LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lynwood Unified School District

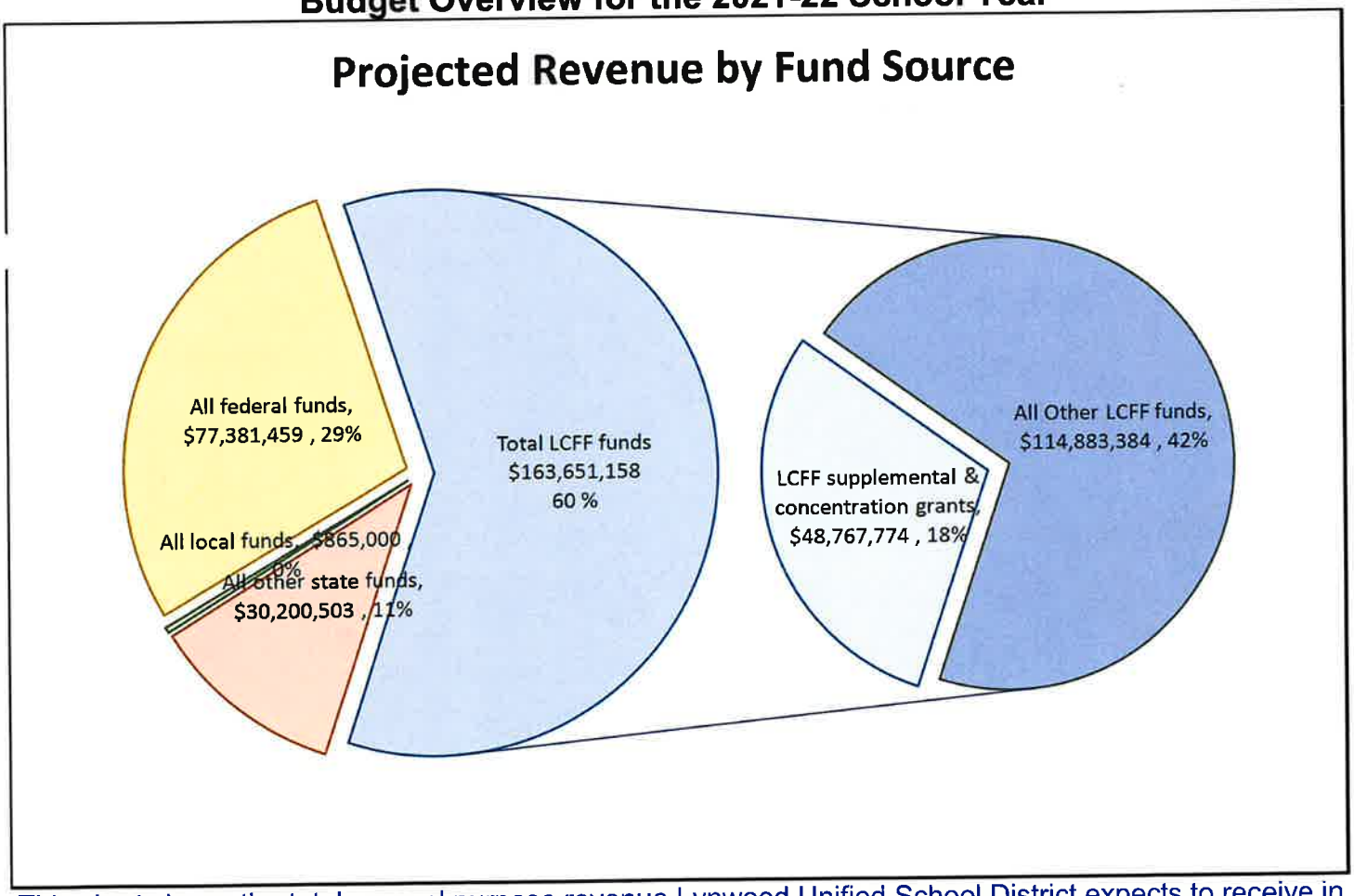
CDS Code: 19-64774

School Year: 2021-22

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 2021-22 School Year

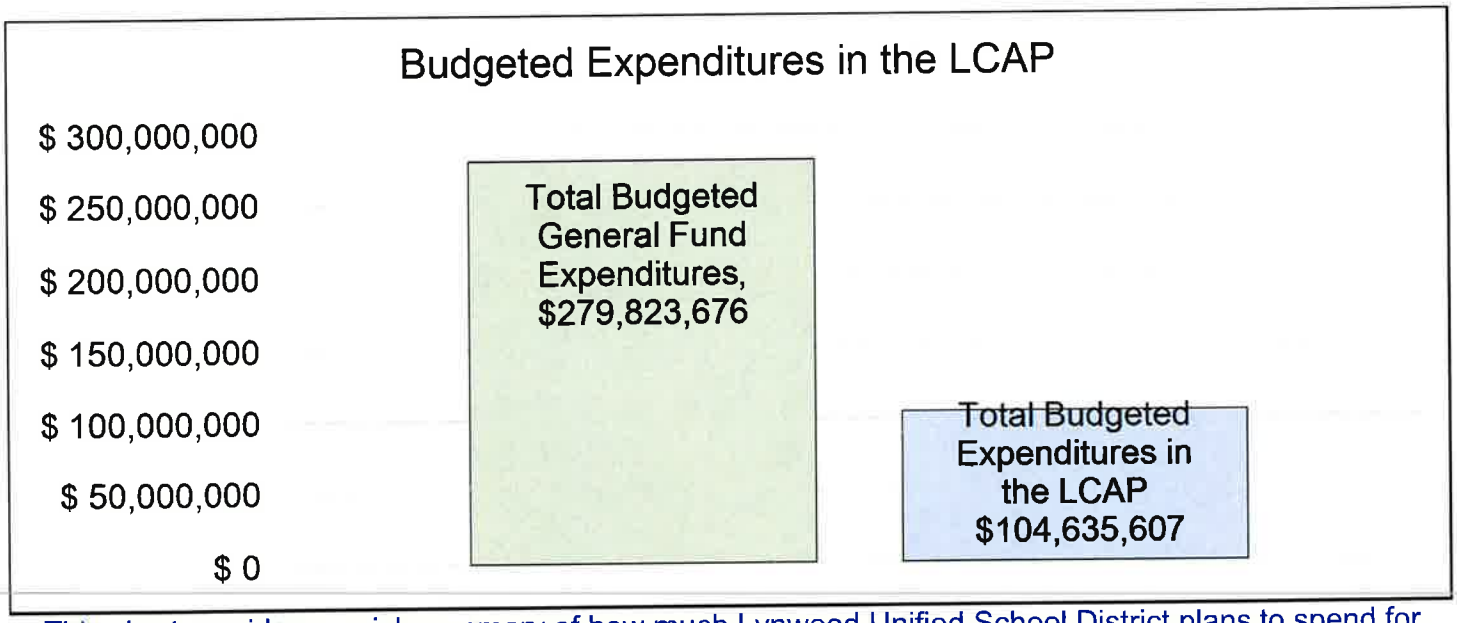


This chart shows the total general purpose revenue Lynwood Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Lynwood Unified School District is $272,098,120, of which $163,651,158 is Local Control Funding Formula (LCFF), $30,200,503 is other state funds, $865,000 is local funds, and $77,381,459 is federal funds. Of the $163,651,158 in LCFF Funds, $48,767,774 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lynwood Unified School District plans to spend $279,823,676 for the 2021-22 school year. Of that amount, $104,635,607 is tied to actions/services in the LCAP and $175,188,069 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 such as personnel costs, special education encroachment, and facility maintenance. In addition we use Title I, Title II, and Title III funds to provide services and supports for students. Our Title I funds are used to provide targeted interventions. Students will continue to receive support virtually in the areas of ELA, Math, and ELD. Title I programs also provide supplemental materials, personnel, and curricular supplies for our intervention programs. Students are able to use these materials during small group intervention. Title I funds support our robust parent engagement activities which are offered weekly. Title II funds are used to provide professional development for staff members. Professional development topics include ELA, Math, ELD, Science, Social Studies, PBIS, Social Emotional supports, Distance Learning, and a variety of instructional strategies. Title III funds are used to support English Learners. Funds are used to provide additional instructional time such as ELD Bootcamps, supplemental instructional materials, conferences for parents and staff, and personnel to support students during ELD. Students with exceptional needs will be provided with opportunities to participate in learning camps with specifically trained learning assistants that will provide tutoring, skill practice, mastery skills development, speech therapy. occupational therapy, physical therapy, and other supports to ensure access for intervention and acceleration.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

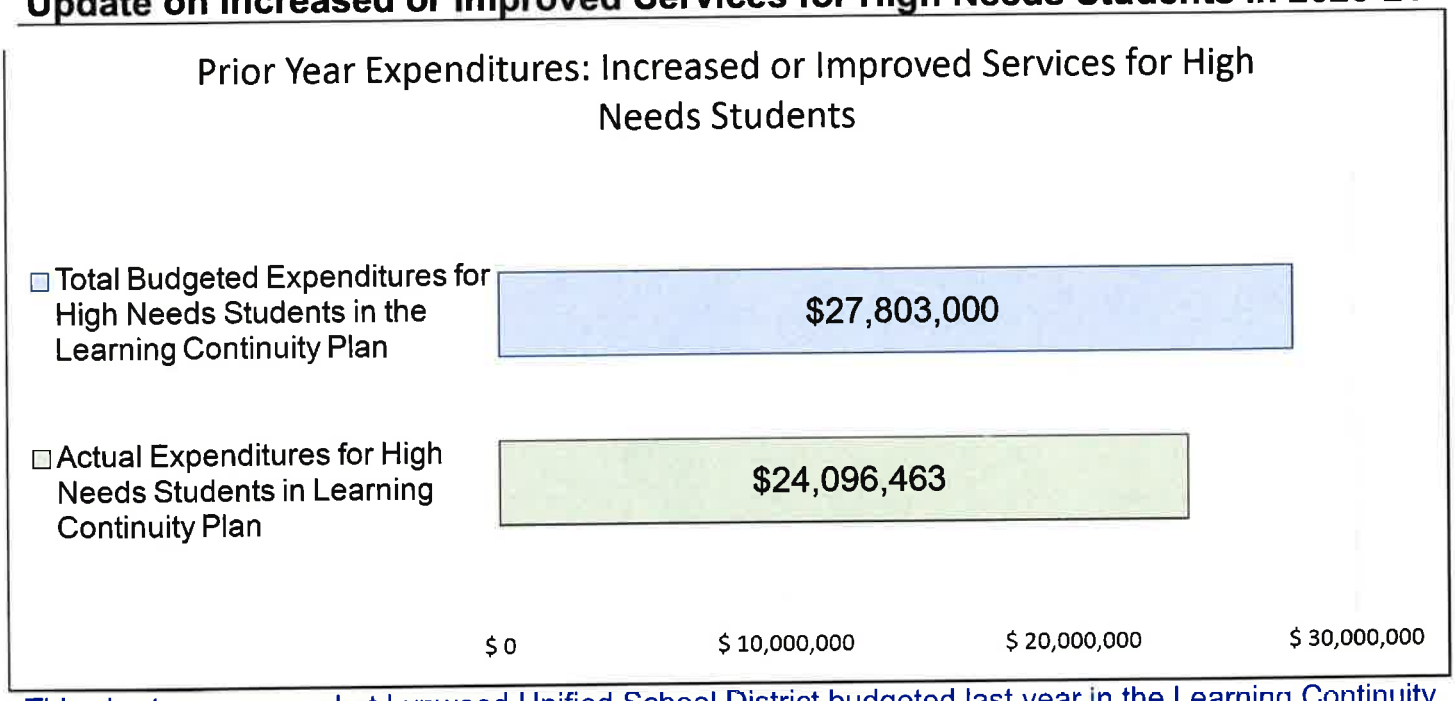
In 2021-22, Lynwood Unified School District is projecting it will receive $48,767,774 based on the enrollment of foster youth, English learner, and low-income students. Lynwood Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.

Lynwood Unified School District plans to spend $42,336,471 towards meeting this requirement, as described in the LCAP.

