and behaviorally via the Positive Behavior Interventions and Supports (PBIS) incentives. A series of professional developments have been provided to our certificated staff to assist in supporting our students with how to improve behavior and increase learning. PD will continue through June, 2022. We have received positive feedback for these trainings via the workshop survey. Our PBIS trainings have also resumed and will continue to work with school sites in how to incorporate key PBIS strategies to help students improve behavior and promote a positive school climate.

Accelerate Progress and Integrated Students Support:
LUSD encourages students to stay engaged with school and offers support for students as tutoring before and after school programs, 24 hour a day online tutoring services for students in grades 7-12 in addition to our Tutors in AP, AVID, IB, and college. Secondary school sites have been provided with access to 24 hour online tutoring via Paper and students have shared that it is helpful to have a live tutor. In an effort to increase the number of users, refresher trainings are currently being offered to help promote the use of Paper for students who have not tried it.

Supports for Intervention, Acceleration, and Credit Deficiency to close the achievement gap:
LUSD will continue to use the APEX, Dual Enrollment, and Adult Ed for credit recovery, Summer Sessions/Enrichment for credit recovery and acceleration, 9th grade summer bridge program to accelerate incoming freshman, and monitoring grad rate through guidance alignment. All these measures will help ensure our students stay on track. Guidance alignment meetings have been held to support counselors with data and next steps to address student’s needs and will continue throughout the school year. Summer planning is in progress and students who are deficient will have the opportunity to recover credits and those students who are on track will have the option to engage in dual enrollment courses, enrichment activities, or prepare for college application process.

Extended Instructional Learning Time:
Interventions, acceleration and enrichment opportunities will continue to be provided to elementary, middle and high school levels during summer, spring, and winter breaks. LUSD has worked with several partners to provide extended instructional learning time in the area of STEAM for elementary and secondary students. Many schools provide interventions to try and mitigate learning loss after school. Professional development is also in progress towards providing teachers with additional training on how to improve on providing balanced instruction

beginning with grade-level work and high quality curriculum in an effort to accelerate learning for students.

English Learners:
LUSD will continue to provide Professional Development in Integrated and Designated ELD to improve students' proficiency in all content areas. LUSD continues to provide professional development to Science teachers in integrated ELD and is in the process of training ELA teachers. The LUSD EL Coordinator continues to work with designated ELD teachers to provide training and ensure teachers are aware of students' progress towards proficiency.

Instructional Support to Accelerate Learning for English Learners:
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. LUSD is in the process of hiring additional support for English Learners. Due to a shortage of staff, LUSD hopes to have these additions by the end of the school year for the 2022-2023 school year.

Bridging Home and School Learning:
In an effort to continue to bridge home to school learning, LUSD will provide elementary parents a district pacing, ELA and Math standard based, by grade level resource workbooks they can utilize to learn how to teach the lesson to their students at home. This project is a great opportunity to help our families continue the teaching and learning process at home.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

As previously noted throughout this plan, LUSD has worked diligently to ensure that our fiscal resources received for the 2021-2022 school year including The Extended Learning Opportunities Plan (ELO) and the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan mirror and build upon the district's LCAP goals to meet the diverse needs of our school community. The one time state and federal funding will be utilized to keep our schools safe while preventing the spread of covid-19, provide supplemental instruction, accelerate learning and address the socio-emotional needs of our diverse student population.

As is common practice in Lynwood Unified School District, all our plans were developed based on the input and feedback received from our educational partners. Multiple surveys, parent meetings, committee meetings, Superintendent messages, social media posts allowed us to gather significant input and used this input in developing our plans. Our intentional efforts to build upon the LCAP goals as well as address areas not found in the LCAP, resulted in many common themes and also highlighted student support needed based on trends gathered from various surveys.

In our ESSER III Plan, actions and expenditures to address students needs focused on safe in-person learning, mitigation of learning loss, accelerated learning, interventions, extended learning time, and staff support all reinforce and align with our LCAP goals. HVAC upgrades to

improve air ventilation and overall air quality for safe return to in-person learning and socio-emotional well being were all directly correlated to the feedback results that we received.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), 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

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

# Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

*intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Lynwood Unified School District | Dr. Gudiel Crosthwaite<br>Superintendent | gcrosthwaite@lynwood.k12.ca.us<br>(310) 886-1600 |

# Plan Summary [2022-23]

## 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 12,667 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. 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 Cal State Dominguez Hills (Dual Enrollment), 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). Additionally, Lynwood Unified was recognized nationally in 2017 by the College Board for increasing access to AP courses as one of three districts in the United States and the only one in California. This recognition is a direct result of Lynwood Unified's efforts to increase access to the most rigorous courses for all students in order to prepare all students for success in college and career. We believe that strong partnerships and collaboration with our parents, staff, teachers and the broader community are key to student success. During the 2020- 2021 school year the Lynwood Unified Cohort Graduation rate was 83.6%% and in the 2021- 2022 school year 86% of high school students applied to four year universities.

The city of Lynwood was hit extremely hard during the pandemic. In Lynwood one in every six residents caught COVID-19. One in every 400 residents of the city of Lynwood died from the virus. The novel coronavirus has had a tremendous impact on our students and their families. Students experienced an immediate change to their daily school routine. Students and teachers had to pivot to distance learning in an effective manner. Many families experienced food insecurity and job loss, social and emotional stressors which led to a need for additional mental health support, anxiety and a high level of uncertainty impacted family dynamics, and some families also had to cope with illness, loss, and grief.

As most students returned to in person instruction during the 2021- 2022 school year, the effects of being away from campus manifested itself in the areas of social emotional distress, identification of anxiety and trauma, social conflict, academic learning loss, the need for intervention and remediation, communication difficulties, and continued environmental struggles such as homelessness, food insecurity, and lack of health resources. As a district we have taken every measure possible to support our students and their families. "We are Lynwood Strong!"

# Reflections: Successes

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

The California Dashboard indicates that Lynwood Unified School District only saw slight decreases in graduation rate during the pandemic based on the Dashboard "Status and Change Report". The current four year cohort graduation rate is 84.5% which is an 5.5% decrease.
85.4% Black or African American
83.4% Hispanic or Latino
83.9% Socioeconomically Disadvantaged
74.3% English Learners
75.7% Students with Disabilities

During the 2021-2022 school year 2,160 parents completed the LUSD Parent Engagement Survey. 96% of parent surveyed stated they felt welcomed when visiting their child's school campus. 97% parents surveyed indicated that they were treated with respect and 98% 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. Learning environments have been modified to accommodate a myriad of student needs as they return to in person instruction. A robust Coffee Chat series led by trained parent leaders and YouTube channel was developed to support parents with the transition back to in person instruction. 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

Professional development was provided 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. Certificated and trained classified staff provided structured interventions and extended learning to support increased achievement in all core subject areas for English Learner, Foster Youth, and Low Income students. With the help of support providers, students received on campus mentoring, tutoring, and extended learning opportunities. Digital Coaches and Instructional Leads were used to support teachers with the continued use of technology and curricular adjustments that were needed as we returned to in person instruction.

Student Progress continued to be monitored via the process of guidance alignment. Data Reflection Sessions (Meta/Mega) helped to identify

student gaps and needs, including subgroups (EL, AA, Foster, Homeless, SWD). Formative assessments were provided throughout lessons to monitor student progress for example: exit tickets, checking for understanding, class discussions, journal writing, observations, student conferences and peer reviews.

At Lynwood Unified School District the mental health of all students is valued. LUSD recognizes that promoting positive environments within the family and creating supportive environments at school and the wider community are vital to students everyday mental health. To support student success, Lynwood Unified School District developed the Health Collaborative, a multi-disciplinarian team approach that provides essential resources and support services to students and families as needed. Mental health services at Lynwood Unified School District include school-based counseling services for students and families. The Lynwood Unified health collaborative team includes Licensed Clinical Social Workers (LCSW) on staff, as well as multiple community mental health partners that offer mental health services across our school district. Mental health services consist of evidenced-based practices seeking to support students with developing and maintaining age-appropriate social, emotional and behavioral functioning. Together we strive to improve the mental well-being of all students thereby supporting students in reaching their highest personal and academic aspirations.

With the support of the LUSD Student Services Department a comprehensive multi- tired system of intervention was developed and outlines all of the available interventions at each tier throughout the district. We successfully implemented PBIS in each school in the district and all schools in LUSD have received awards for their PBIS implementation including the highest award Platinum given to Wilson Elementary School.

LUSD has been successful at ensuring students have access to college and careers post graduation. In partnership with the National College Resources Foundation, LUSD hosted its annual Historical Black Colleges and Universities (HBCU) Caravan. Students received over 10 Million dollars in scholarships and over 500 on the spot acceptance letters were given to students. In addition, LUSD has some of the highest FAFSA completion rates in the state with over 88% of high school students completing the FAFSA and over 77% of students applied to a four year university. The A-G completion rates (56%) are also higher than the state average.

Lynwood Unified and the City of Lynwood are partnering with SiFi Networks to bring free and low-cost broadband to the community in an effort to reduce digital inequity. All Lynwood residents, businesses and government buildings will be included in the plan. Lynwood Unified will also provide students with devices and technical support. The City Council and Lynwood Unified’s Board of Education approved the resolution in February and hope to make the broadband services available within six months to a year.

During the 2021- 2022 school year all secondary schools identified their designated ELD time within their English block. All English teachers received 2 PD sessions on Designated and Integrated ELD. Two additional sessions are scheduled for next year. The purpose of the action step was to identify current conditions in 2020-2021 as a baseline and then build on them in the next three years. The LIVE observation tool has been updated to include Designated and Integrated ELD.

# 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.

In efforts to build and expand on our success we have a comprehensive plan to mitigate learning loss. We know learning loss took place during school closures and therefore we have Tier 1 interventions such as teacher one-on-one instruction, small group instruction, and data reflection sessions with teachers to ensure we close those gaps as quickly as possible. 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 platform. Through these additional services, our staff have successfully identified 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.

During the 2020-2021 school year students in LUSD took the SBAC/CAAASP assessment during distance learning while at home. Scores indicate that this irregular testing procedure and environment affected students scores in both ELA and Math. It has been noted that in comparison to our baseline data there was a 10% decrease in how students performed in 2021 versus 2019. All groups and grade levels experienced a decrease in scores as compared to prior years. To ensure that students have the opportunity to score their best on standardized assessments, the following needs have been identified: ELA/ELD, Math, and Chronic Absenteeism.

ELA and ELD data indicate that the following measures should continue to be implemented to support the academic achievement of our students:

- Identify the best practices and explicit methods to develop phonemic awareness, phonics and irregular and multisyllabic word knowledge, fluency, vocabulary, comprehension, and literary and informational text knowledge
- Understand the structure of the English and Spanish language system
- Identify and use techniques to support academic language development for English learners
- Understand how to use informal diagnostic measures of phonological awareness, decoding, fluency vocabulary and comprehension as a basis for instructional decisions

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.

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 16% of students were chronically absent. 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

# 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
- Annual Update for 2020-2021
- 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.

# 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.

NONE

## *Support for Identified Schools*

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

NONE

## *Monitoring and Evaluating Effectiveness*

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

NONE

# 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:

02/17/2022 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

03/03/2022 LCAP Educational Partners Meeting #2
Meeting Objective: LCAP Survey and Mid-Year Data Metric

03/17/2022 LCAP Educational Partners #3
Meeting Objective: LCAP goals, needs assessment and input

04/07/2022 LCAP Educational Partners Meeting #4
Meeting Objective: LCAP Goal, Needs Assessment, and Data Analysis

05/19/2022 LCAP Educational Partners Meeting #5
Meeting Objective: Goals, Needs Assessment and Input. Survey data was shared with educational partners

06/07/2022 Educational Partners Meeting #6
Meeting Objective: Final Review of LCAP Draft

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 9th, 2023. Community members and parents were notified of the hearing via email, LUSD website, and LUSD Facebook page.

LCAP Annual Update submission for Board approval took place on June 23rd, 2022

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 Group, 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: 1,359
Parents and Community Members: 908 at 66,8%
High School Students: 220 at 16.2%
Classified Staff: 98 at 7.2%
Certificated Staff: 133 at 9.8%

Parents and Community Members: 912 at 53.8%
High School Students: 307 at 18.1%
Classified Staff: 16 at 9.6%
Certificated Staff : 315 at 18.6%

Choose Services you feel the LUSD does WELL.

Clean and well maintained schools - 747 at 55%
Teacher recruitment, selection, retention, and new teacher support - 598 at 44%
Ongoing maintenance and upkeep of facilities - 538 at 39.6%
Student access to curriculum, textbooks, and instructional materials - 924 at 68%%
Technology (e.g. laptops, wiring and internet speed at at school sites) - 1,034 at 76.1%
Healthy, nutritious, and tasty meals/snacks before, during, and after school - 551 at 40.5%%
Access to physical and mental health services for students, families, guardians - 663 at 48.8%

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

Clean and well maintained schools - 747 at 55%
Teacher recruitment, selection, retention, and new teacher support - 598 at 44%
Ongoing maintenance and upkeep of facilities - 538 at 39.6%
Student access to curriculum, textbooks, and instructional materials - 924 at 68%
Technology (e.g. laptops, wiring and internet speed at at school sites) - 1,034 at 76.1%
Healthy, nutritious, and tasty meals/snacks before, during, and after school - 551 at 40.5%
Access to physical and mental health services for students, families, guardians - 663 at 48.8%

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

Engaging Learning Materials
Strongly Agree - 1,140 at 84%
Somewhat Agree - 178 at 13%
Somewhat Disagree - 18 at 1%
Strongly Disagree - 23 at 2%

Computer based instruction or interventions
Strongly Agree -819 at 60%
Somewhat Agree -423 at 31%
Somewhat Disagree - 87 at 6%
Strongly Disagree - 30 at 2%

Access to a school library
Strongly Agree - 1,038 at 76%
Somewhat Agree - 264 at 19%
Somewhat Disagree - 32 at 2%
Strongly Disagree - 25 at 2%

Instruction, books, and learning material related to students' culture(s) and language(s)
Strongly Agree - 1,049 at 77%
Somewhat Agree - 246 at 18%
Somewhat Disagree - 33 at 2%
Strongly Disagree - 31 at 2%

Challenging and interesting classes

Strongly Agree - 1,064 at 78%
Somewhat Agree - 239 at 18%
Somewhat Disagree - 36 at 2%
Strongly Disagree - 20 at 1%

Teaching and textbooks aligned with Common Core State Standards
Strongly Agree - 962 at 71%
Somewhat Agree -298 at 22%
Somewhat Disagree - 61 at 4%
Strongly Disagree - 38 at 3%

How satisfied are you with how LUSD provides the following:

Highly qualified teachers
Extremely Satisfied - 759 at 45%
Satisfied - 699 at 41%
Somewhat Dissatisfied - 196 at 12%
Extremely Dissatisfied - 42 at 2%

Engaging learning materials
Extremely Satisfied - 689 at 41%
Satisfied - 753 at 44%
Somewhat Dissatisfied - 210 at 12%
Extremely Dissatisfied - 44 at 3%

Computer based instruction or interventions
Extremely Satisfied - 712 at 42%
Satisfied - 733 at 43%
Somewhat Dissatisfied - 205 at 12%
Extremely Dissatisfied - 46 at 3%

Access to a school library
Extremely Satisfied - 672 at 40%
Satisfied - 715 at 42%
Somewhat Dissatisfied - 230 at 14%
Extremely Dissatisfied - 79 at 4%

Instruction, books, and learning material related to students' culture(s) and language(s)
Extremely Satisfied - 699 at 41%
Satisfied - 713 at 42%
Somewhat Dissatisfied - 225 at 14%
Extremely Dissatisfied - 59 at 3%

Challenging and interesting classes
Extremely Satisfied - 613 at 36%
Satisfied - 714 at 42%
Somewhat Dissatisfied - 287 at 17%
Extremely Dissatisfied - 82 at 5%

Chromebooks/ipads at school and home WiFi connectivity
Strongly Agree - 798 at 59%
Somewhat Agree - 446 at 33%
Somewhat Disagree - 71 at 5%
Strongly Disagree - 44 at 3%

Clean and safe learning environments
Strongly Agree - 675 at 50%
Somewhat Agree - 393 at 29%
Somewhat Disagree - 175 at 13%
Strongly Disagree - 116 at 9%

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

Career info workshops for students
Strongly Agree - 909 at 67%
Somewhat Agree - 368 at 27%
Somewhat Disagree - 63 at 5%
Strongly Disagree - 19 at 1%

Academic conferences with teachers
Strongly Agree - 934 at 69%
Somewhat Agree - 343 at 25%
Somewhat Disagree - 53 at 4%
Strongly Disagree - 29 at 2%

Frequent communication from teachers and the school
Strongly Agree - 1,036 at 76%
Somewhat Agree -264 at 19%
Somewhat Disagree -42 at 3%
Strongly Disagree - 17 at 1%

Resources on how to support academics at home
Strongly Agree - 983 at 72%
Somewhat Agree - 320 at 24%
Somewhat Disagree -39 at 3%
Strongly Disagree -17 at 1%

Parenting/family/guardian support classes
Strongly Agree - 933 at 67%
Somewhat Agree -347 at 26%
Somewhat Disagree - 57 at 4%
Strongly Disagree - 22 at 2%

Health and wellness workshops
Strongly Agree - 903 at 66%
Somewhat Agree - 366 at 27%
Somewhat Disagree - 66 at 5%
Strongly Disagree - 24 at 1%

Extra-curricular programs, events, and clubs
Strongly Agree - 951 at 70%
Somewhat Agree - 340 at 25%
Somewhat Disagree - 51 at 4%
Strongly Disagree - 17 at 1%

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} - 1,158 at 85.2%
Access and usage of technology (e.g. computers, software, coding, programming, training) - 927 at 68.2%
Instructional support for students with disabilities, low income, homeless, or foster youth - 997 at 73.4%
Culturally inclusive instruction that is relevant for our diverse student population - 783 at 57.6%
Instruction, Intervention, and Monitoring for English Learners-844 at 62.1%

Student to home connections-743 at 54.7%
Parent and Family Engagement-871 at 64.1%
Social Emotional Health and Wellness Support-955 at 70.3%

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

Preparing student for graduation - 723 at 53.2%
Preparing student for college/career - 828 at 60.9%
Supporting student academic proficiency - 794 at 58.4%
Supporting struggling students - 1,052 at 77.4%
Improving school climate - 613 at 45.1%
Providing health & wellness services - 680 at 50%
Improving student attendance - 588 at 43.3%
Improving parent engagement - 682 at 50.2%
Improving campus cleanliness -671 at 49.4%
Improving campus safety - 806 at 59.3%

The feedback provided by this survey informed 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. 52% of our educational partners are strongly satisfied with our highly qualified teachers. 47% are highly satisfied with our computer based instruction and interventions. The areas in which LUSD needs to prioritize as a focus of academic improvement during the 2022/2023 school year are supporting struggling students at 77.4% and preparing students for college and career at 60.9%.