LUSD will engage our stakeholders 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 $6,431,303 of concentration add - on funding provided through the Budget Act of 2021.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Lynwood Unified School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Lynwood Unified School District's Learning Continuity Plan budgeted $27,803,000 for planned actions to increase or improve services for high needs students. Lynwood Unified School District actually spent $24,096,463 for actions to increase or improve services for high needs students in 2020-21.

Due to the COVID- 19 pandemic students were not able to receive in person instruction and intervention. Students did receive support virtually, however many of the budgeted expenditures planned for in person intervention, learning experiences, hand held materials and supplies, in person staff development and collaboration were greatly reduced. As a result the actual expenditures for actions and services is less than the total budget expenditures for those planned actions and services. LUSD will focus on the following during the 2021- 2022 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.

Low Income Students- Interventions will continue to support the 90.9% of students identified as socio economically disadvantaged in LUSD. Foster Youth-LUSD has a FY liaison that works with our foster families on an individualized basis. Our FY 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 devices and hotspots. 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.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in English Language Arts as established in 2014-2015.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LEA Plan Goal 1, Strategic Plan Strategy 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC ELA:Percentage of students that meet/exceed standards (CAASPP report) **19-20** 45.2% District 41.7% Black or African American 45.5% Hispanic or Latino 33.9%Socioeconomically Disadvantage 25.9% English Learners 27.1% Students with Disabilities	Students in grades three to eight and 11 were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners this spring. California Education Code 60641 (a) was waived on 3/17/20 and this waiver was approved by the Federal Government on 3/20/20. 18-19 test scores 37.8% District 28.6% Black or African American 38.2% Hispanic or Latino 14.7%Socioeconomically Disadvantaged 6.4% English Learners 12.3%% Students with Disabilities

Expected	Actual
Baseline 28.8% District 24.4% Black or African American 29.2% Hispanic or Latino 14.7%Socioeconomically Disadvantaged 3.8 English Learners 5.4% Students with Disabilities	
Metric/Indicator English Learners expected annual measurable outcomes **19-20** 33.2% Reclassification Rate **Baseline** 57.8% Title III Report: AMAO 2 (Attaining English Proficiency – less 62	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide students with 21st Century Learning experiences by strengthening resources in the following areas: • Professional Development for Staff that address Educational Technology, Collaborative Learning, Interventions, and Research-based strategies. • Additional Personnel (e.g Coaches)	K-6 Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 91,491 K-6 Instructional Coaches 3000-3999: Employee Benefits LCFF 27,818 Teacher Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 146,860 Teacher Professional Development 4000-4999: Books And Supplies LCFF 57,651	K- 6 Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 186,643 K- 6 Instructional Coaches 3000-3999: Employee Benefits LCFF 56,792 Teacher Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 0 Teacher Professional Development 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Common Core Supplemental Instructional Materials 4000-4999: Books And Supplies LCFF 0	Common Core Supplemental Instructional Materials 4000-4999: Books And Supplies LCFF 0
Provide students with updated, current technology tools that align with 21st Century Learning and implementation of Common Core State Standards. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	DORA - Reading Diagnostic Program Services and other Operating Expenses. 5000-5999: Services And Other Operating Expenditures LCFF 257,000	DORA - Reading Diagnostic Program Services and other Operating Expenses. 5000-5999: Services And Other Operating Expenditures LCFF 197,000
Ongoing monitoring of academic achievement of unduplicated pupils and/or Student Groups will occur on an on-going basis through district internal structures such as: • School Data Reflection Processes • District Data Reflection Processes • District-wide Collaboration Meetings	Data Reflections, Metareflections, and DSLT/CDT associated costs: Teacher - Hourly/Extra Duty. 1000-1999: Certificated Personnel Salaries Federal Revenues - Title I 382,500	Data Reflections, Metareflections, and DSLT/CDT associated costs: Teacher - Hourly/Extra Duty. 1000-1999: Certificated Personnel Salaries Federal Revenues - Title I 208,478

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Vertical Collaboration Meetings **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Data Reflections, Metareflections, and DSLT/CDT associated costs: Teacher - Hourly/Extra Duty. 3000-3999: Employee Benefits Federal Revenues - Title I 84,915 School Accountability Report Cards (SARC) 5000-5999: Services And Other Operating Expenditures LCFF 8,000	Data Reflections, Metareflections, and DSLT/CDT associated costs: Teacher - Hourly/Extra Duty. 3000-3999: Employee Benefits Federal Revenues - Title I 46,144 School Accountability Report Cards (SARC) 5000-5999: Services And Other Operating Expenditures LCFF 6,075
Provide additional progress monitoring for all students in Student Groups and/or unduplicated Foster Youth, Homelessness, English Learners, and Low Income student counts via the following programs and/or metrics: • Data Management Systems (such as eWise) • Student Information Systems (such as Aeries) • Data Reflection Processes • Social/Emotional Support Programs and Services • Access to Interventions	Foster Youth Monitoring 1000-1999: Certificated Personnel Salaries LCFF 10,700 Foster Youth Monitoring 3000-3999: Employee Benefits LCFF 2,375 English Learner Extended Intervention, Teacher Hourly/Extra Duty 1000-1999: Certificated Personnel Salaries Federal Revenues - Title III 86,700 English Learner Extended Intervention, Teacher Hourly/Extra Duty 3000-3999: Employee Benefits Federal Revenues - Title III 19,247	Foster Youth Monitoring 2000-2999: Classified Personnel Salaries LCFF 185,088 Foster Youth Monitoring 3000-3999: Employee Benefits LCFF 74,233 English Learner Extended Intervention, Teacher Hourly/Extra Duty 1000-1999: Certificated Personnel Salaries Title III 0 English Learner Extended Intervention, Teacher Hourly/Extra Duty 3000-3999: Employee Benefits Title III 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** Foster Youth **Scope of Services** LEA-wide **Locations** All Schools		
Professional Development opportunities that support implementation of instructional practices of 21st Century teaching and learning as required through the California Common Core State Standards such as: • Project/Problem Based Learning • Inquiry Based Learning **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Library Media Assistants to support 21st Century Learning Media Centers (3 hour position at each school) 2000-2999: Classified Personnel Salaries LCFF 776,918 Library Media Assistants to support 21st Century Learning Media Centers (3 hour position at each school) 3000-3999: Employee Benefits LCFF 406,510 Library Media Assistant Extra Duty 2000-2999: Classified Personnel Salaries LCFF 5,000 Library Media Assistant Extra Duty 3000-3999: Employee Benefits LCFF 1,602 Instructional Improvement Leads to support student learning and implementation of the Common Core State Standards 1000-1999: Certificated Personnel Salaries LCFF 93,810	Library Media Assistants to support 21st Century Learning Media Centers (3 hour position at each school) 2000-2999: Classified Personnel Salaries LCFF 783,149 Library Media Assistants to support 21st Century Learning Media Centers (3 hour position at each school) 3000-3999: Employee Benefits LCFF 399,586 Library Media Assistant Extra Duty 2000-2999: Classified Personnel Salaries LCFF 0 Library Media Assistant Extra Duty 3000-3999: Employee Benefits LCFF 0 Instructional Improvement Leads to support student learning and implementation of the Common Core State Standards 1000-1999: Certificated Personnel Salaries LCFF 95,687

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Instructional Improvement Leads to support student learning and implementation of the Common Core State Standards 3000-3999: Employee Benefits LCFF 28,332 Strategic Planning Services and Contracts 5000-5999: Services And Other Operating Expenditures LCFF 50,000	Instructional Improvement Leads to support student learning and implementation of the Common Core State Standards 3000-3999: Employee Benefits LCFF 4,533 Strategic Planning Services and Contracts 5000-5999: Services And Other Operating Expenditures LCFF 0 ELA Math Instructional Materials 4000-4999: Books And Supplies LCFF 12,896
Ensure core and supplemental materials align to the districts instructional design and program, as measured by formative and summative assessments. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Common Core Instructional Materials and LEA Adoption 4000-4999: Books And Supplies LCFF 0	Common Core Instructional Materials and LEA Adoption 4000-4999: Books And Supplies LCFF 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: Additional support was needed to sustain distance learning. Digital Coaches were hired to support teachers and students.
Action 1: LUSD used Covid Relief funds to cover operating expenses, teacher professional development, and materials to support distance learning.
Action 2: Because of the transition from in person learning to distance learning there was a decrease in the operating expenses for the reading diagnostic program and services.

Action 3: The format for data reflections, meta reflections, and data site teams changes and therefore funds did not need to be spent to release teachers because the distance learning schedule accommodated for these meetings.
Action 4: Funds were shifted to accomodate the needs of our Foster Youth and students experiencing homelessness. Funds were used to provide additional staff to support students during school closure.
Action 4: Covid relief funds as well as federal categorical funds were used to support English Learner Interventions
Action 5: Funds were not used to provide a consultant for strategic planning. Instead, funds were used to support Library Media Assistants and Instructional Leads. Both positions supported the LUSD Distance Learning Plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 1 in the 2019-2020 LUSD LCAP stated that every student will improve one performance band on the California Common Core State Standards / Smarter Balance Assessment annual assessment in English Language Arts. Because of school closures during the Covid pandemic students were not assessed in English Language Arts. Therefore this goal could not be measured based on the desired outcome stated in the goal. However, the district's matrix of standards was followed for our instructional pacing via online and in-person (when possible), common district assessments continued to monitor student's proficiency and student subgroups, as well as our data reflection sessions that allowed teachers, site administrators, and district support teams to reflect on patterns and implement support plans for grade levels, subgroups, school sites, and or content areas through intervention for students, social emotional support, and professional development for teachers.

Goal 2

Goal 2: Every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics as established in 2014-2015.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LEA Plan Goal 1, Strategic Plan Strategy 1

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC Math:Percentage of students that meet/exceed standards (CAASPP report) **19-20** 41.5% District 34.8% Black or African American 41.7% Hispanic or Latino 34.8% Socioeconomically Disadvantaged 29.7% English Learners 31.1% Students with Disabilities	Students in grades three to eight and 11 were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners this spring. California Education Code 60641 (a) was waived on 3/17/20 and this waiver was approved by the Federal Government on 3/20/20. 18-19 26.1% District 18.5% Black or African American 26.4% Hispanic or Latino 10.6% Socioeconomically Disadvantaged 6.4% English Learners 9.2% Students with Disabilities

Expected	Actual
Baseline 19.8% District 10.6% Black or African American 20% Hispanic or Latino 10.6% Socioeconomically Disadvantaged 3.6% English Learners 5.4% Students with Disabilities	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide students with 21st Century Learning experiences by strengthening resources in the following areas: • Professional Development for Staff that address Educational Technology, Collaborative Learning, Interventions, Research-based strategies, etc. • Additional Personnel (Coaches, Etc) **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	K-6 Instructional Coaches (repeat expenditure) $91,491 1000-1999: Certificated Personnel Salaries LCFF 0 K-6 Instructional Coaches (repeat expenditure) $27,818 3000-3999: Employee Benefits LCFF 0 K-6 Instructional Coach (repeat expenditure) $0 1000-1999: Certificated Personnel Salaries LCFF 0 K-6 Instructional Coach (repeat expenditure) $0 3000-3999: Employee Benefits LCFF 0 Common Core - Additional Common Core Instructional Materials to support the Math adoption and extended learning time 4000-4999: Books And Supplies LCFF 1,361,461 Instructional Coaches to support the common core state standards. (repeat expenditure) $182,982	K-6 Instructional Coaches (repeat expenditure) $186,642 1000-1999: Certificated Personnel Salaries LCFF 0 K-6 Instructional Coaches (repeat expenditure) $56,792 3000-3999: Employee Benefits LCFF 0 K-6 Instructional Coaches (repeat expenditure) $0 1000-1999: Certificated Personnel Salaries LCFF 0 K-6 Instructional Coaches (repeat expenditure) 3000-3999: Employee Benefits LCFF 0 Common Core - Additional Common Core Instructional Materials to support the Math adoption and extended learning time 4000-4999: Books And Supplies LCFF 3,473 Instructional Coaches to support the common core state standards. (repeat expenditure) $186,642