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 Engagement Feedback of Specified Ideas, trends, and input

Input on Goals
- Examined and identified need for each goal using Dashboard analysis and the annual update

Input on Action Steps
- Reviewed action steps form the 21/22 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.

Documented feedback and ideas provided by all educational partners were recorded on an interactive Google form document. This form was shared along with the LCAP draft to all staff, students, and parents. An additional LCAP document and was created in Spanish that shared the goals and actions so that all educational partners would have access to provide feedback and suggestions on the development of goals and action steps.

Specified feedback and suggestions are as follows:
Goal 1, Action 1 feedback: Continue to focus on more teacher training and smaller class size. Concern was expressed regarding using a standardized testing measure to show progress. Quarterly data analysis and feedback will help teachers/staff to make adjustments as needed throughout the year. It was also suggested that we continue with the infusion of the social justice standards in the ELA curriculum to help solidify a well rounded and culturally inclusive education.

Goal 2, Action 1 feedback: Review the number of reclassified students and the EL students who left the district during COVID. Explore how we can build on our students multilingual assets, biliteracy, and continue to work with our Dual Language programs. DELAC held meetings to discuss and provide input on the needs assessment for English Learners provided at the school sites. Feedback showed that parents were 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 2, Action 5 feedback: strengthen dual Immersion Programs in grades k-12, provide additional language pathways, recruit EO students for the Dual Immersion Program, consider programs for the acceleration of language acquisition for native English speaking students, continue to inform parents and staff on the criteria for Seal of Biliteracy, provide bilingual textbooks and materials in secondary level, and consider promoting and creating programs that allow most students to become bilingual

Goal 3, Action 2 feedback: Continue to include college and career readiness and accelerated learning strategies, provide additional information meetings for parents on college requirements and enrollment procedures, provide a transitional specialist for SPED students.

Goal 3, Action 3 feedback: Consider assigning personnel to support safe and equitable learning environments. Utilize funds to provide additional custodial and maintenance support to school sites. Highly qualified and fully credentialed teachers are critical to student success. What is the protocol to address teachers who are fully credentialed, but are not effective in the classroom?

Goal 4, Action 1 feedback: Provide enrichment opportunities that offer access to STEAM, visual and performing arts, career exploration, and preparation for college. Cultural Awareness, tolerance and sensitivity training should be a part of this and mandatory financial literacy classes as well

Goal 4, Action 2 feedback: Provide awareness of advanced placement coursework, dual enrollment. Work with college and career counselors to support student enrollment in the 24 CTE pathways. How will at-risk high school students be identified and encouraged to graduate that is different from students who are not at risk?

Goal 4, Action 3 feedback: Work to increase access to career exploration activities at the elementary and middle school levels. Implement activities designed to support financial literacy and entrepreneurship. Provide a comprehensive work-based learning program focused on aligning the classroom to work experience, and development of employable and technical skills at all levels.

Goal 5, Action 1&2 feedback: More staff is needed for this. Individual school sites, as well as departments district-wide, should increase outreach efforts to enrolled families by digital and print materials, in-person and virtual events.

The African American Parent Advisory Council held meetings to review the goals and action steps pertaining to their specific needs. They were satisfied with the 85.6% graduation rate for their subgroup and the college and career readiness programs. Needs for improvement included parent involvement, representation in curriculum, classroom and school environment, and equitable access to resources provided by LUSD.

Youth Truth comments, reflections, and feedback was provided by 6,232 secondary students and parents. 77% of all secondary students overall were satisfied with instruction. 12th graders felt supported in the areas of college and career readiness and curriculum and instruction. Youth Truth also presented a need for improvement in the middle schools to ensure students and parents are supported and students see themselves highlighted in publications, textbook and class materials, and school events. Youth Truth feedback reflected a need to ensure that the curriculum, school environment, and classrooms were equitable and reflective of all cultures represented by its student body.

After examining feedback, action steps were adjusted to the five 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. Initial feedback given to the LCAP Educational Partners Committee, suggested changes to the revision process to include more cohesiveness within the goals and specificity in the actions of each goal. 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. Revised actions to address these educational partners identified needs can be found in Goal 1, Action 5, continue monitoring the quality of instruction and fully implement lesson design; Goal 2, Action 1, increase tutoring opportunities with specific partnerships; Goal 2, Action 5, strengthen Dual Immersion programs for students in grades K - 12 and expand multilingual opportunities; Goal 3, Action2, include accelerated learning opportunities; Goal 3, Action 3, provide additional personnel to enhance a safe and equitable

learning environment; Goal 4, Action 1, provide enrichment opportunities that offer access to STEAM activities, visual and performing arts, career exploration, and preparation for college; Goal 4, Action 4, provide additional enrichment activities that are aligned with personal and career goals; Goal 4, Action 5, 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; and 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.

# 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<br>28.6% Black or African American<br>38.2% Hispanic or Latino<br>14.7%Socioeconomically Disadvantaged<br>6.4% English Learners<br>12.3%% Students with Disabilities | 28.4% District<br>16.2% Black or African American<br>28.9% Hispanic or Latino<br>28.1% Socioeconomically Disadvantaged<br>4.5% English Learners<br>3.8% Students with Disabilities | | | 43.5% District<br>33.8% Black or African American<br>42.7% Hispanic or Latino<br>20.8% Socioeconomically Disadvantaged<br>14% English Learners<br>18.3% Students with Disabilities |
| SBAC MATH Met or Exceeded Standards | 26.1% District<br>18.5% Black or African American | 14.6% District<br>6.7% Black or African American | | | 32.1% District<br>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<br>10.6% Socioeconomically Disadvantaged<br>6.4% English Learners<br>9.2% Students with Disabilities | 14.9% Hispanic or Latino<br>14.3% Socioeconomically Disadvantaged<br>4.0% English Learners<br>2.8% Students with Disabilities | | | 32.4% Hispanic or Latino<br>16% Socioeconomically Disadvantaged<br>14% English Learners<br>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 |

# 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. | $11,877,438.00 | Yes |
| **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. | $4,477,856.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **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 :<br>School Data Reflection Processes<br>District Data Reflection Processes<br>Districtwide Collaboration Meetings<br>Vertical Collaboration Meetings | $1,199,997.00 | 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. | $2,440,881.00 | Yes |
| **1.5** | Interventions | Certificated and trained classified staff members will provide structured interventions and extended learning, both virtual in and in person to support increased achievement in all core subject areas for English Learner, Foster Youth, and Low Income students. | $2,769,702.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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 [2021-22]

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

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

Goal 1 states that 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. 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. District Program Directors and Staff provided 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. In addition to these topics, teachers received professional development on core reading strategies including best practices and explicit methods to develop phonemic awareness, phonics and irregular and multisyllabic word knowledge, fluency, vocabulary, comprehension, and literary and informational text knowledge. The professional development models were given both in person and virtually through the use of an online conference platform.

Supplementary materials, resources, updated technology tools, and curriculum materials were provided to students to support instruction for unduplicated students. These materials included the use of an APP platform that enabled students and teachers to have a variety of digital instructional learning tools. The learning apps provided knowledge enhancement, personalized learning experiences, improved interaction, accessibility to online study material, ease of communication, and most importantly, remote access. Students were also provided materials to support intervention and remediation. These materials included visual aides, realia, vocabulary strategies, basic math fact programs, problem of the day practice materials, and language supports for English Learners.

Each school site grade level teams participated in progress monitoring for all students and/or unduplicated Foster Youth, Homelessness, English Learners, and Low Income student counts. A comprehensive Data Reflection Protocol was used by staff to analyze both summative and formative data by sub group and by grade/content areas. In order to obtain an independent measure of our student's reading and mathematics proficiency and progress, we have been using a web-based diagnostic system. DORA and ADAM are two programs that provide us with reports that are shared with parents 3 times a year. Students in grades 1st-6th will participate in this diagnostic program. Teacher level reports are also available for teachers to utilize to set their reading groups at the beginning of the year. District level reports also detail how are students are progressing towards reading proficiency by the 3rd grade which is an LCAP indicator. The use of the AIM monitoring tool was implemented and used to provide feedback to teachers of EL students. EL data has been used to assign appropriate interventions to mitigate the learning loss.

Instructional Improvement Leads and Digital Coaches supported 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. During the 2021-2022 school year both the Leads and Coaches worked with teachers to develop systems that would assist students as they returned to campus such as daily check in's, social emotional lessons and discussions, and use of leveled literature, realia, bilingual resources which are appropriate for all ELs typology.