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1000-1999: Certificated Personnel Salaries LCFF 0	1000-1999: Certificated Personnel Salaries LCFF 0
	Instructional Coaches to support the common core state standards. (repeat expenditure) $55,636 3000-3999: Employee Benefits LCFF 0	Instructional Coaches to support the common core state standards. (repeat expenditure) $56,792 3000-3999: Employee Benefits LCFF 0
	SBAC Support Substitutes 1000-1999: Certificated Personnel Salaries LCFF 25,786	SBAC Support Substitutes 1000-1999: Certificated Personnel Salaries LCFF 0
	SBAC Support Substitutes 3000-3999: Employee Benefits LCFF 5,724	SBAC Support Substitutes 3000-3999: Employee Benefits LCFF 0
	Network Computer Specialist 2000-2999: Classified Personnel Salaries LCFF 270,808	Network Computer Specialist 2000-2999: Classified Personnel Salaries LCFF 284,072
	Network Computer Specialist 3000-3999: Employee Benefits LCFF 137,913	Network Computer Specialist 3000-3999: Employee Benefits LCFF 130,398
	Technology Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 192,263	Technology Instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF 196,108
	Technology Instructional Coaches 3000-3999: Employee Benefits LCFF 57,735	Technology Instructional Coaches 3000-3999: Employee Benefits LCFF 58,913
	SBAC Support Materials and Supplies 4000-4999: Books And Supplies LCFF 30,000	SBAC Support Materials and Supplies 4000-4999: Books And Supplies LCFF 0
	Data Analyst 2000-2999: Classified Personnel Salaries LCFF 41,540	Data Analyst 2000-2999: Classified Personnel Salaries LCFF 43,174
	Data Analyst 3000-3999: Employee Benefits LCFF 21,505	Data Analyst 3000-3999: Employee Benefits LCFF 20,334

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Materials and Supplies 4000-4999: Books And Supplies LCFF 105,000 Math Centers TCM 5000-5999: Services And Other Operating Expenditures LCFF 89,480 Mesa Consultant Materials 4000-4999: Books And Supplies LCFF 400 MESA Consultant 5000-5999: Services And Other Operating Expenditures LCFF 5,000 MESA Transportation 5000-5999: Services And Other Operating Expenditures LCFF 4,000	Materials and Supplies 4000-4999: Books And Supplies LCFF 46 Math Centers TCM 5000-5999: Services And Other Operating Expenditures LCFF 49,724 Mesa Consultant Materials 4000-4999: Books And Supplies LCFF 0 MESA Consultant 5000-5999: Services And Other Operating Expenditures LCFF 0 MESA Transportation 5000-5999: Services And Other Operating Expenditures LCFF 0
Provide additional progress monitoring for all students in Student Groups and/or unduplicated student counts via the following programs and/or metrics: • Data Management Systems (such as eWise) • Diagnostic Systems (such as Adam, Dora, Edge) • Student Information Systems (such as Aeries) • Data Reflection Processes • Access to Interventions	ADAM K-7 (Math Diagnostic)-Services and Other Operating Expenses (repeat expenditure) $257,000 5000-5999: Services And Other Operating Expenditures LCFF 0	ADAM K-7 (Math Diagnostic)-Services and Other Operating Expenses (repeat expenditure) $197,000 5000-5999: Services And Other Operating Expenditures LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Provide additional progress monitoring for all students in Student Groups and/or unduplicated student counts via the following programs and/or metrics: • Data Management Systems (such as eWise) • Student Information Systems (such as Aeries) • Data Reflection Processes • Social/Emotional Support Programs and Services • Access to Interventions may include additional staff and/or programs	Resource Specialists (repeat expenditure) $514,480 1000-1999: Certificated Personnel Salaries LCFF 0 Resource Specialists (repeat expenditure) $183,632 3000-3999: Employee Benefits LCFF 0	Resource Specialists (repeat expenditure) $480,601 1000-1999: Certificated Personnel Salaries LCFF 0 Resource Specialists (repeat expenditure) $167,806 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: Other funding was used in lieu of LCFF funds for additional Common Core Instructional materials to support Math instruction.
Action 1: Shortened day distance learning schedules limited the amount of subs needed to support data reflection. SBAC testing did not occur in the 19-20 school year.
Action1: MESA students were supported by school site staff and virtual materials were used. Therefore a consultant was not needed.
Action 2: To adjust to asynchronous instruction and online schedules, the math diagnostic schedule was adjusted for grades K-7.
Goal 2 budgeted expenditures that were not implemented were used to hire digital coaches, instructional coaches, salaries for network computer specialists, technology instructional coaches, virtual apps, and digital learning programs.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 2 states that every student will improve one performance band on the California Common Core State Standards (CCCSS) / Smarter Balanced Assessment Consortium (SBAC) annual assessment in Mathematics. Because of school closures during the Covid pandemic students were not assessed in Mathematics. Therefore this goal could not be measured based on the desired outcome stated in the goal. However, the district's matrix of standards was followed for our instructional pacing via online and in-person (when possible), common district assessments continued to monitor student's proficiency and student subgroups, as well as our data

reflection sessions that allowed teachers, site administrators, and district support teams to reflect on patterns and implement support plans for grade levels, subgroups, school sites, and or content areas through intervention for students, social emotional support, and professional development for teachers.

Goal 3

All English Learners will become proficient in English and reach high standards, at a minimum, attaining proficiency or better in reading, language arts, and mathematics

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	LEA Plan Goal 2, Strategic Plan - Strategy 1 and 5

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator English Learners progress towards English Proficiency CELDT/ELPAC Reclassification **19-20** Increase Annual progress towards learning English using ELPAC 33.2% Reclassification Rate Level 4 overall proficiency 28% **Baseline** 48.6% Title III Report: Annual Measurable Progress towards Learning English 42.2% Title III Report: Long Term English Learners (LTELS) (Attaining English Proficiency 5 years or more) (14-15 final data) 8.4%Reclassification Rate	Students in grades three to eight and 11 were not required to take Smarter Balanced tests in math and English language arts, the California Science Test or the English Language Proficiency Assessments for California (ELPAC) for English learners this spring. California Education Code 60641 (a) was waived on 3/17/20 and this waiver was approved by the Federal Government on 3/20/20. 2019-2020 data 46.3% Progressed at least 1 ELPI Level 0.7% Maintained at Level 1 35.4% Maintained at Level 1, 2L, 2H, 3L, 3H 17.4% Decreased at least 1 level

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will receive supplemental services after school, during, or before school in order to meet this goal area as evident through increases in reclassification rate and Title III accountability. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	English Learner Intervention - Hourly/Extra Duty. 1000-1999: Certificated Personnel Salaries Federal Revenues - Title III 102,000 English Learner Intervention - Hourly/Extra Duty. 3000-3999: Employee Benefits Federal Revenues - Title III 22,644	English Learner Intervention - Hourly/Extra Duty. 1000-1999: Certificated Personnel Salaries Title III 0 English Learner Intervention - Hourly/Extra Duty. 3000-3999: Employee Benefits Title III 0
Ensure the development of the English Learner Master Plan prepares students to obtain Proficiency/Bridging classification under ELPAC and SBAC. The English Language Master Plan will ensure: • Monitoring of ELs, LTELs and Newcomers • Guidelines for placement • Guidelines for interventions • Additional program options (such as TBE, DI, etc) **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	Dual Immersion Conference/Trainings 5000-5999: Services And Other Operating Expenditures LCFF 7,220 Dual Immersion Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 10,101 Dual Immersion Extra Duty 3000-3999: Employee Benefits LCFF 2,242 Dual Immersion Materials 4000-4999: Books And Supplies LCFF 8,611 Dual Immersion Subs 1000-1999: Certificated Personnel Salaries LCFF 3,874 Dual Immersion Subs 3000-3999: Employee Benefits LCFF 860	Dual Immersion Conference/Trainings 5000-5999: Services And Other Operating Expenditures LCFF 850 Dual Immersion Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0 Dual Immersion Extra Duty 3000-3999: Employee Benefits LCFF 0 Dual Immersion Materials 4000-4999: Books And Supplies LCFF 6,188 Dual Immersion Subs 1000-1999: Certificated Personnel Salaries LCFF 0 Dual Immersion Subs 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
EL coordinator will revise, monitor and implement the EL Master Plan. S/he will support school sites in ensuring ELs, LTELs and newcomers are provided the support and services outline in the EL Master Plan and provide guidance to schools to ensure all English Learners reclassify and are performing at their optimal potential. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools	0	0
Ensure consistent, ongoing monitoring of Redesignated Fluent English Proficient (RFEP) student progress and mandated annual updates via the following: • Data Reflection Processes • Additional Personnel • Development and monitoring of English • Learner Master Plan **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools	RFEP Monitoring Extra Duty (repeat expenditure) $86,700 1000-1999: Certificated Personnel Salaries Federal Revenues - Title III 0 RFEP Monitoring Extra Duty (repeat expenditure) $19,247 3000-3999: Employee Benefits Federal Revenues - Title III 0	RFEP Monitoring Extra Duty (repeat expenditure) 1000-1999: Certificated Personnel Salaries Title III 0 RFEP Monitoring Extra Duty (repeat expenditure) 3000-3999: Employee Benefits Title III 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: Restricted funding was used in lieu of LCFF to provide English Learner Interventions
Action 1: Covid relief funds were used to provide funding for operating expenses
Action 2: Extra duty was not needed because of the distance learning schedule and school closure
Action 4: Extra duty for monitoring did not take place due to school closure
English Learners received increased targeted instruction through an evidence based program specifically targeted for our English Learners who are designated as long term EL's. In addition, tutors were provided to support students who lost instruction during school closure. The ELD component of Journeys for Elementary and StudySync for secondary was used to develop a digital curriculum. A new district digital tool was developed to monitor teacher and students synchronous instruction for all subjects including ELD.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Because of school closure and the high number of covid cases and deaths in Lynwood, in person support was not available for a great amount of time. Our instructional program was immediately adjusted to meet the need of our English Learners. A new district digital tool was 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 was 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. Multiple online PD opportunities took place for teachers so they will be able to continue to support instruction for English learners. A comprehensive district wide intervention program was developed with the support of over 235 teachers from all of our school sites. Interventions focused on English Learners, Foster Youth, and students experiencing homelessness.

Goal 4

All students will be taught by fully credentialed and appropriately assigned teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities: LEA Plan - Goal 3

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Fully credentialed and appropriate assigned Teachers **19-20** 100% Fully credentialed and appropriately assigned Teachers **Baseline** 100% Fully credentialed and appropriately assigned Teachers	Metric/ Indicator: Fully credentialed and appropriate assigned teachers 19-20 100% Fully Credentialed and appropriately assigned Teachers Baseline: 100% Fully credentialed and appropriately assigned Teachers

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers and administrators will be hired in order to support the reduction of class sizes in K-3. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Teachers 1000-1999: Certificated Personnel Salaries LCFF Base 37,362,524 Teachers 3000-3999: Employee Benefits LCFF Base 12,231,327	Teachers 1000-1999: Certificated Personnel Salaries LCFF Base 40,488,170 Teachers 3000-3999: Employee Benefits LCFF Base 13,324,621

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Additional teachers to meet below the contractual ratio and administrators will be hired in order to support and/or maintain the reduction of class sizes in K-3 to improve student achievement. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Teachers 1000-1999: Certificated Personnel Salaries LCFF 5,007,875 Teachers 3000-3999: Employee Benefits LCFF 1,695,681 Elementary Assistant Principals 1000-1999: Certificated Personnel Salaries LCFF 315,164 Elementary Assistant Principals 3000-3999: Employee Benefits LCFF 107,174 Coordinator 1000-1999: Certificated Personnel Salaries LCFF 117,896 Coordinator 3000-3999: Employee Benefits LCFF 33,618 Instructional Services Director 1000-1999: Certificated Personnel Salaries LCFF 136,111 Instructional Services Director 3000-3999: Employee Benefits LCFF 43,416 Assistant Director 1000-1999: Certificated Personnel Salaries LCFF 103,593 Assistant Director 3000-3999: Employee Benefits LCFF 28,581 Professional Development 1000-1999: Certificated Personnel Salaries LCFF 806,294 Professional Development 3000-3999: Employee Benefits LCFF 178,997	Teachers 1000-1999: Certificated Personnel Salaries LCFF 2,296,350 Teachers 3000-3999: Employee Benefits LCFF 833,643 Elementary Assistant Principals 1000-1999: Certificated Personnel Salaries LCFF 329,466 Elementary Assistant Principals 3000-3999: Employee Benefits LCFF 113,525 Coordinator 1000-1999: Certificated Personnel Salaries LCFF 0 Coordinator 3000-3999: Employee Benefits LCFF 0 Instructional Services Director 1000-1999: Certificated Personnel Salaries LCFF 137,105 Instructional Services Director 3000-3999: Employee Benefits LCFF 28,996 Assistant Director 1000-1999: Certificated Personnel Salaries LCFF 108,308 Assistant Director 3000-3999: Employee Benefits LCFF 30,005 Professional Development 1000-1999: Certificated Personnel Salaries LCFF 0 Professional Development

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		3000-3999: Employee Benefits LCFF 0 Elem. Principal - Special Assignment Salaries 1000-1999: Certificated Personnel Salaries LCFF 60,712 Elem. Principal - Special Assignment Salaries 3000-3999: Employee Benefits LCFF 21,981
To benefit unduplicated pupils' in the classroom by insuring continuous improvement through professional development for all certificated and classified staff in areas such as but not limited: • Lesson Design • SART/SARB • Educational Technology • First best strategies • Content specific PDs **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Testing Technicians and Assistants 2000-2999: Classified Personnel Salaries LCFF 391,690 Testing Technicians and Assistants 3000-3999: Employee Benefits LCFF 258,918 Administrator Planning and Training 5000-5999: Services And Other Operating Expenditures LCFF 136,255 Instructional Improvement Leads (school sites) 1000-1999: Certificated Personnel Salaries LCFF 1,750,265 Instructional Improvement Leads (school sites) 3000-3999: Employee Benefits LCFF 544,959 Tutors 2000-2999: Classified Personnel Salaries LCFF 500,000 Tutors 3000-3999: Employee Benefits LCFF 56,500 Teacher substitutes to ensure effective coverage 1000-1999:	Testing Technicians and Assistants 2000-2999: Classified Personnel Salaries LCFF 386,615 Testing Technicians and Assistants 3000-3999: Employee Benefits LCFF 226,659 Administrator Planning and Training 5000-5999: Services And Other Operating Expenditures LCFF 695,056 Instructional Improvement Leads (school sites) 1000-1999: Certificated Personnel Salaries LCFF 1,884,091 Instructional Improvement Leads (school sites) 3000-3999: Employee Benefits LCFF 586,611 Tutors 2000-2999: Classified Personnel Salaries LCFF 418,307 Tutors 3000-3999: Employee Benefits LCFF 47,341 Teacher substitutes to ensure effective coverage 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Certificated Personnel Salaries LCFF 195,713	Certificated Personnel Salaries LCFF 208,010
	Teacher substitutes to ensure effective coverage 3000-3999: Employee Benefits LCFF 43,448	Teacher substitutes to ensure effective coverage 3000-3999: Employee Benefits LCFF 46,969
	Finance Managers 2000-2999: Classified Personnel Salaries LCFF 180,769	Finance Managers 2000-2999: Classified Personnel Salaries LCFF 207,010
	Finance Managers 3000-3999: Employee Benefits LCFF 71,116	Finance Managers 3000-3999: Employee Benefits LCFF 83,840
	Office Manager (432) 2000-2999: Classified Personnel Salaries LCFF 61,613	Office Manager (432) 2000-2999: Classified Personnel Salaries LCFF 66,185
	Office Manager (432) 3000-3999: Employee Benefits LCFF 31,733	Office Manager (432) 3000-3999: Employee Benefits LCFF 32,627
	District Attendance Auditor 2000-2999: Classified Personnel Salaries LCFF 68,853	District Attendance Auditor 2000-2999: Classified Personnel Salaries LCFF 70,326
	District Attendance Auditor 3000-3999: Employee Benefits LCFF 29,501	District Attendance Auditor 3000-3999: Employee Benefits LCFF 27,013
	CELDT Testing Technicians Extra Duty 2000-2999: Classified Personnel Salaries LCFF 46,782	CELDT Testing Technicians Extra Duty 2000-2999: Classified Personnel Salaries LCFF 10,543
	CELDT Testing Technicians Extra Duty 3000-3999: Employee Benefits LCFF 14,986	CELDT Testing Technicians Extra Duty 3000-3999: Employee Benefits LCFF 26,876
	Instructional Leads - Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 64,406	Instructional Leads - Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 44,887
	Instructional Leads - Extra Duty 3000-3999: Employee Benefits LCFF 14,298	Instructional Leads - Extra Duty 3000-3999: Employee Benefits LCFF 8,169

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Coordinator (737 Dept) 1000-1999: Certificated Personnel Salaries LCFF 123,864	Coordinator (739 Dept) 1000-1999: Certificated Personnel Salaries LCFF 71,775
	Coordinator (737 Dept) 3000-3999: Employee Benefits LCFF 34,944	Coordinator (739 Dept) 3000-3999: Employee Benefits LCFF 20,367
	Educational Services and Support (EduCare Foundation) 5000-5999: Services And Other Operating Expenditures LCFF 330,600	Educational Services and Support (EduCare Foundation) 5000-5999: Services And Other Operating Expenditures LCFF 300,000
	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 21,745	Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 75,092
	Instructional Leads (735 Dept) 1000-1999: Certificated Personnel Salaries LCFF 187,620	Instructional Leads (735 Dept) 1000-1999: Certificated Personnel Salaries LCFF 142,815
	Instructional Leads (735 Dept) 3000-3999: Employee Benefits LCFF 60,768	Instructional Leads (735 Dept) 3000-3999: Employee Benefits LCFF 53,594
	Instructional Services Secretary 2000-2999: Classified Personnel Salaries LCFF 12,826	Instructional Services Secretary 2000-2999: Classified Personnel Salaries LCFF 61,278
	Instructional Services Secretary 3000-3999: Employee Benefits LCFF 7,414	Instructional Services Secretary 3000-3999: Employee Benefits LCFF 49,711
	Office Assistant II 2000-2999: Classified Personnel Salaries LCFF 23,555	Office Assistant II 2000-2999: Classified Personnel Salaries LCFF 24,042
	Office Assistant II 3000-3999: Employee Benefits LCFF 15,345	Office Assistant II 3000-3999: Employee Benefits LCFF 17,349
	Accounting Technician 2000-2999: Classified Personnel Salaries LCFF 63,860	Accounting Technician 2000-2999: Classified Personnel Salaries LCFF 58,107

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Accounting Technician 3000-3999: Employee Benefits LCFF 33,682	Accounting Technician 3000-3999: Employee Benefits LCFF 28,539
	Admin Planning and Training Materials 4000-4999: Books And Supplies LCFF 51,232	Admin Planning and Training Materials 4000-4999: Books And Supplies LCFF 94,928
	CELDT Testing Materials 4000-4999: Books And Supplies LCFF 15,000	CELDT Testing Materials 4000-4999: Books And Supplies LCFF 15,885
	Professional Development Materials 4000-4999: Books And Supplies LCFF 2,000	Professional Development Materials 4000-4999: Books And Supplies LCFF 5,735
	New Teacher Orientation 1000-1999: Certificated Personnel Salaries LCFF 1,949	New Teacher Orientation 1000-1999: Certificated Personnel Salaries LCFF 10,151
	New Teacher Orientation 3000-3999: Employee Benefits LCFF 865	New Teacher Orientation 3000-3999: Employee Benefits LCFF 2,253
	Teach for America PD Contracts 5000-5999: Services And Other Operating Expenditures LCFF 27,000	Teach for America PD Contracts 5000-5999: Services And Other Operating Expenditures LCFF 22,500
	21st Century Learning Services 5000-5999: Services And Other Operating Expenditures LCFF 222,638	21st Century Learning Services 5000-5999: Services And Other Operating Expenditures LCFF 100,381
	Senior Network Engineer 2000-2999: Classified Personnel Salaries LCFF 92,184	Senior Network Engineer 2000-2999: Classified Personnel Salaries LCFF 52,118
	Senior Network Engineer 3000-3999: Employee Benefits LCFF 38,030	Senior Network Engineer 3000-3999: Employee Benefits LCFF 29,370
	Professional Development SIS & Assessments 5000-5999:	Professional Development SIS & Assessments 5000-5999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Other Operating Expenditures LCFF 49,500 PD Services and other Expenses 5000-5999: Services And Other Operating Expenditures LCFF 40,000 PD Services: Educators Cooperative 5000-5999: Services And Other Operating Expenditures LCFF 60,135 21st Century Learning Support Services 5000-5999: Services And Other Operating Expenditures LCFF 229,824 21st Century Learning Materials 4000-4999: Books And Supplies LCFF 7,186 Avid Instructional Materials 4000-4999: Books And Supplies LCFF 10,000 Avid Contract 5000-5999: Services And Other Operating Expenditures LCFF 25,000 Avid New Teacher Training 1000-1999: Certificated Personnel Salaries LCFF 2,472 Avid New Teacher Training 3000-3999: Employee Benefits LCFF 549	Services And Other Operating Expenditures LCFF 0 PD Services and other Expenses 5000-5999: Services And Other Operating Expenditures LCFF 0 PD Services: Educators Cooperative 5000-5999: Services And Other Operating Expenditures LCFF 175,650 21st Century Learning Support Services 5000-5999: Services And Other Operating Expenditures LCFF 197,693 21st Century Learning Materials 4000-4999: Books And Supplies LCFF 36,123 Avid Instructional Materials 5000-5999: Services And Other Operating Expenditures LCFF 490 Avid Contract 5000-5999: Services And Other Operating Expenditures LCFF 0 Avid New Teacher Training 1000-1999: Certificated Personnel Salaries LCFF 0 Avid New Teacher Training 3000-3999: Employee Benefits LCFF 0 Asst Dir Assessment & Accountability 2000-2999: Classified Personnel Salaries LCFF 108,713

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Asst Dir Assessment & Accountability 3000-3999: Employee Benefits LCFF 46,078

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 2: Funds budgeted for certificated salaries were covered by other sources. Due to school closures additional teaching staff was not needed to meet contractual ratios nor were additional administrators hired.
Action 2: Funds budgeted for a coordinator was not used because this position was not filled during school closure
Action 2: Funds budgeted for in person contracted professional development was not used because the contract was not renewed
Action 3: A portion of the funds budgeted for classified tutors was covered using covid relief funds
Action 3: A portion of the funds used for testing technicians was covered using covid relief funds
Action 3: Funds budgeted for the coordinator position was was less because of the date of hire
Action 3: Funds budgeted for other operating expenses were partially covered by covid relief funds
Action 3: Funds budgeted for the senior network engineer was less because of the date of hire
In order to support online assessment, accountability, data systems funds were used to support the hiring of a classified assistant director of assessment and accountability. Further, funds were used to purchase digital text, and professional development materials, support providers who worked directly with students and parents, and digital coaches to support distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

During distance learning and when school resumed in person, our foster youth, low income, and English Learner students participated in additional intervention programs that were offered synchronous and asynchronous. The use of technology programs and apps via our CLEVER platform allowed students to continue receiving support during and outside of the daily work schedule for students. Classroom formative and summative assessment were used to determine specific student academic needs and focus areas for the intervention programs. School sites utilized staff to support students in small groups and or break out rooms as well as, after synchronous learning times. All teachers participated in staff development to support the transition to online learning. This additional professional development and support given by our digital coaches and instructional leads was needed to support teachers who tasked with teaching from home, taking care of family and child care needs, as well as insuring they remained virus free during the pandemic.

Although all teachers were credentialed and appropriately assigned, teachers had to pivot their instructional teaching methods to a virtual / distance learning format. That required immediate and extensive support provided by administrators, instructional leads, and digital coaches. A distance learning platform was created for both teachers and parents with all the tools and resources they would need for instruction and at home support.