Certificated staff and identified service providers supported our district provided 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. In addition to providing academic interventions, educational enrichment opportunities were provided for students daily through after school programs. Schools provided standards aligned instructional materials including materials for students in all core content areas including ELD.

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: Budgeted expenditures were not all spent.  LUSD used Covid Relief funds to cover some of the operating expenses, teacher professional development, and materials.
Action 2: Budgeted expenditures were all spent and additional funds were allocated to provide additional supplementary materials and resources
Action 4: Funds were shifted to provide additional supplementary materials and resources
Action 5: LUSD used Covid Relief funds to cover some of the operating expenses, teacher professional development, and materials that related to implementing intervention programs

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

SBAC/CAAASP data for the 2021-2022 school year is not yet available. 2020- 2021 SBAC data indicated that there was a significant decrease in students academic performance on this assessment. This assessment was administered while students were at home during distance learning. Score changes can be attributed to the unusual and irregular manner in which students had to take the test coupled with the fact that they were not privy to daily in person instruction for well over a year. However, 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. Students were able to successfully return to school and receive a myriad of services and supports that provided a

well rounded, culturally inclusive, high quality education and will improve academically in English Language Arts and Mathematics. In addition to the academic supports, intervention opportunities, and clear diagnostic assessments, students participated in lessons using the Social Justice Standards that included activities on justice, action, diversity, and identity.

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 |
|---|---|
| 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<br><br>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<br>3 Test Techs/Data Analyst<br>20 Testing Assistants<br>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 History teachers in Middle and High Schools were trained on Integrated ELD. | | | All teachers in Science, 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<br><br>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 | | | 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<br><br>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<br><br>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<br><br>During the 2021- 2022 school year all secondary schools identified their designated ELD time within their English block. All English | | | 100% of ELs will receive Designated ELD instruction at their proficiency level and according to their years as an EL<br><br>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. | | | |
| 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 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<br><br>Data Source: DI classes in elementary, enrollment in Spanish Elective Middle Schools, Percentage | Dual Immersion K-6 enrollment: 159 students<br><br>Seal of Biliteracy: 140 | Dual Immersion K-6 enrollment: 279 students<br><br>Seal of Biliteracy: 176 | | | Dual Immersion Program includes 7th grade<br><br>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 | 46.3% Progressed at least 1 ELPI Level<br>0.7% Maintained at Level 1<br>35.4% Maintained at Level 1, 2L, 2H, 3L, 3H<br>17.4% Decreased at least 1 level | ELPI has not been calculated since the baseline year due to the pandemic. | | | 58% Progressed at least 1 ELPI Level<br>0.3% Maintained at Level 1<br>28.3% Maintained at Level 1, 2L, 2H, 3L, 3H<br>13% Decreased at least 1 level |
| Reclassification Data | 6.7% District wide Reclassification Rate | 3.3% District wide Reclassification Rate | | | 15% 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. | $600,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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 professional development, develop lessons, review EL data, and ongoing assessment in order to improve the quality of instruction for English Leaner students. | $359,284.00 | Yes |
| **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. | $83,000.00 | 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). | $37,200.00 | 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: | $1,507,993.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | • Continue to expand the Dual Immersion and Dual Language programs in grades K-12.<br>• Provide Spanish Electives in Middle school for EL and Non-EL students.<br>• Provide classes and program monitoring to support students in achieving the Seal of Biliteracy and the Global Seal of Biliteracy.<br>• Seek partnerships with Colleges and Universities to to accelerate language proficiency for all students and expand multilingual opportunities. | | |

# Goal Analysis [2021-22]

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

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

Goal 2 states: 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.
In order to increase reclassification rates a comprehensive plan was implemented and outlined in the following action steps: Additional supports and interventions, ELL program staff, monitoring of integrated and designated ELD instruction, professional development, dual immersion and dual language programs.

Additional supports and interventions:
Certificated staff provided interventions, supplemental programs and materials to strengthen the language fluency of ELL students. The interventions included a district wide EL Bootcamp, District-wide EL Intervention which took place before school, after school, during winter break and summer focused on Reading, Writing, Listening, and Speaking, and site specific Newcomers Intervention. Interventions were successful in helping students increase their language fluency, however additional steps must be taken to support students at the middle and high school and increase attendance for programs that support their language development.

ELL program staff and Professional Development:
The ELL Program Coordinator monitored the implementation of the instructional program for English Learners. This monitoring included data analysis, data reports, and supporting the implementation of the EL Progress Monitoring Tool which tracks students progress and assigns interventions if needed. The Coordinator worked closely with the Title III Lead Teacher. Both the Coordinator and Title III Lead Teacher provided feedback to both administration and teachers in efforts to improve the quality of EL instruction. Support was given through

professional development, guided lessons, assessment preparation, and ELPAC preparation. Additional support is needed to work specifically with Middle and High School students and staff. Although the Avid XL program was successfully implemented, secondary teachers need support with content specific PD on how to support EL students in core content areas.

Monitoring of integrated and designated ELD instruction:
Certificated staff implemented the LUSD instructional program for EL students. The use of the AIM monitoring tool will be implemented and used to provide feedback to teachers of EL students. EL data was used to assign appropriate interventions to mitigate the learning loss. Data indicates that 15% of teachers fully implementing Integrated ELD strategies in Middle and High School based on observations using the LIVE tool, a 10% increase. The EL Monitoring tool (LEP Tool) was introduced to all Instructional Leads and all Middle School Teachers and Admin. In order to meet the goal of 80%, additional training and observations must take place. During the 2021- 2022 school year all secondary schools identified their designated ELD time within their English block. All English teachers received 2 PD sessions on Designated and Integrated ELD. Two additional sessions are scheduled for next year. The purpose of the action step was to identify current conditions in 2020-2021 as a baseline and then build on them in the next three years. The LIVE observation tool has been updated to include Designated and Integrated ELD.

Monitoring of integrated and designated ELD instruction:
The EL Coordinator and Title III Instructional Lead Teacher provided the following professional development to support the implementation of integrated and designated ELD: 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).

Dual Immersion and Dual Language programs:
LUSD offers a Dual Immersion Program held at Will Rogers Elementary and currently is available in grades K-6. The target language is taught through content, not as a separate course of study. It is a program where Native English speakers and Spanish speakers from kindergarten through secondary are expected to acquire strong reading and writing skills in Spanish and English. Students are expected to have strong academic proficiency in the core academic content area. Data indicates that enrollment in this program increased by 120 students and 46 additional students received the Seal of Biliteracy.

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 2: Expenditures do not reflect a full year of salaries
Action 3: Expenditures related to the implementation of the AIM tool was reflected in the 2021 LCAP
Action4: Expenditures related to professional development was decreased because the use of substitutes was not needed

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

LUSD EL students received increased targeted instruction through an evidence based program specifically targeted for our English Learners who are designated as long term English Learners.Our secondary schools have a block schedule and increased assistance in designated classrooms for students who are in need of language support at all levels.The ELD component of Journeys for Elementary and StudySync for secondary has been used to develop a comprehensive curriculum. A new district digital tool has been developed to monitor instruction for all subjects including ELD( LIVE). EL PD took place for Science teachers on Science and Integrated ELD. AVID Excel Elective has been extended in the Middle Schools and is now available in 7th and 8th grade to address the needs of the LTELs on Language Acquisition.Dual Immersion PD took place for the teachers, Instructional Lead and the Administrator of the Dual Immersion program. During school closures a decrease in the Reclassification rate was noted. To support the increase in Reclassification rates this year during in person instruction, the reclassification criteria was reviewed with all Administrators, Instructional Leads, Migrant Ed parents, and both ELAC and DELAC parents. Students and teachers were provided resources to assist them in mastering ELPAC content.

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 |
|---|---|
| 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 |
| Williams Facility Reports | 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 | | | 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<br>Do you feel connected to your school community: 79.6 percentile | Do you feel safe at school: 68.4 Percentile<br>Do you feel connected to your school community: 69.5 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. | $2,207,270.00 | 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. | $1,139,849.00 | Yes |
| **3.3** | Equity, Safety, Inclusivity | The district will ensure school environments that promote equity, student safety, and cultural of awareness by providing:<br>Training for classified and certificated staff in areas that pertain to school environments, anti-bullying, , PBIS, Character Ed., etc.<br>Additional personnel to support attendance and safe and equitable learning environments<br>Counseling, Social/Emotional/Mental Health Services and Support<br>Daily mentoring and tutoring program for all secondary students provided by identified service providers | $11,643,160.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | 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<br>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. | $352,330.00 | 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. | $46,712,922.00 | 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. | $8,238,710.00 | No |

# Goal Analysis [2021-22]

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

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

Goal 3 states that 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.The following actions were developed to assist in meeting this goal:

Individualized instructional support:
The district hired additional certificated and classified staff in order to ensure that learning environments are individualized for EL, Foster Youth, and Low Income students. These staff members included custodial support, community liaisons, substitute teachers, classroom teachers, Foster Youth mentors, counselors, support providers, and instructional leads.

Professional Development:
LUSD provided Digital Coaches to support teachers with the use of technology to increase student engagement and improve the quality of instruction. To assist with ensuring staff would have access both virtually and in person to high quality professional development a digital platform was purchased. Both Site and District Digital Coaches provided the following trainings to teachers:
11/17: SEL
1/28 Pear Deck
12/1 Coding
11/10 Newsela
2/9 Supporting Language Acquisition
2/16 Supporting Language Acquisition
3/16 Academic Language
3/26 Flip Grid
4/13 Culturally Responsive Teaching

Equity Safety and Inclusivity:
LUSD adopted a Social Emotional Learning curriculum implemented district-wide to support student’s emotional wellbeing. Because our students who are foster youth, low income, and English Learner have been disproportionately affected by COVID and school closures they were given priority when referring students to these services.Furthermore, Student Services (LCSWs) 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.

Intentional Supports:
The EAI department 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
- Self care and well being 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 5 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 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.

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 2: An additional $707,886 was spent to provide both Classified and Certificated staff members received training in areas that pertain to school environments
Action 3: Funds were moved to Action 2 to provide both Classified and Certificated staff members received training in areas that pertain to school environments
Action 4: Funds were moved to Action 2 to provide both Classified and Certificated staff members received training in areas that pertain to school environments

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

As students returned to school, campuses were clean, disinfected, and welcoming. 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 to help them meet the challenges of mitigating learning loss. According to YouthTruth survey data of more than 400 teachers, 87% felt they had a sense of connectedness and safety. Over 5,000 secondary students were surveyed. When asked about their feeling of safety students scores fell within the 68.4 Percentile. When asked about their connectedness to your school community student scores fell within the 69.5 percentile. This is a decrease from the previous year. Part of this decrease can be attributed to trepidation on returning to school after being away for almost 2 years.

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<br>94.4% Black or African American<br>89.8% Hispanic or Latino<br>90.0 Socioeconomically Disadvantaged<br>84.1% English Learners<br>89.3% Students with Disabilities | 83.6% District<br>85.4% Black or African American<br>83.4% Hispanic or Latino<br>83.9% Socioeconomically Disadvantaged<br>74.3% English Learners<br>75.7% Students with Disabilities | | | 94% District<br>95% Black or African American<br>93% Hispanic or Latino<br>92% Socioeconomically Disadvantaged<br>91% English Learners<br>91% Students with Disabilities |
| A-G Course Completion increase 3% | 45.3% District<br>41.2% Black or African American<br>46.6% Hispanic or Latino | 47.9% District<br>41.5% Black or African American<br>48.3% Hispanic or Latino | | | 50.3% District<br>46.2% Black or African American<br>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<br>31.4% English Learners<br>29.4% Students with Disabilities | 47.7% Socioeconomically Disadvantaged<br>32.7% English Learners<br>26.2% Students with Disabilities | | | 50.5% Socioeconomically Disadvantaged<br>37.4% English Learners<br>35.4%Students with Disabilities |
| High School Drop-out Rate<br>Decrease 3% | 7.0% District<br>3.7% Black or African American<br>7.2% Hispanic or Latino<br>7.1% Socioeconomically Disadvantaged<br>14.1%English Learners<br>9.6% Students with Disabilities | 15.7% District<br>14.6% Black or African American<br>15.8% Hispanic or Latino<br>15.4% Socioeconomically Disadvantaged<br>23.0% English Learners<br>19.9% Students with Disabilities | | | 5.0% District<br>2.7% Black or African American<br>6.2% Hispanic or Latino<br>6.1% Socioeconomically Disadvantaged<br>9.1%English Learners<br>8.6% Students with Disabilities |
| EAP ELA (College Readiness Indicator)increase 3% | 16.9% District<br>12.4% Black or African American<br>16.9% Hispanic or Latino<br>16.9% Socioeconomically Disadvantaged<br>8.7% English Learners<br>9.7% Students with Disabilities | 46.7% District<br>19.0% Black or African American<br>47.9% Hispanic or Latino<br>46.3% Socioeconomically Disadvantaged<br>4.6% English Learners<br>6.6% Students with Disabilities | | | 21.9% District<br>17.4% Black or African American<br>21.9% Hispanic or Latino<br>21.9% Socioeconomically Disadvantaged<br>13.7% English Learners<br>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<br>8.7% Black or African American<br>9.7% Hispanic or Latino<br>9.7% Socioeconomically Disadvantaged<br>8.7% English Learners<br>10.6% Students with Disabilities | N/A | | | 14.7% District<br>13.7% Black or African American<br>14.7% Hispanic or Latino<br>14.7% Socioeconomically Disadvantaged<br>13.7% English Learners<br>15.6% Students with Disabilities |
| EAP Summative High School Mathematics(College Readiness Indicator) Increase 3% | 11.4% District<br>15.1% Black or African American<br>11.4% Hispanic or Latino<br>11.4% Socioeconomically Disadvantaged | 12.6% District<br>0.0% Black or African American<br>13.0% Hispanic or Latino<br>12.9% Socioeconomically Disadvantaged<br>2.7% English Learners<br>1.4% Students with Disabilities | | | 14.4% District<br>20.1% Black or African American<br>16.4% Hispanic or Latino<br>15.4% Socioeconomically Disadvantaged |
| EAP College Mathematics (College Readiness Indicator) Increase 3% | 10.6% District<br>11.4% Black or African American<br>10.6% Hispanic or Latino<br>8.7% Socioeconomically Disadvantaged | N/A | | | 15.6% District<br>16.4% Black or African American<br>15.6% Hispanic or Latino<br>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% | | | 60% |
| Chronic Absenteeism | 16% | 16.6% | | | 10% |
| Attendance Rate | 94.57% | 94.61% | | | 97% |
| Suspension Rate | 1.6% (2019-2020)<br>0% in 2020-2021 | 0% | | | 2.0% |
| Expulsion Rate | 0% | 0% | | | 0% |
| Middle School Drop Out Rate | 0 % | 0% | | | 0% |
| CTE Course Completion Rate | 47.8% | 10.8% | | | 53% |
| CTE and A-G Course Completion Rate | 46.4% | 8.1% | | | 52% |

# 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 activities, STEAM activities, visual and performing arts, career exploration, and preparation for college. | $1,448,439.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **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:<br>All students (all school levels, all subgroups) are monitored and remain on track towards college and career readiness.<br>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.<br>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. | $2,065,467.00 | 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:<br>Increasing access to career exploration activities at the elementary and middle school levels.<br>Implementing activities designed to help students identify career interests<br>Providing a comprehensive work-based learning program focused on aligning the classroom to work experience, and development of employable and technical skills. | $1,590,612.00 | Yes |
| **4.4** | Mentoring, Motivational | The district will provide mentoring, motivational opportunities, elective classes, field trips, assemblies, college tours, college tutors and other | $5,262,435.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | Opportunities, Enrichment | identified activities and/or resources that promote college and career goals for unduplicated students.<br>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. | | |

# Goal Analysis [2021-22]

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

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

Goal 4 states: 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. Data which indicates outcomes for this goal is taken from the latest scores which are from the end of the 2020-2021 school year. Data for the 20221-2022 school year is not yet available. The assessments were given during school closures and while students were at home. Therefore, some of the marked declines can be attributed to the irregularities that took place while testing students virtually. Others can be attributed to the fact that students may not have had the opportunity to take additional exams needed for certain indicators such as EAP readiness exams and AP exams. Of the assessments that were given there were areas of sustainment and or improvement even with testing irregularities. A-G course completion rates increased and graduation rates are remain above the county and state averages. Four actions were identified to support this goal:

Enrichment and Intervention:
This school year marked a significant milestone in our District's implementation of our Arts Strategic Plan by expanding arts instruction to approximately 6,500 elementary school students at all grade levels. TK, Kinder, and 1st-grade students received theatre arts instruction from the Music Center. 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. All students enrolled in any arts course were provided with the instructional materials necessary to appropriately learn in their specific discipline, such as musical instruments and accessories, instructional method books, art supplies, sketchbooks, etc.

Project Lead The Way provided a comprehensive approach to STEM Education. Through activity-, project-, and problem-based curriculum, PLTW gave students a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. MESA provided a unique combination of enrichment activities, hands-on competitions, academic support, industry involvement and a supportive community environment. MESA is nationally recognized for its innovative and effective academic development program for science, technology, engineering and math (STEM) fields.

Students at all levels participated in a wide range of clubs and specialized programs that took place both after school and on weekends. We will continue to expand these opportunities and ensure a variety of programs are offered in safe caring learning environments.

Guidance and Counseling Services:
All students (all school levels, all subgroups) were monitored to assist them in remaining on track towards college and career readiness. The district utilized the AERIES and EWISE systems to monitor students academic progress and course completion. Ongoing, consistent meetings with students in Grades 7-12 and their parents/guardians took place to develop and monitor completion of A-G coursework and exposure to college/career pathways. 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.