Goal 5

Goal 5: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	LEA Plan - Goal 4, Strategic Plan - Strategy 2

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance / Suspension/ Expulsion Rate/ Chronic Absentees/ Healthy Kid Survey results **19-20** 96.1% Attendance 0% Suspension 0% Expulsion 0% Chronic Absentees 500 Middle School Healthy Kid Survey Average Score 500 High School Healthy Kid Survey Average Score	94.57 Attendance 3.1% Suspension 0% Expulsion 16% Chronic Absentees The following tests were not administered during the 2019-2020 School Year: Middle School Healthy Kid Survey Average Score High School Healthy Kid Survey Average Score

Expected	Actual
Baseline 94.66% Attendance 3.7% Suspension 0% Expulsion 11.1 % Chronic Absentees 318 Middle School Healthy Kid Survey Average Score 270 High School Healthy Kid Survey Average Score	
Metric/Indicator School facility inspection report: Good exemplary rating for Williams inspection over 90 % **19-20** All sites will be 100% in good repair **Baseline** Lynwood High 98.8% Firebaugh High 60.9% Cesar Chavez MS 96% Lynwood MS 94.0% Hosler MS 93.7% Mark Twain Elem 93.8% Marshall Elem 98.7% Lindbergh Elem 94.5% Lugo Elem 93.2% Roosevelt Elem 96.2% Will Rogers Elem 98.6% Wilson Elem 96.8%	School facility inspection report: Good/ exemplary rating for Williams inspection at 100% of LUSD School Sites. All sites were over 90%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure school environments that promote student safety and a culture of awareness by providing: • Training for classified and certificated staff in areas that pertain to school safety, anti-bullying, active shooter, PBIS, Character Ed., etc. • Additional personnel custodial, security and Sheriff for regular and extended day. • Counseling, Social/Emotional/Mental Health Services and Support • 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. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Security Officers 2000-2999: Classified Personnel Salaries LCFF 119,937 Security Officers 3000-3999: Employee Benefits LCFF 38,464 Active Shooter Training 5000-5999: Services And Other Operating Expenditures LCFF 49,067 Non Capitalized Equipment 4000-4999: Books And Supplies LCFF 28,250 Education Equity Coordinators 1000-1999: Certificated Personnel Salaries LCFF 361,353 Education Equity Coordinators 3000-3999: Employee Benefits LCFF 114,406 Education Equity Equipment and Supplies 4000-4999: Books And Supplies LCFF 21,000 Education Equity Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 55,000 Education Equity Extra Duty 3000-3999: Employee Benefits LCFF 12,210 Education Equity Secretary 2000-2999: Classified Personnel Salaries LCFF 47,704 Education Equity Secretary 3000-3999: Employee Benefits LCFF 20,776	Security Officers 2000-2999: Classified Personnel Salaries LCFF 58,791 Security Officers 3000-3999: Employee Benefits LCFF 20,464 Active Shooter Training 5000-5999: Services And Other Operating Expenditures LCFF 8,600 Non Capitalized Equipment 4000-4999: Books And Supplies LCFF 19,064 Education Equity Coordinators 1000-1999: Certificated Personnel Salaries LCFF 364,894 Education Equity Coordinators 3000-3999: Employee Benefits LCFF 119,255 Education Equity Equipment and Supplies 4000-4999: Books And Supplies LCFF 0 Education Equity Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 47,872 Education Equity Extra Duty 3000-3999: Employee Benefits LCFF 10,617 Education Equity Secretary 2000-2999: Classified Personnel Salaries LCFF 40,519 Education Equity Secretary 3000-3999: Employee Benefits LCFF 17,423

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	PD: MS Teachers regarding drug awareness and prevention services 5000-5999: Services And Other Operating Expenditures LCFF 211,790	PD: MS Teachers regarding drug awareness and prevention services 5000-5999: Services And Other Operating Expenditures LCFF 156,501
	Attendance Assistant 2000-2999: Classified Personnel Salaries LCFF 608,232	Attendance Assistant 2000-2999: Classified Personnel Salaries LCFF 629,979
	Attendance Assistant 3000-3999: Employee Benefits LCFF 353,330	Attendance Assistant 3000-3999: Employee Benefits LCFF 313,742
	PBIS Services 5000-5999: Services And Other Operating Expenditures LCFF 121,425	PBIS Services 5000-5999: Services And Other Operating Expenditures LCFF 78,989
	Sheriff Deputies Services 5000-5999: Services And Other Operating Expenditures LCFF 389,600	Sheriff Deputies Services 5000-5999: Services And Other Operating Expenditures LCFF 398,301
	Campus Monitors 2000-2999: Classified Personnel Salaries LCFF 384,846	Campus Monitors 2000-2999: Classified Personnel Salaries LCFF 343,396
	Campus Monitors 3000-3999: Employee Benefits LCFF 45,140	Campus Monitors 3000-3999: Employee Benefits LCFF 46,640
	Coordinator Student Programs and Services 1000-1999: Certificated Personnel Salaries LCFF 129,362	Coordinator Student Programs and Services 1000-1999: Certificated Personnel Salaries LCFF $129,461
	Coordinator Student Programs and Services 3000-3999: Employee Benefits LCFF 34,807	Coordinator Student Programs and Services 3000-3999: Employee Benefits LCFF 36,439
	PBIS Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 45,000	PBIS Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	PBIS Teacher Extra Duty 3000-3999: Employee Benefits LCFF 9,990	PBIS Teacher Extra Duty 3000-3999: Employee Benefits LCFF 0
	PBIS Teacher Substitutes 1000-1999: Certificated Personnel Salaries LCFF 30,000	PBIS Teacher Substitutes 1000-1999: Certificated Personnel Salaries LCFF 24,645
	PBIS Teacher Substitutes 3000-3999: Employee Benefits LCFF 6,660	PBIS Teacher Substitutes 3000-3999: Employee Benefits LCFF 5,471
	PBIS Extra Duty 2000-2999: Classified Personnel Salaries LCFF 10,258	PBIS Extra Duty 2000-2999: Classified Personnel Salaries LCFF 0
	PBIS Extra Duty 3000-3999: Employee Benefits LCFF 3,286	PBIS Extra Duty 3000-3999: Employee Benefits LCFF 0
	PBIS Materials 4000-4999: Books And Supplies LCFF 27,000	PBIS Materials 4000-4999: Books And Supplies LCFF 921
	Youth Truth Staff and Student Survey 5000-5999: Services And Other Operating Expenditures LCFF 14,000	Youth Truth Staff and Student Survey 5000-5999: Services And Other Operating Expenditures LCFF 4,821
	Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures LCFF 5,000	Healthy Kids Survey 5000-5999: Services And Other Operating Expenditures LCFF 0
	School Community Liaison 2000-2999: Classified Personnel Salaries LCFF 15,000	School Community Liaison 2000-2999: Classified Personnel Salaries LCFF 0
	School Community Liaison 3000-3999: Employee Benefits LCFF 4,832	School Community Liaison 3000-3999: Employee Benefits LCFF 0
	Additional Custodial Support to ensure school cleanliness 2000-2999: Classified Personnel Salaries LCFF 171,802	Additional Custodial Support to ensure school cleanliness 2000-2999: Classified Personnel Salaries LCFF 161,604

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Additional Custodial Support to ensure school cleanliness 3000-3999: Employee Benefits LCFF 99,262	Additional Custodial Support to ensure school cleanliness 3000-3999: Employee Benefits LCFF 94,921
	Custodial Support 2000-2999: Classified Personnel Salaries LCFF 656,764	Custodial Support 2000-2999: Classified Personnel Salaries LCFF 6,816
	Custodial Support 3000-3999: Employee Benefits LCFF 210,381	Custodial Support 3000-3999: Employee Benefits LCFF 770
	Maintenance and Support Services 5000-5999: Services And Other Operating Expenditures LCFF 211,224	Maintenance and Support Services 5000-5999: Services And Other Operating Expenditures LCFF 0
	Software Maintenance (School Dude) Contract 5000-5999: Services And Other Operating Expenditures LCFF 50,000	Software Maintenance (School Dude) Contract 5000-5999: Services And Other Operating Expenditures LCFF 11,965
	Resource Specialist (RSP Teachers) 1000-1999: Certificated Personnel Salaries LCFF 514,480	Resource Specialist (RSP Teachers) 1000-1999: Certificated Personnel Salaries LCFF 480,601
	Resource Specialist (RSP Teachers) 3000-3999: Employee Benefits LCFF 183,632	Resource Specialist (RSP Teachers) 3000-3999: Employee Benefits LCFF 167,806
	Bridge Theatre - EL Intervention Support 5000-5999: Services And Other Operating Expenditures LCFF 340,000	Bridge Theatre - EL Intervention Support 5000-5999: Services And Other Operating Expenditures LCFF 337,908
	Extended Day Instructional Materials 4000-4999: Books And Supplies LCFF 24,401	Extended Day Instructional Materials 4000-4999: Books And Supplies LCFF 6,445
	Extended Day Intervention Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 164,444	Extended Day Intervention Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 43,391

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Extended Day Intervention Inst. Lead Extra Duty 3000-3999: Employee Benefits LCFF 36,507 Extended Day Intervention Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 15,264 Extended Day Intervention Inst. Lead Extra Duty 3000-3999: Employee Benefits LCFF 3,384	Extended Day Intervention Inst. Lead Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 7,015 Extended Day Intervention Teacher Extra Duty 3000-3999: Employee Benefits LCFF 5,756 Extended Day Intervention Inst. Lead Extra Duty 3000-3999: Employee Benefits LCFF 7,734 Non Capitalized Equipment Software 5000-5999: Services And Other Operating Expenditures LCFF 10,260
Ensure safe, clean, updated physical school site environments and buildings operating at full capacity and with timely responses to reported issues/concerns. Additional support to occur with the following: • Appropriate staffing, training and hiring • Facilities and Maintenance calendars • Regular facility upgrades and/or maintenance **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	Custodians (repeat expenditure) $2,006,578 2000-2999: Classified Personnel Salaries LCFF Base $0 Custodians (repeat expenditure) $938,783 3000-3999: Employee Benefits LCFF Base $0	Custodians (repeat expenditure) $2,629,171 2000-2999: Classified Personnel Salaries LCFF Base 0 Custodians (repeat expenditure) $1,134,295 3000-3999: Employee Benefits LCFF Base 0
Ensure enrichment opportunities for all students by providing and appropriately funding extended-day programs and learning options across all content areas.	Student Leadership Subs 1000-1999: Certificated Personnel Salaries LCFF 2,000	Student Leadership Subs 1000-1999: Certificated Personnel Salaries LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Student Leadership Subs 3000-3999: Employee Benefits LCFF 444	Student Leadership Subs 3000-3999: Employee Benefits LCFF 0
	Health Services Technicians 2000-2999: Classified Personnel Salaries LCFF 728,382	Health Services Technicians 2000-2999: Classified Personnel Salaries LCFF 797,067
	Health Services Technicians 3000-3999: Employee Benefits LCFF 435,218	Health Services Technicians 3000-3999: Employee Benefits LCFF 475,616
	Decathlon, Pentathlon and Science Fair Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 51,000	Decathlon, Pentathlon and Science Fair Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0
	Decathlon, Pentathlon and Science Fair Extra Duty 3000-3999: Employee Benefits LCFF 11,322	Decathlon, Pentathlon and Science Fair Extra Duty 3000-3999: Employee Benefits LCFF 0
	IB Office Assistant II 2000-2999: Classified Personnel Salaries LCFF 35,046	IB Office Assistant II 2000-2999: Classified Personnel Salaries LCFF 0
	IB Office Assistant II 3000-3999: Employee Benefits LCFF 1,788	IB Office Assistant II 3000-3999: Employee Benefits LCFF 0
	High School Programs Coordinator 1000-1999: Certificated Personnel Salaries LCFF 90,633	High School Programs Coordinator 1000-1999: Certificated Personnel Salaries LCFF 94,756
	High School Programs Coordinator 3000-3999: Employee Benefits LCFF 25,704	High School Programs Coordinator 3000-3999: Employee Benefits LCFF 26,811
	Extended School Year Program Support - Summer School 1000-1999: Certificated Personnel Salaries LCFF 324,054	Extended School Year Program Support - Summer School 1000-1999: Certificated Personnel Salaries LCFF 141,123