CTE and Entrepreneurship:
In order to continue to meet the needs of all students, our Secondary Education coordinator worked with site administrators and faculty to provide high quality Career Technical and STEM education from 7th through 12th grade. Over 1160 high school students have been enrolled in at least one CTE pathway course within the regular day schedule. Approximately 520 students have participated in PLTW coursework at the middle school level. We have been able to increase the number of sections of Computer Science through the support of Microsoft TEALS program. The program has provided CS professionals to partner up with teachers to provide instruction to over 120 students. The TEALS program has provided Lynwood USD with 12 teachers assistants and tutors. CTE lessons were developed by teachers with the support of industry and postsecondary advisers. Students were provided appropriate equipment and digital tools. 24 Career Technical Education Subjects are available to students in the following areas:

- Engineering & Advanced Manufacturing
- Environmental Sustainability
- Health & Biomedical Sciences
- Medical Assistant
- Public & Community Health
- Film and Video Production
- Performing Arts
- Dance
- Photography
- Culinary Arts
- Computer Science

Our District has Secured Partnerships with Charles Drew University, USC, UCLA, Cal State Dominguez Hills (Dual Enrollment), La Verne University (College Promise),Compton College (College Promise), Cerritos College (College Promise), Long Beach Community College (CTE), and East Los AngelesCommunity College (College Promise).

Mentoring, Motivational Opportunities, and Enrichment:
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. Tutors provided assistance to instruction in the following academic programs: AVID, AP, IB, CTE, VAPA. This support included working one-on-one with students, small group instruction, after school tutoring, college application support, financial aid guidance and mentorships. Student leadership programs provided enrichment, fostered student culture and promoted A-G/Graduation, in addition to improving learning environments. LUSD used an online 24 hour access tutoring for students and we had 305 students use it this year with 278 tutoring sessions and 565 essay support sessions.

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: Because some of the programs were only offered virtually there was a decrease in expense
Action 2: There was a decrease in expenditures because the monitoring tool was developed in house
Action 3: Some of the work based learning programs were not offered in person
Action 4: Field trips and college tours were only offered on a limited basis

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

LUSD students maintained a graduation rate that exceeded both local and state averages. Students progress toward A-G completion was monitored and data indicates gains in amongst most subgroups. Activities were implemented to help students identify career interests that helped align classroom to work experience. Students had access to a rigorous CTE curriculum that exposed students to a myriad of career pathways. Counselors worked to provide an 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. Various programs provided enrichment and intervention opportunities for all students including but not limited to: Entrepreneurship, Team based activities, STEAM activities, visual and performing arts, career exploration, and preparation for college.

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% | | | 88% |
| Parent Engagement Survey- Connectiveness Do you feel welcome at your child's school? | 96% | 95.3% | | | 96% |
| Parent Engagement Survey Do you feel included in the decision making process at your child's school? | 80% | 84.6% | | | 85% |

# 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:<br>Academic Success<br>Navigating the LUSD Educational Experience<br>Supporting Student Groups<br>Social-Emotional Health and Growth<br>Effective Advocacy Strategies<br>College and career readiness<br>Equity, access, and justice for parents<br>Financial aid and scholarships<br>Graduation and A-G requirements<br>Conference attendance<br>Consultants | $103,896.00 | 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.<br>Surveys<br>Affinity Groups<br>School Site and District Level Parent Committees<br>Town Halls | $333,053.00 | Yes |

# Goal Analysis [2021-22]

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

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

Goal 5 states that parent outreach and engagement will increase annually. Data collected from 2,150 parents indicate that 83.7% had participated either virtually or in person at a school or district function. 95.3% felt a sense of connectedness with their school community. 84.6% felt included in the decision making process at their school site.

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. The following events and workshops took place this year:

LUSD offered parent workshops for parents and family members to increase their understanding of the education system to be able to support their children; examples of topics/events/programs
were:

LUSD'S Meet & Greet 4-day Series. LUSD's department teams shared the various services and resources available to support students and families throughout the 2021 - 2022 school year.

Tips to Grow as a Family Power Hour. 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. Coffee Chats are 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 offered were:
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 Assessing in a New Era
Summer "Brain Gain" Activities
Family English Language Learner (ELL) Support Workshop Series. A 2-part virtual support workshop series for families of English Language Learners to learn ways to help ELLs overcome the barriers to success.
Healthy Digital Lives Workshop. Informative session that explored ways to encourage children to have a healthy digital life, positive online presence, screen-free family downtime.
Aeries and ParentSquare Workshop. Parents and families learn 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: Tips and Strategies for Coping with Depression and Suicide Risk. 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.

Parent & Family Engagement 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. Staff resources such as current best practices, articles, recommended websites, etc.

2022 National Parental Involvement Day
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. Schools were encouraged to host a new event on - or move an existing event to National Parent Involvement Day to honor parents.

Continuous Parent Leadership Training for LUSD's Parent Leaders
Throughout the year, trainings and support sessions were provided to LUSD's parent leaders to continue to build their capacity as they provide parent-to-parent workshops:

Created LUSD's Parent Engagement Coffee Chat Series Curriculum for a Train the Trainer Model
Supported Parent Leaders as they presented the LUSD Parent Engagement Coffee Chat Series to other parents/families; Chats are opportunities for LUSD families to come together to share information and ideas that will help support one another in the personal and academic success of their children.
Provided support sessions for Parent Leaders to review content, answer questions, troubleshoot, and provide any additional support, such as copies, ppt revisions, etc. before they presented each module to other parents/families

Created a Parent and Family Engagement Policy Toolkit to support site leadership teams in their efforts to present and gather parent and family input for the PFE Policy revision.

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: Cost associated with action 1 were supplemented by categorical funds
Action 2: Expenditures not spent in action 1 were moved to support additional programs and supports in Action 2

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

Parents in LUSD were supported in various ways that included clear communication, affinity groups, programs, and resources. LUSD implemented the following actions to support parents:

- 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;
- Informed parents/guardians that they can directly affect the success of their children's learning and provided them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home;
- Initiated consistent and effective communication between the home and school.
- Promoted training for staff that fosters effective and culturally sensitive communication
- Encouraged parents/guardians to serve as volunteers in the schools, attend school performances and school meetings, and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles.

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 [2022-23]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| $51,499,862 | $6,805,419 |

**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 |
|---|---|---|---|
| 43.79% | 6.05% | $9,907,913.00 | 49.85% |

**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 was provided in person both during the summer and the 2021-2022 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. In person interventions happen before school and after school. At the secondary level students can be 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 need for additional support. Intervention will occur 2- 3 days a week. Zero period support 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 will be 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. English Learners-Small group instruction will develop language acquisition skills according to 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
Low income students, ELL, and foster youth have demonstrated a need for increased learning and achievement through assessment results in ELA and Math which indicate that they are below the state average and did not increase as anticipated over the past 2 years as anticipated. 68% 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, English 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
Low income students, ELL, and foster youth 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 21-22 LCAP because 3897 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 low income students, ELL, and foster youth demonstrate a need to monitor student academic achievement. According to the 2020 dashboard 14.7% of students identified as socioeconomically disadvantaged met the ELA target on the state SBAC assessment. Overall 28.4% of students met the ELA target which was below the desired outcome and reflected the scores students achieved during distance learning and irregular testing environments. Current data targets have been set for a 15% increase in Math and ELA. There is a need to more frequently track ELL, Low Income, and Foster Youth progress so that we know which areas are making progress 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 21-22 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 Low income students, ELL, and foster youth demonstrates a need for consistent use of instructional strategies which will have a direct impact on student achievement. Instructional Improvement Leads and Digital Coaches 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 including VABB- Validate Affirm Build & Bridge. 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, English Learner instructional strategies, 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 21-22 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 73% of those surveyed believed that providing support to implement instructional strategies for our ELL, Low Income, and Foster Youth is a top priority.

Goal 1: Action 5 Interventions
Data collected on Low income students, ELL, and foster youth both before the pandemic and after has indicated a need for interventions primarily in the areas of ELA, Math, and ELD. Three surveys were conducted and all included input from students, parents, and staff: LCP survey, Covid 19 survey, and the LCAP survey. All three surveys indicated that over 73% 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 21-22 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 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 74% responded that highly qualified teaching was a top priority. This correlates with the 82% 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. Smaller class sizes allow teachers to focus on individual student needs and provide greater access to the curriculum. Improved student achievement data in all content core subjects and student engagement is the expected outcome. Specific data will be collected and analyzed in K-3 to determine the effectiveness of reducing class size.

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 technology and digital instruction to better meet the needs of students in the 21st century. Educational partners feedback indicated that 83% 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 digital coaches to support teachers with the continued use of technology which support 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. This is a new action which will support teachers in maintaining high levels of instruction using technology and digital platforms.

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. 82% 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 students, staff, and parents that believe that our schools are clean, safe and an increase sense of connectedness with caring adults. This action is being continued from the 21-22 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. Five year graduation rate data indicates that all Foster Youth, Low Income, students experiencing Homelessness, English Learner students have been graduating at higher rates. Based on increases seen in the 4 year cohort data as well as subgroup graduation rate data from the California dashboard, this action is the most effective use of funds

to meet the needs of our students and continue providing intentional support.

Goal 4: Action 1 Enrichment and Intervention
ELL, Low Income, and Foster Youth (unduplicated students) have traditionally been underserved and 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 ELL, Low Income, and Foster Youth 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 21-22 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. Currently, our graduation rate is 87% and we would like to increase it to 100%. Our college readiness percentage in ELA is 16.9% and we would like to increase it to 21.9%. Our college readiness percentage in Math is 9.7% and we would like to increase it to 14.7%. .

Goal 4: Action 2 Guidance and Counseling Services
Input from the parents in the LCAP committee educational partners group demonstrated a need to support ELL, Low Income, and Foster Youth 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. Unduplicated students are more likely to not access college-level classes. Many parents have not had the opportunity to engage in discussions regarding opportunities for further education beyond the (K-12) scope for their children. 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. Based on the increase in graduation rates and improved assessment results from local and statewide assessments we are continuing this action for unduplicated students.

Goal 4: Action 3 CTE & Entrepreneurship
Input from the parents in the LCAP committee educational partners group demonstrated a need to support ELL, Low Income, and Foster

Youth (unduplicated students) in being college and career ready in careers that unduplicated students are historically not participating in or completing the CTE pathway. 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. This action is being continued from the 21-22 LCAP because our CTE pathway completion rate has improved and included a large number of EL, Low Income, and Foster Youth (unduplicated students). Currently, our CTE pathway completion rate is at 42.8% and we are looking to increase it to 51%. The Advanced Placement passage rate is at 47.8% and we are looking to increase it to 60%.

Goal 4: Action 4 Mentoring, Motivational Opportunities and Enrichment
Input from the parents in the LCAP committee educational partners group demonstrated a need to support ELL, Low Income, and Foster Youth 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 ELL, Low Income, and Foster Youth 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 student achievement is the expected outcome as measured by student achievement data, 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 ELL, Low Income, and Foster Youth 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 student achievement on local and statewide assessments is the expected outcome. Improved school connection as measured by school attendance rates and the student engagement indicator on the California Dashboard, will also be used.

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 ELL, Low Income, and Foster Youth (unduplicated students) achievement increases when parents are engaged in the educational process of their children. Currently according to our LCAP plan, 63% of parents have engaged in at least one school activity and we would like to increase it to 80%. 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. ELL, Low Income, and Foster Youth parents sometimes lack the knowledge and skills of their peers from higher socio-economic brackets. The district will demonstrate an increased level of engagement for parents of unduplicated students 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 achievement is the expected outcome as measured by local and state assessments. Improved student and family school connection will also be an 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. The ELD component of Journeys for Elementary and StudySync for secondary has been used to develop a digital curriculum. A new district digital tool has been developed to monitor teacher and students synchronous instruction for all subjects including ELD. EL PD took place during the Summer Institute for Science teachers on Science and Integrated ELD by Teacher Created Materials- Dr. Mora-Flores. AVID Excel Elective has been extended in the Middle Schools and is now available in 7th and 8th grade to address the needs of the LTELs on Language Acquisition. Dual Immersion PD has been scheduled for the teachers, Instructional Lead and Administrator of the Dual Immersion program. Access to online resources are available; Rosetta Stone for Newcomers and Dual Immersion, Listenwise for LTELs. Online PD opportunities for teachers will be available to support instruction for English learners.

Foster Youth and Homeless-Increased services through mentor partnerships which will provide support for mental health, social and emotional learning, and support with academics. Foster Youth and Homeless also received priority with hotspots and will have access to teachers and staff hired for the purpose of supporting their needs. These supports will happen daily with frequent check-ins with students to help them enroll in extended programs and services. Priority will be given to Foster youth students to participate in intervention programs. Enrichment service providers: Educare, NCRF, and ThinkTogether are working together to ensure foster youth, low income, and homeless students are given the opportunity to participate in the enrichment programs offered virtually for grades K-12. Both the foster youth and homeless liaisons continue to provide resources and social emotional support. Liaisons will provide weekly check in and connect students to tutors for academic support.

Low-Income Students-increased services to our Low Income population will include interventions and enrichment programs to keep students engaged in learning. Supports for one to one will be increased due to learning loss during school closure. Data from universal assessments used throughout the District will be used to inform increased services. The District has planned an increase in services on tutoring hours with both classified and certificated staff. In addition, low-income students will have student clinics to support one on one and group support for social emotional needs through our programs. Students also received priority with hotspots and will have access to teachers and staff hired for the purpose of supporting their needs. These supports will happen daily with frequent check-ins with students to help them enroll in extended programs and services. Priority will be given to low income student to participate in intervention 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 offered virtually for grades K-12.

LUSD has a Foster Youth liaison that works with our foster families on an individualized basis. Our Foster Youth will participate in the benchmark assessments and take the diagnostics in English Language Arts, Mathematics, and English Language Development. Tutors will be used to develop targeted small group instruction to mitigate learning loss and provide differentiated support for acceleration. 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. Because our students who are foster youth, low income, and English Learner have been disproportionately affected by COVID and school closures they will be given priority when referring students to these services. Furthermore, Student Services LCSWs will provide families and students with weekly videos to support their emotional well-being.

LUSD uses  a tiered system to monitor students attendance and engagement. The Student Engagement Review Team (SERT)is composed of school personnel, the parent, and the student. The SERT will review and address barriers which prevent daily engagement in distance learning. The barriers addressed and re-engagement strategies may include: social- emotional learning supports through the use of the LUSD Health Collaborative Referral; weekly engagement check-ins with Foster/Homeless Liaisons, school-site counselors, administrators, attendance assistants; addressing the lack of technology with an immediate notification to the LUSD Technology department; the lack of, or insufficient Internet access by providing a mobile Hotspot; reviewing the home learning environment (multiple school-aged children at home, distance learning schedule flexibility). The attendance of our foster youth, low income, and English Learner students will be monitored daily at both the school site and district level.

Additionally, LUSD will engage our educational partners via virtual and in person meetings, as well as surveys to determine the direct services that will be provided for our English Learners, Low Income, and Foster Youth using the additional $6,805,419 of concentration add - on funding provided through the Budget Act of 2021.

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.

After consultation with our educational partners that included both certificated and classified associations, parent, administrative staff and students the following list of suggested/potential expenditures was created:

1. Provide Elementary Counselors to support each elementary school site
2. Provide Elementary and High School Learning Center Teachers to provide in school intervention and diagnostic assessments
3. Provide Additional College and Career Specialist at the High School level to assist with College readiness
4. Provide Clinical Social Workers to provide direct support to students across the district
5. Provide Instructional Assistants to support the Foster Youth Program
6. Provide Instructional Assistants to support the Homeless Youth Program
7. Provide English Learner Instructional Leads to provide direct support to both English Learner Students and their instructors
8. Provide District Wide and Site Community Liaisons to provide direct support at each school site

9. Provide Additional Custodial Support to maintain clean and safe learning environments
10. Provide Elementary/ Middle School Athletic/ Healthy Living Leads/Coaches
11. Provide a Health Technician at each school site
12. Provide High School Reading Specialists to provide direct support to SPED students and English Learners Newcomers
13. Provide MTSS Counselors (Multi Tiered Systems of Support) to assist with identification and planning for tiered interventions
14. Provide a SPED Transition Specialist to support students and parents with after graduation plans
15. Provide a Federal and State Compliance Monitor to assist schools with maintaining compliance and aligning resources appropriately
16. Provide an Improved Services Data Analysis to track student progress and specifically monitor student progress
17. Provide Intervention Instructional Leads to support each school sites Learning Center Teachers
18. Provide both Middle School and High School students with Life Skills

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 2022 Youth truth Survey, 2022 LCAP Survey, 2021 and 2022 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 | |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | |

## 2022-23 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $107,183,184.00 | | | | $107,183,184.00 | $84,805,571.00 | $22,377,613.00 |

| 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<br>Foster Youth<br>Low Income | $11,877,438.00 | | | | $11,877,438.00 |
| 1 | 1.2 | Supplementary Materials and Resources | English Learners<br>Foster Youth<br>Low Income | $4,477,856.00 | | | | $4,477,856.00 |
| 1 | 1.3 | Progress monitoring | English Learners<br>Foster Youth<br>Low Income | $1,199,997.00 | | | | $1,199,997.00 |
| 1 | 1.4 | Instructional practices | English Learners<br>Foster Youth<br>Low Income | $2,440,881.00 | | | | $2,440,881.00 |
| 1 | 1.5 | Interventions | English Learners<br>Foster Youth<br>Low Income | $2,769,702.00 | | | | $2,769,702.00 |
| 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 | $600,000.00 | | | | $600,000.00 |
| 2 | 2.2 | ELL Program Support Staff | English Learners | $359,284.00 | | | | $359,284.00 |