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Extended School Year Program Support - Summer School 3000-3999: Employee Benefits LCFF 71,940	Extended School Year Program Support - Summer School 3000-3999: Employee Benefits LCFF 28,897
	IB/AP, AP Coordinator, Link Crew Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 140,000	IB/AP, AP Coordinator, Link Crew Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 34,147
	IB/AP, AP Coordinator, Link Crew Extra Duty 3000-3999: Employee Benefits LCFF 31,080	IB/AP, AP Coordinator, Link Crew Extra Duty 3000-3999: Employee Benefits LCFF 7,581
	College Counselors 1000-1999: Certificated Personnel Salaries LCFF 143,694	College Counselors 1000-1999: Certificated Personnel Salaries LCFF 0
	College Counselors 3000-3999: Employee Benefits LCFF 48,900	College Counselors 3000-3999: Employee Benefits LCFF 0
	Student Leadership Program - Materials 4000-4999: Books And Supplies LCFF 10,000	Student Leadership Program - Materials 4000-4999: Books And Supplies LCFF 9,119
	High School Graduation Materials 4000-4999: Books And Supplies LCFF 124,079	High School Graduation Materials 4000-4999: Books And Supplies LCFF 57,958
	Gate Testing and Scoring 4000-4999: Books And Supplies LCFF 51,156	Gate Testing and Scoring 4000-4999: Books And Supplies LCFF 13,482
	Student Leadership Programs: Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF 220,122	Student Leadership Programs 5000-5999: Services And Other Operating Expenditures LCFF 96,771
	District Nurse Materials and Supplies 4000-4999: Books And Supplies LCFF 4,490	District Nurse Materials and Supplies 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Afterschool Enrichment - Services 5000-5999: Services And Other Operating Expenditures LCFF 91,100	Afterschool Enrichment 5000-5999: Services And Other Operating Expenditures LCFF 143,428
	CSF School Membership Services 5000-5999: Services And Other Operating Expenditures LCFF 400	CSF School Membership Services 5000-5999: Services And Other Operating Expenditures LCFF 0
	Enrichment Services 5000-5999: Services And Other Operating Expenditures LCFF 30,000	Enrichment Services 5000-5999: Services And Other Operating Expenditures LCFF 350
	Vision and Health Screening Services 5000-5999: Services And Other Operating Expenditures LCFF 31,546	Vision and Health Screening Services 5000-5999: Services And Other Operating Expenditures LCFF 0
	CPR and Epi Pen Training 5000-5999: Services And Other Operating Expenditures LCFF 18,539	CPR and Epi Pen Training 4000-4999: Books And Supplies LCFF 175
	Decathlon, Pentathlon and Science Fair Services 5000-5999: Services And Other Operating Expenditures LCFF 4,300	Decathlon, Pentathlon and Science Fair Services (Pentathlon captured in a different line) 5000-5999: Services And Other Operating Expenditures LCFF 300
	Gate workshops 5000-5999: Services And Other Operating Expenditures LCFF 4,000	Gate workshops 5000-5999: Services And Other Operating Expenditures LCFF 2,385
	IB Program Diplomas 5000-5999: Services And Other Operating Expenditures LCFF 6,500	IB Exam Fees 5000-5999: Services And Other Operating Expenditures LCFF 8,600
	Accrediting Commissions for Schools 5000-5999: Services And Other Operating Expenditures LCFF 5,000	Accrediting Commissions for Schools 5000-5999: Services And Other Operating Expenditures LCFF 3,825

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Health Services Technicians Mileage 5000-5999: Services And Other Operating Expenditures LCFF 500	Health Services Technicians Mileage 5000-5999: Services And Other Operating Expenditures LCFF 173
	Mental Health Expansion Services 5000-5999: Services And Other Operating Expenditures LCFF 100,000	Mental Health Expansion Services 5000-5999: Services And Other Operating Expenditures LCFF 42,360
	IB Registration 5000-5999: Services And Other Operating Expenditures LCFF 17,000	IB Registration captured under exam fees (repeated expenditure) $0 5000-5999: Services And Other Operating Expenditures LCFF 0
	Pentathlon, Mock Trial, Science Fair & Student Leadership Services 5000-5999: Services And Other Operating Expenditures LCFF 27,750	Pentathlon, Mock Trial, Science Fair & Student Leadership Services 5000-5999: Services And Other Operating Expenditures LCFF 17,590
	IB Exam Fees 5000-5999: Services And Other Operating Expenditures LCFF 100,000	IB Registration Fees 5000-5999: Services And Other Operating Expenditures LCFF 63,443
	AP Exam Fees 5000-5999: Services And Other Operating Expenditures LCFF 70,000	AP Exam Fees 5000-5999: Services And Other Operating Expenditures LCFF 5,070
	College Board SAT/PSAT Fees, Conference, & Contracts 5000-5999: Services And Other Operating Expenditures LCFF 103,000	College Board SAT/PSAT Fees, Conference, & Contracts 5000-5999: Services And Other Operating Expenditures LCFF 171,212
	Bilingual Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF 67,245	Bilingual Instructional Assistant 2000-2999: Classified Personnel Salaries LCFF 30,161

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Bilingual Instructional Assistant 3000-3999: Employee Benefits LCFF 22,096	Bilingual Instructional Assistant 3000-3999: Employee Benefits LCFF 19,078
	Music Center Subs 1000-1999: Certificated Personnel Salaries LCFF 27,092	Music Center Subs 1000-1999: Certificated Personnel Salaries LCFF 0
	Music Center Subs 3000-3999: Employee Benefits LCFF 6,014	Music Center Subs 3000-3999: Employee Benefits LCFF 0
	Athletics Teacher Hourly Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 190,323	Athletics Teacher Hourly Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 82,805
	Athletics Teacher Hourly Extra Duty 3000-3999: Employee Benefits LCFF 40,692	Athletics Teacher Hourly Extra Duty 3000-3999: Employee Benefits LCFF 18,233
	Athletics Funding Support Extra Duty 2000-2999: Classified Personnel Salaries LCFF 85,143	Athletics Funding Support Extra Duty 2000-2999: Classified Personnel Salaries LCFF 201,773
	Athletics Funding Support Extra Duty 3000-3999: Employee Benefits LCFF 25,001	Athletics Funding Support Extra Duty 3000-3999: Employee Benefits LCFF 33,509
	Athletics Funding Support - Track and Field 1000-1999: Certificated Personnel Salaries LCFF 39,588	Athletics Funding Support - Track and Field 1000-1999: Certificated Personnel Salaries LCFF 3,909
	Athletic Funding Support - Track and Field 3000-3999: Employee Benefits LCFF 8,789	Athletic Funding Support - Track and Field 3000-3999: Employee Benefits LCFF 868
	Summer Camp Extra Duty 2000-2999: Classified Personnel Salaries LCFF 1,319	Summer Camp Extra Duty 2000-2999: Classified Personnel Salaries LCFF 0
	Summer Camp Extra Duty 3000-3999: Employee Benefits LCFF 423	Summer Camp Extra Duty 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Summer Elementary Tutors 2000-2999: Classified Personnel Salaries LCFF 50,000	Summer Elementary Tutors 2000-2999: Classified Personnel Salaries LCFF 67,494
	Summer Elementary Tutors 3000-3999: Employee Benefits LCFF 5,650	Summer Elementary Tutors 3000-3999: Employee Benefits LCFF 21,174
	Elementary Summer Bridge Academy 1000-1999: Certificated Personnel Salaries LCFF 494,491	Elementary Summer Bridge Academy 1000-1999: Certificated Personnel Salaries LCFF 298,865
	Elementary Summer Bridge Academy 3000-3999: Employee Benefits LCFF 109,777	Elementary Summer Bridge Academy 3000-3999: Employee Benefits LCFF 64,815
	Summer Bridge Academy 2000-2999: Classified Personnel Salaries LCFF 42,605	Summer Bridge Academy 2000-2999: Classified Personnel Salaries LCFF 50,360
	Summer Bridge Academy 3000-3999: Employee Benefits LCFF 13,648	Summer Bridge Academy 3000-3999: Employee Benefits LCFF 28,675
	Extended School Year 2000-2999: Classified Personnel Salaries LCFF 49,823	Extended School Year 2000-2999: Classified Personnel Salaries LCFF 220,792
	Extended School Year 3000-3999: Employee Benefits LCFF 19,960	Extended School Year 3000-3999: Employee Benefits LCFF 68,818
	After School Enrichment - Materials 4000-4999: Books And Supplies LCFF 8,900	After School Enrichment - Materials 4000-4999: Books And Supplies LCFF 573
	Decathlon & Pentathlon Materials 4000-4999: Books And Supplies LCFF 5,000	Decathlon & Pentathlon Materials 4000-4999: Books And Supplies LCFF 11,003
	Barcode Scanners 4000-4999: Books And Supplies LCFF 15,135	Barcode Scanners 4000-4999: Books And Supplies LCFF 10,097

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Student Advisory Materials 4000-4999: Books And Supplies LCFF 126,440	Student Advisory Materials 4000-4999: Books And Supplies LCFF 87,172
	Athletic Funding Support Materials and Supplies 4000-4999: Books And Supplies LCFF 354,000	Athletic Funding Support Materials and Supplies 4000-4999: Books And Supplies LCFF 73,755
	Additional Programs Support 4000-4999: Books And Supplies LCFF 250,000	Athletics Funding Support - Services 5000-5999: Services And Other Operating Expenditures LCFF 275,827
	Student Leadership Program HS Materials 4000-4999: Books And Supplies LCFF 10,000	Student Leadership Program HS Materials (Captured in line above) 4000-4999: Books And Supplies LCFF 0
	District Nurse Subs Services 5000-5999: Services And Other Operating Expenditures LCFF 102,000	District Nurse Subs Services 5000-5999: Services And Other Operating Expenditures LCFF 46,287
	Elementary Summer Bridge Enrichment Activities 5000-5999: Services And Other Operating Expenditures LCFF 133,200	Summer Bridge Enrichment Activities 5000-5999: Services And Other Operating Expenditures LCFF 10,800
	MS Summer Camp Expansion 5000-5999: Services And Other Operating Expenditures LCFF 8,000	MS Summer Camp Expansion 5000-5999: Services And Other Operating Expenditures LCFF 0
		High School Graduation Services 5000-5999: Services And Other Operating Expenditures LCFF 59,809
	Black Teen Summit 5000-5999: Services And Other Operating Expenditures LCFF 10,000	Black Teen Summit 4000-4999: Books And Supplies LCFF 194

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a learning environment that provides all students with current technology tools and technology-enhanced learning opportunities. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Hardware Maintenance and Support 5000-5999: Services And Other Operating Expenditures LCFF 117,638 Technology Inst. Coaches Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 33,915 Technology Inst. Coaches Extra Duty 3000-3999: Employee Benefits LCFF 7,529 Equipment and Supplies 4000-4999: Books And Supplies LCFF 532,403 Conferences and Trainings - Services and Other Operating Expenses 5000-5999: Services And Other Operating Expenditures LCFF 13,563 E-Rate set-asides and associated costs 6000-6999: Capital Outlay LCFF 115,266 Data Analyst (repeat expenditure) $41,540 2000-2999: Classified Personnel Salaries LCFF 0 Data Analyst (repeat expenditure) $21,505 3000-3999: Employee Benefits LCFF 0 Computer Lab Assistant 2000-2999: Classified Personnel Salaries LCFF 29,520 Computer Lab Assistant 3000-3999: Employee Benefits LCFF 16,902	Hardware Maintenance and Support (18-19 AP Accrual Reversal) 5000-5999: Services And Other Operating Expenditures LCFF -7185 Technology Inst. Coaches Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 15,770 Technology Inst. Coaches Extra Duty 3000-3999: Employee Benefits LCFF 3,501 Equipment and Supplies 4000-4999: Books And Supplies LCFF 106,679 Conferences and Trainings 5000-5999: Services And Other Operating Expenditures LCFF 0 E-Rate set-asides and associated costs 6000-6999: Capital Outlay LCFF 14,211 Data Analyst (repeat expenditure) $43,174 2000-2999: Classified Personnel Salaries LCFF 0 Data Analyst (repeat expenditure) $20,334 3000-3999: Employee Benefits LCFF 0 Computer Lab Assistant 2000-2999: Classified Personnel Salaries LCFF 29,372 Computer Lab Assistant 3000-3999: Employee Benefits LCFF 16,777

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Mobile Computer Labs 4000-4999: Books And Supplies LCFF 421,826	Mobile Computer Labs 4000-4999: Books And Supplies LCFF 595
	Web-Based Assessments Application 5000-5999: Services And Other Operating Expenditures LCFF 82,000	Web-Based Assessments Application 5000-5999: Services And Other Operating Expenditures LCFF 11,625
	Online Hosting 5000-5999: Services And Other Operating Expenditures LCFF 29,193	Online Hosting 5000-5999: Services And Other Operating Expenditures LCFF 62,045
	Software Maintenance 5000-5999: Services And Other Operating Expenditures LCFF 322,017	Software Maintenance 5000-5999: Services And Other Operating Expenditures LCFF 130,523
	Network Computer Specialist (repeated expenditure) $270,808 2000-2999: Classified Personnel Salaries LCFF 0	Network Computer Specialist (repeated expenditure) $284,072 2000-2999: Classified Personnel Salaries LCFF 0
	Network Computer Specialist (repeated expenditure) $137,913 3000-3999: Employee Benefits LCFF 0	Network Computer Specialist (repeated expenditure) $130,398 3000-3999: Employee Benefits LCFF 0
	Student Information Systems License 5000-5999: Services And Other Operating Expenditures LCFF 195,992	Student Information Systems License 5000-5999: Services And Other Operating Expenditures LCFF 73,300
	Educational Services Division Projects 4000-4999: Books And Supplies LCFF 1,418,272	Educational Services Division Projects 4000-4999: Books And Supplies LCFF 0
	Network Communication Equipment & Supplies 5000-5999: Services And Other Operating Expenditures LCFF 61,700	Network Communication Equipment & Supplies 4000-4999: Books And Supplies LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Office Tech Equipment & Supplies 4000-4999: Books And Supplies LCFF 15,320	Office Tech Equipment & Supplies 4000-4999: Books And Supplies LCFF 7,094
Ensure all students in Child Care, Pre-K and Transitional Kindergarten programs are school ready with the appropriate support services such as: adequate support staff age appropriate learning materials Etc. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Pre-school Personnel and Associated Costs 7000-7439: Other Outgo LCFF 200,000 Off-set the cost of preschool for parents who do not qualify for California State Preschool, field trips for students, and professional development 4000-4999: Books And Supplies LCFF 267,458 Pre-School Personnel and Associated Costs - Services 5000-5999: Services And Other Operating Expenditures LCFF 450,000 Preschool Classroom Rehab Materials 4000-4999: Books And Supplies LCFF 175,000 TK Expansion Program Support Materials 4000-4999: Books And Supplies LCFF 0 Preschool Classroom Rehab - Services 5000-5999: Services And Other Operating Expenditures LCFF 200,000 Preschool Classroom Rehab 6000-6999: Capital Outlay LCFF 0 TK Teachers 1000-1999: Certificated Personnel Salaries LCFF 256,548 TK Teachers 3000-3999: Employee Benefits LCFF 124,954	Pre-school Personnel and Associated Costs 7000-7439: Other Outgo LCFF 645,300 Off-set the cost of preschool for parents who do not qualify for California State Preschool, field trips for students, and professional development 4000-4999: Books And Supplies LCFF 0 Pre-School Personnel and Associated Costs - Services 5000-5999: Services And Other Operating Expenditures LCFF 0 Preschool Classroom Rehab Materials 4000-4999: Books And Supplies LCFF 0 TK Expansion Program Support Materials 4000-4999: Books And Supplies LCFF 1,488 Preschool Classroom Rehab - Services 5000-5999: Services And Other Operating Expenditures LCFF 0 Preschool Classroom Rehab 6000-6999: Capital Outlay LCFF 0 TK Teachers 1000-1999: Certificated Personnel Salaries LCFF 0 TK Teachers 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Pre-school Personnel and Associated Costs - Materials 4000-4999: Books And Supplies LCFF 0	Pre-school Personnel and Associated Costs - Materials 4000-4999: Books And Supplies LCFF 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action1: Due to school closures the original budgeted number of security officers, and safe school workers was not needed.
Action1: Funds originally budgeted for books, in person supplies, and in person professional development were used to provide additional attendance assistants who monitored student attendance, provided parents with information on community resources, and were able to locate missing students.
Action 1: Expenditures budgeted for custodial support and operational expenses were covered using covid relief funds
Action 1: Expenditures budgeted for extended school day interventions were covered using covid relief funds
Action 3: Expenditures budgeted the in person decathlon and pentathlon were not used because of school closures
Action 3: Expenditures budgeted summer school were covered using covid relief funds
Action 3: Expenditures budgeted for student leadership programs were decreased because of the transition to a virtual format
Action 3: Expenditures budgeted for in person high school graduation, mental health support, athletics, and VAPA programs were decreased because of the transition to a virtual format
Action 3: In person vision and health screenings were not possible based on health guidelines
Action 3: Expenditures budgeted for mental health expansion services were decreased and moved to a virtual format
Action 3: Expenditures budgeted for the Music Center were not used because of school closures and health guidelines
Action 3: Expenditures budgeted for Nurse Subs were only partially used because of school closures and health guidelines
Action 4: Expenditures budgeted for hardware maintenance and support, capital outlay, software maintenance , student information systems, and network communication were covered using covid relief funds
Action 4: Expenditures budgeted for books and supplies were not needed because we did not adopt new textbooks
Action 4: Expenditures budgeted for Preschool trips, tuition offset, books and supplies, preschool classroom rehab, additional TK teachers, and preschool personnel were not spent due to school closure

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Based on the work done in the 19-20 school year, the Lynwood USD has been awarded a 2020-2021 Advancement Grant from the Los Angeles County Department of Arts and Culture to advance the work of the Arts Advocacy Team and our District's Arts Strategic Plan. Several school sites were also recognized for their PBIS implementation. Mental health services continued during school closure

with the help of our mental health collaborative partners. During our school closures we have successfully responded to the needs of students, parents, and staff in a myriad of ways:
The establishment of a robust Distance Learning Platform
Professional Development for staff
Social emotional supports and continued contact with students and families
Distribution of over 7,000 devices and information on connectivity
Grab and Go Meals program
High quality at-home learning opportunities
Online enrichment opportunities
The establishment of google classrooms to continue at home learning
Technology surveys to determine digital needs
A comprehensive grading policy to ensure students would be held harmless during this time
Virtual and drive through celebrations for students and parents
Continuation of special education supports including distance learning, IEP's, and Instructional Resources
Mental health supports through the use of our Mental Health Collaborative
Phone, email, and written communication with students and families
Wellness checks via district security staff members
Continued educational partnerships with key service providers who developed online platforms to stay connected to students and provide enrichment opportunities
Updates by our superintendent and board members
Linkage to district and communities resources via our website and social media outlets

LUSD had to respond quickly to the needs of students. The challenges that presented themselves are as follows:
Ensuring students had access to hotspots and wifi connectivity
Providing consistent information on community resources and providing updated information when things changed
Creating a system of wellness checks for all on campus personnel
Ensuring that students had access to digital formats for textbooks, supplementary materials, and intervention supports
Providing social emotional supports virtually through tele-therapy

Goal 6

Goal 6: All students will have access to meaningful learning activities as evident through an A-G Curriculum, setting personal college and career goals, and by establishing career pathways.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LEA Plan - Goal 5; Strategic Plan - Strategy 4, 5, and 6;

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator A-G Course Completion increase of 6% for each each group. **19-20** 47.8% District 37.7% Black or African America 48.6% Hispanic or Latino 42% Socioeconomically Disadvantaged 23.9% English Learners 20.7% Students with Disabilities	45.3% District 41.2% Black or African American 46.6% Hispanic or Latino 45.5% Socioeconomically Disadvantaged 31.4% English Learners 29.4%Students with Disabilities

Expected	Actual
Baseline 37.2% District 25% Black or African America 38.1% Hispanic or Latino 30.2% Socioeconomically Disadvantaged 8.3% English Learners 4.5% Students with Disabilities	
Metric/Indicator EAP College Readiness Results (ELA) Please note: EAP outcome data below uses the term "College Ready." The percent below reflect the percentage within a student group. **19-20** 18.8% District 8.7% Black or African American 18.8% Hispanic or Latino 17.8% Socioeconomically Disadvantaged 8.7% English Learners 9.7% Students with Disabilities **Baseline** 11% District 0% Black or African American 11% Hispanic or Latino 10% Socioeconomically Disadvantaged 0% English Learners 1% Students with Disabilities	16.9% District 12.4% Black or African American 16.9% Hispanic or Latino 16.9% Socioeconomically Disadvantaged 8.7% English Learners 9.7% Students with Disabilities
Metric/Indicator EAP College Readiness Results (Mathematics) Please note: EAP outcome data below uses the term "College Ready." The percent below reflect the percentage within a student group. **19-20** 11.4% District	9.7% District 8.7% Black or African American 9.7% Hispanic or Latino 9.7% Socioeconomically Disadvantaged 8.7% English Learners 10.6% Students with Disabilities