| 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 | $83,000.00 | | | | $83,000.00 |
| 2 | 2.4 | Integrated and Designated ELD Professional Development for Elementary and Secondary | English Learners | $37,200.00 | | | | $37,200.00 |
| 2 | 2.5 | Dual Immersion & Dual Language & Bilingualism | English Learners<br>Foster Youth<br>Low Income | $1,507,993.00 | | | | $1,507,993.00 |
| 3 | 3.1 | Individualized Instructional Support | English Learners<br>Foster Youth<br>Low Income | $2,207,270.00 | | | | $2,207,270.00 |
| 3 | 3.2 | Professional Development | English Learners<br>Foster Youth<br>Low Income | $1,139,849.00 | | | | $1,139,849.00 |
| 3 | 3.3 | Equity, Safety, Inclusivity | English Learners<br>Foster Youth<br>Low Income | $11,643,160.00 | | | | $11,643,160.00 |
| 3 | 3.4 | Intentional Supports | English Learners<br>Foster Youth<br>Low Income | $352,330.00 | | | | $352,330.00 |
| 3 | 3.5 | Basic Services - Core Instruction | All | $46,712,922.00 | | | | $46,712,922.00 |
| 3 | 3.6 | Basic Services- Clean and Safe Learning Environments | All | $8,238,710.00 | | | | $8,238,710.00 |
| 4 | 4.1 | Enrichment and Intervention | English Learners<br>Foster Youth<br>Low Income | $1,448,439.00 | | | | $1,448,439.00 |
| 4 | 4.2 | Guidance and Counseling Services | English Learners<br>Foster Youth<br>Low Income | $2,065,467.00 | | | | $2,065,467.00 |
| 4 | 4.3 | CTE & Entrepreneurship | English Learners<br>Foster Youth<br>Low Income | $1,590,612.00 | | | | $1,590,612.00 |

| 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<br>Foster Youth<br>Low Income | $5,262,435.00 | | | | $5,262,435.00 |
| 5 | 5.1 | Learning Opportunities for Parents | English Learners<br>Foster Youth<br>Low Income | $103,896.00 | | | | $103,896.00 |
| 5 | 5.2 | Engagement Opportunities | English Learners<br>Foster Youth<br>Low Income | $333,053.00 | | | | $333,053.00 |

## 2022-23 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 |
|---|---|---|---|---|---|---|---|---|---|
| $117,598,387 | $51,499,862 | 43.79% | 6.05% | 49.85% | $51,499,862.00 | 0.00% | 43.79 % | **Total:** | $51,499,862.00 |
| | | | | | | | | **LEA-wide Total:** | $50,420,378.00 |
| | | | | | | | | **Limited Total:** | $1,079,484.00 |
| | | | | | | | | **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<br>Foster Youth<br>Low Income | All Schools | $11,877,438.00 | |
| **1** | **1.2** | Supplementary Materials and Resources | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $4,477,856.00 | |
| **1** | **1.3** | Progress monitoring | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $1,199,997.00 | |
| **1** | **1.4** | Instructional practices | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,440,881.00 | |
| **1** | **1.5** | Interventions | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,769,702.00 | |
| **2** | **2.1** | Additional Supports and Interventions (AVID Excel, Before & After-school | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $600,000.00 | |

| 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 | $359,284.00 | |
| 2 | 2.3 | Implementation and Monitoring of Integrated & Designated ELD Instruction | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $83,000.00 | |
| 2 | 2.4 | Integrated and Designated ELD Professional Development for Elementary and Secondary | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $37,200.00 | |
| 2 | 2.5 | Dual Immersion & Dual Language & Bilingualism | Yes | LEA-wide | English Learners Foster Youth Low Income | | $1,507,993.00 | |
| 3 | 3.1 | Individualized Instructional Support | Yes | LEA-wide | English Learners Foster Youth Low Income | K- 3 | $2,207,270.00 | |
| 3 | 3.2 | Professional Development | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,139,849.00 | |
| 3 | 3.3 | Equity, Safety, Inclusivity | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $11,643,160.00 | |
| 3 | 3.4 | Intentional Supports | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $352,330.00 | |
| 4 | 4.1 | Enrichment and Intervention | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,448,439.00 | |
| 4 | 4.2 | Guidance and Counseling Services | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $2,065,467.00 | |
| 4 | 4.3 | CTE & Entrepreneurship | Yes | LEA-wide | English Learners Foster Youth Low Income | All Schools | $1,590,612.00 | |

| 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<br>Foster Youth<br>Low Income | All Schools | $5,262,435.00 | |
| 5 | 5.1 | Learning Opportunities for Parents | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $103,896.00 | |
| 5 | 5.2 | Engagement Opportunities | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $333,053.00 | |

## 2021-22 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $104,635,607.00 | $87,818,311.00 |

| 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 | $11,594,564.00 | $7,649,851 |
| **1** | **1.2** | Supplementary Materials and Resources | Yes | $1,742,890.00 | $3,832,059 |
| **1** | **1.3** | Progress monitoring | Yes | $1,571,018.00 | $1,026,418 |
| **1** | **1.4** | Instructional practices | Yes | $2,035,264.00 | $1,565,744 |
| **1** | **1.5** | Interventions | Yes | $1,821,812.00 | $888,249 |
| **1** | **1.6** | Core instructional Materials and Supplies | No | $907,680.00 | $907,680.00 |
| **2** | **2.1** | Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials) | Yes | $600,000.00 | $0 |
| **2** | **2.2** | ELL Program Support Staff | Yes | $149,045.00 | $36,515 |
| **2** | **2.3** | Implementation and Monitoring of Integrated & Designated ELD Instruction | Yes | $158,611.00 | $4,556 |

| 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 | $304,066.00 | $16,282 |
| 2 | 2.5 | Dual Immersion & Dual Language & Bilingualism | Yes | $850,400.00 | $967,937 |
| 3 | 3.1 | Individualized Instructional Support | Yes | $3,743,191.00 | $3,348,308 |
| 3 | 3.2 | Professional Development | Yes | $426,000.00 | $1,133,886 |
| 3 | 3.3 | Equity, Safety, Inclusivity | Yes | $6,934,545.00 | $5,303,353 |
| 3 | 3.4 | Intentional Supports | Yes | $539,288.00 | $227,470 |
| 3 | 3.5 | Basic Services - Core Instruction | No | $52,366,041.00 | $46,912,083 |
| 3 | 3.6 | Basic Services- Clean and Safe Learning Environments | No | $9,025,415.00 | $7,569,990 |
| 4 | 4.1 | Enrichment and Intervention | Yes | $2,201,976.00 | $1,507,201 |
| 4 | 4.2 | Guidance and Counseling Services | Yes | $3,147,493.00 | $2,473,057 |
| 4 | 4.3 | CTE & Entrepreneurship | Yes | $2,122,093.00 | $1,533,073 |
| 4 | 4.4 | Mentoring, Motivational Opportunities, Enrichment | Yes | $2,061,812.00 | $577,159 |
| 5 | 5.1 | Learning Opportunities for Parents | Yes | $261,523.00 | $15,103 |

| 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 | $70,880.00 | $322,337 |

## 2021-22 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) |
|---|---|---|---|---|---|---|
| $42,336,471.00 | $42,336,471.00 | $32,428,558.00 | $9,907,913.00 | 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 | $11,594,564.00 | $7,649,851.00 | | |
| 1 | 1.2 | Supplementary Materials and Resources | Yes | $1,742,890.00 | $3,832,059.00 | | |
| 1 | 1.3 | Progress monitoring | Yes | $1,571,018.00 | $1,026,418.00 | | |
| 1 | 1.4 | Instructional practices | Yes | $2,035,264.00 | $1,565,744.00 | | |
| 1 | 1.5 | Interventions | Yes | $1,821,812.00 | $888,249.00 | | |
| 2 | 2.1 | Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials) | Yes | $600,000.00 | $0 | | |
| 2 | 2.2 | ELL Program Support Staff | Yes | $149,045.00 | $36,515.00 | | |
| 2 | 2.3 | Implementation and Monitoring of Integrated & Designated ELD Instruction | Yes | $158,611.00 | $4,556.00 | | |
| 2 | 2.4 | Integrated and Designated ELD Professional Development for Elementary and Secondary | Yes | $304,066.00 | $16,282.00 | | |

| 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) |
|---|---|---|---|---|---|---|---|
| 2 | 2.5 | Dual Immersion & Dual Language & Bilingualism | Yes | $850,400.00 | $967,937 | | |
| 3 | 3.1 | Individualized Instructional Support | Yes | $3,743,191.00 | $3,348,308.00 | | |
| 3 | 3.2 | Professional Development | Yes | $426,000.00 | $1,133,886.00 | | |
| 3 | 3.3 | Equity, Safety, Inclusivity | Yes | $6,934,545.00 | $5,303,353.00 | | |
| 3 | 3.4 | Intentional Supports | Yes | $539,288.00 | $227,470.00 | | |
| 4 | 4.1 | Enrichment and Intervention | Yes | $2,201,976.00 | $1,507,201.00 | | |
| 4 | 4.2 | Guidance and Counseling Services | Yes | $3,147,493.00 | $2,473,057.00 | | |
| 4 | 4.3 | CTE & Entrepreneurship | Yes | $2,122,093.00 | $1,533,073.00 | | |
| 4 | 4.4 | Mentoring, Motivational Opportunities, Enrichment | Yes | $2,061,812.00 | $577,159.00 | | |
| 5 | 5.1 | Learning Opportunities for Parents | Yes | $261,523.00 | $15,103.00 | | |
| 5 | 5.2 | Engagement Opportunities | Yes | $70,880.00 | $322,337.00 | | |

## 2021-22 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) |
|---|---|---|---|---|---|---|---|---|
| $163,651,158 | $42,336,471.00 | 0% | 25.87% | $32,428,558.00 | 0.00% | 19.82% | $9,907,913.00 | 6.05% |

# Instructions

Plan Summary

Engaging Educational Partners

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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