Expected		Actual
8.7% Black or African American 11.4% Hispanic or Latino 11.4%Socioeconomically Disadvantaged 8.7% English Learners 8.7% Students with Disabilities **Baseline** 3% District 0% Black or African American 3% Hispanic or Latino 3%Socioeconomically Disadvantaged 0% English Learners 0% Students with Disabilities		
Metric/Indicator AP Passing Rate **19-20** Passing Rate: 48% **Baseline** Passing Rate: 45%	49.93%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide broad and diverse course offerings that meet A-G requirements and align with the rigors of post-secondary education.	No Budget 0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools		
Strengthen Guidance and Counseling Services via an increase in support and training in order to ensure the following: • All students (all school levels, all subgroups) are monitored and remain on track towards college and career readiness. • Ongoing, consistent meetings with students in Grades 7-12 and their parents/guardians to develop and monitor a six-year-plan that ensures graduation, completion of A-G coursework and exposure to college/career pathways. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** Limited to Unduplicated Student Group(s) **Locations** All Schools	College Career Center Technicians 2000-2999: Classified Personnel Salaries LCFF 70,279 College Career Center Technicians 3000-3999: Employee Benefits LCFF 38,458 Test preparation to support college and career pathway (i.e. - Princeton Review): 4000-4999: Books And Supplies LCFF 25,000 Black Teen Summit - Catering Services 5000-5999: Services And Other Operating Expenditures LCFF 7,000 Black Teen Summit Materials 4000-4999: Books And Supplies LCFF 6,300 Test Prep Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 10,000 Test Prep Extra Duty 3000-3999: Employee Benefits LCFF 2,220	College Career Center Technicians 2000-2999: Classified Personnel Salaries LCFF 32,196 College Career Center Technicians 3000-3999: Employee Benefits LCFF 16,949 Test preparation to support college and career pathway (i.e. - Princeton Review): 4000-4999: Books And Supplies LCFF 0 Black Teen Summit - Catering Services 5000-5999: Services And Other Operating Expenditures LCFF 0 Black Teen Summit Materials (Captured in 5.3) (repeated expenditure) $194 4000-4999: Books And Supplies Other 0 Test Prep Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0 Test Prep Extra Duty 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Test Prep Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF 15,000	Test Prep Contracted Services 5000-5999: Services And Other Operating Expenditures LCFF 0
	Student Leadership College Contracts 5000-5999: Services And Other Operating Expenditures LCFF 60,000	Student Leadership College Contracts 5000-5999: Services And Other Operating Expenditures LCFF 29,769
	Guidance and Counseling Services 1000-1999: Certificated Personnel Salaries LCFF 0	Guidance and Counseling Services 1000-1999: Certificated Personnel Salaries LCFF 562,405
	Guidance and Counseling Services 3000-3999: Employee Benefits LCFF 0	Guidance and Counseling Services 3000-3999: Employee Benefits LCFF 180,491
Provide a wide offering of College and Career (CTE) courses in order to expand career pathways and provide students with additional exposure to rigorous curriculum that mirrors the demands of post-secondary education and career placement. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Arts Coordinator 1000-1999: Certificated Personnel Salaries LCFF 121,197	Arts Coordinator 1000-1999: Certificated Personnel Salaries LCFF 126,691
	Arts Coordinator 3000-3999: Employee Benefits LCFF 34,781	Arts Coordinator 3000-3999: Employee Benefits LCFF 13,847
	Art - Books and Supplies 4000-4999: Books And Supplies LCFF 70,000	Art - Books and Supplies 4000-4999: Books And Supplies LCFF 28,770
	Art - Non Capitalized Equipment 4000-4999: Books And Supplies LCFF 0	Art - Non Capitalized Equipment 4000-4999: Books And Supplies LCFF 0
	Art - Travel, Conference, Transp, Catering Services 5000-5999: Services And Other Operating Expenditures LCFF 30,500	Art - Travel, Conference, Transp, Catering Services 5000-5999: Services And Other Operating Expenditures LCFF 4,996
	Art - Subs 1000-1999: Certificated Personnel Salaries LCFF 15,051	Art - Subs 1000-1999: Certificated Personnel Salaries LCFF 0
	Art - Subs 3000-3999: Employee Benefits LCFF 3,342	Art - Subs 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Art Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 16,805	Art Teacher Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 9,243
	Art Teacher Extra Duty 3000-3999: Employee Benefits LCFF 3,731	Art Teacher Extra Duty 3000-3999: Employee Benefits LCFF 2,052
	Arts Festival Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 35,000	Arts Festival Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0
	Arts Festival Extra Duty 3000-3999: Employee Benefits LCFF 7,771	Arts Festival Extra Duty 3000-3999: Employee Benefits LCFF 0
	Arts Festival Subs 1000-1999: Certificated Personnel Salaries LCFF 1,317	Arts Festival Subs 1000-1999: Certificated Personnel Salaries LCFF 0
	Arts Festival Subs 3000-3999: Employee Benefits LCFF 292	Arts Festival Subs 3000-3999: Employee Benefits LCFF 0
	Arts Festival Books and Supplies 4000-4999: Books And Supplies LCFF 16,300	Arts Festival Books and Supplies 4000-4999: Books And Supplies LCFF 5,309
	Arts Festival Services 5000-5999: Services And Other Operating Expenditures LCFF 22,300	Arts Festival Services 5000-5999: Services And Other Operating Expenditures LCFF 0
	Band Teachers 1000-1999: Certificated Personnel Salaries LCFF 156,563	Band Teachers 1000-1999: Certificated Personnel Salaries LCFF 137,855
	Band Teachers 3000-3999: Employee Benefits LCFF 40,460	Band Teachers 3000-3999: Employee Benefits LCFF 45,853
	Band Teachers - Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 7,468	Band Teachers - Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 1,310

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Band Teachers - Extra Duty 3000-3999: Employee Benefits LCFF 1,658	Band Teachers - Extra Duty 3000-3999: Employee Benefits LCFF 291
	Band - Subs 1000-1999: Certificated Personnel Salaries LCFF 7,901	Band - Subs 1000-1999: Certificated Personnel Salaries LCFF 0
	Band - Subs 3000-3999: Employee Benefits LCFF 1,754	Band - Subs 3000-3999: Employee Benefits LCFF 0
	Band Tutors 2000-2999: Classified Personnel Salaries LCFF 62,632	Band Tutors 2000-2999: Classified Personnel Salaries LCFF 16,430
	Band Tutors 3000-3999: Employee Benefits LCFF 7,098	Band Tutors 3000-3999: Employee Benefits LCFF 1,857
	Band Supplies and Materials 4300 4000-4999: Books And Supplies LCFF 101,000	Band Supplies and Materials 4300 4000-4999: Books And Supplies LCFF 32,186
	Band Materials Expansion 4400 4000-4999: Books And Supplies LCFF 50,000	Band Materials Expansion 4400 4000-4999: Books And Supplies LCFF 62,281
	Band - High Schools Uniforms Expansion 4000-4999: Books And Supplies LCFF 0	Band - High Schools Uniforms Expansion 4000-4999: Books And Supplies LCFF 0
	Band - Services, fees, catering, transp, & travel/Conf. 5000-5999: Services And Other Operating Expenditures LCFF 48,000	Band - Services, fees, catering, transp, & travel/Conf. 5000-5999: Services And Other Operating Expenditures LCFF 37,758
	Band - Equipment 6000-6999: Capital Outlay LCFF 50,000	Band - Equipment 6000-6999: Capital Outlay LCFF 14,051
	Drama program - Materials and Supplies 4000-4999: Books And Supplies LCFF 3,000	Drama program - Materials and Supplies 4000-4999: Books And Supplies LCFF 751
	Drama Program - Conf/Workshp & Transp. 5000-5999: Services And	Drama Program - Conf/Workshp & Transp. 5000-5999: Services And

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Operating Expenditures LCFF 2,500	Other Operating Expenditures LCFF 520
	Journalism - Materials and Supplies 4000-4999: Books And Supplies LCFF 4,300	Journalism - Materials and Supplies 4000-4999: Books And Supplies LCFF 0
	Vista A-G Compliance HS AP 1000-1999: Certificated Personnel Salaries LCFF 118,743	Vista A-G Compliance HS AP 1000-1999: Certificated Personnel Salaries LCFF 0
	Vista A-G Compliance HS AP 3000-3999: Employee Benefits LCFF 34,861	Vista A-G Compliance HS AP 3000-3999: Employee Benefits LCFF 0
	Career and Technical Education (CTE) College Career Center 1000-1999: Certificated Personnel Salaries LCFF 573,794	Career and Technical Education (CTE) College Career Center 1000-1999: Certificated Personnel Salaries LCFF 599,166
	Career and Technical Education (CTE) College Career Center 3000-3999: Employee Benefits LCFF 185,915	Career and Technical Education (CTE) College Career Center 3000-3999: Employee Benefits LCFF 201,479
	Career and Technical Education (CTE)- Materials and Supplies 4000-4999: Books And Supplies LCFF 0	Career and Technical Education (CTE)- Materials and Supplies 4000-4999: Books And Supplies LCFF 263,629
	CTE Summer Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 20,000	CTE Summer Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 0
	CTE Summer Extra Duty 3000-3999: Employee Benefits LCFF 4,440	CTE Summer Extra Duty 3000-3999: Employee Benefits LCFF 0
	CTE Subs 1000-1999: Certificated Personnel Salaries LCFF 8,000	CTE Subs 1000-1999: Certificated Personnel Salaries LCFF 0
	CTE Subs 3000-3999: Employee Benefits LCFF 1,776	CTE Subs 3000-3999: Employee Benefits LCFF 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	CTE Counselor 1000-1999: Certificated Personnel Salaries LCFF 93,810	CTE Counselor 1000-1999: Certificated Personnel Salaries LCFF 100,858
	CTE Counselor 3000-3999: Employee Benefits LCFF 28,373	CTE Counselor 3000-3999: Employee Benefits LCFF 30,080
	Culinary Science IA 2000-2999: Classified Personnel Salaries LCFF 30,207	Culinary Science IA 2000-2999: Classified Personnel Salaries LCFF 13,604
	Culinary Science IA 3000-3999: Employee Benefits LCFF 17,624	Culinary Science IA 3000-3999: Employee Benefits LCFF 7,311
	Non-CTE Program Materials 4000-4999: Books And Supplies LCFF 175,000	Non-CTE Program Materials 4000-4999: Books And Supplies LCFF 2,805
	CTE Conferences, Transportation and Contracts 5000-5999: Services And Other Operating Expenditures LCFF 407,000	CTE Conferences, Transportation and Contracts 5000-5999: Services And Other Operating Expenditures LCFF 313,986
	CTE - Equipment 6000-6999: Capital Outlay LCFF 50,000	CTE - Equipment 6000-6999: Capital Outlay LCFF 36,390
	Dance for all 5th Graders 5000-5999: Services And Other Operating Expenditures LCFF 125,000	Dance for all 5th Graders 5000-5999: Services And Other Operating Expenditures LCFF 111,600
	College and Preparedness Activities (NCRF) - Services 5000-5999: Services And Other Operating Expenditures LCFF 506,250	College and Preparedness Activities (NCRF) - Services 5000-5999: Services And Other Operating Expenditures LCFF 498,000
	Enrichment Services - NCRF Stem Transportation 5000-5999: Services And Other Operating Expenditures LCFF 8,250	Enrichment Services - NCRF Stem Transportation 5000-5999: Services And Other Operating Expenditures LCFF 149
	Athletic Materials and Supplies for Grades 5th through 8th 4000-	Athletic Materials and Supplies for Grades 5th through 8th 4000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4999: Books And Supplies LCFF $4,000	4999: Books And Supplies LCFF 0
	PS Arts - Services 5000-5999: Services And Other Operating Expenditures LCFF $245,054	PS Arts - Services 5000-5999: Services And Other Operating Expenditures LCFF 230,040
	Music Centers - Services 5000-5999: Services And Other Operating Expenditures LCFF $78,047	Music Centers - Services 5000-5999: Services And Other Operating Expenditures LCFF 75,361
	Next Generation Math - Services 5000-5999: Services And Other Operating Expenditures LCFF $57,200	Next Generation Math - Services 5000-5999: Services And Other Operating Expenditures LCFF 90,943
	Avid Elementary Licenses 5000-5999: Services And Other Operating Expenditures LCFF $34,788	Avid Elementary Licenses 5000-5999: Services And Other Operating Expenditures Federal Revenues - Title I 2500
	Avid Materials and Supplies 4000-4999: Books And Supplies LCFF $6,600	Avid Materials and Supplies 4000-4999: Books And Supplies LCFF 0
	Office Assistant II 2000-2999: Classified Personnel Salaries LCFF $23,555	Office Assistant II 2000-2999: Classified Personnel Salaries LCFF 0
	Office Assistant II 3000-3999: Employee Benefits LCFF $15,345	Office Assistant II 3000-3999: Employee Benefits LCFF 0
	VAPA MS Expansion 1000-1999: Certificated Personnel Salaries LCFF $293,280	VAPA MS Expansion 1000-1999: Certificated Personnel Salaries LCFF 0
	VAPA MS expansion 3000-3999: Employee Benefits LCFF $65,108	VAPA MS Expansion 3000-3999: Employee Benefits LCFF 0
	Academic Advisors 1000-1999: Certificated Personnel Salaries LCFF $0	Academic Advisors 1000-1999: Certificated Personnel Salaries LCFF 268,495

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Academic Advisors 3000-3999: Employee Benefits LCFF $0 CTE Counselor Extra Duty 1000-1999: Certificated Personnel Salaries LCFF $0 CTE Counselor Extra Duty Benefits 3000-3999: Employee Benefits LCFF $0 CTE Teachers PLTW - Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF $0 CTE Teachers PLTW - Teacher Benefits 3000-3999: Employee Benefits LCFF $0	Academic Advisors 3000-3999: Employee Benefits LCFF 87,897 CTE Counselor Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 14,553 CTE Counselor Extra Duty Benefits 3000-3999: Employee Benefits LCFF 3,028 CTE Teachers PLTW - Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF 275,217 CTE Teachers PLTW - Teacher Benefits 3000-3999: Employee Benefits LCFF 89,872
Provide additional academic support that meets the specific needs of students in AP and IB programs who may be at-risk in regards to completion of A-G requirements for college eligibility. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	AP/IB Bootcamp - Materials and Supplies 4000-4999: Books And Supplies LCFF 0 AP/IB Bootcamp - Conference & Travel 5000-5999: Services And Other Operating Expenditures LCFF 25,000	AP/IB Bootcamp - Materials and Supplies 4000-4999: Books And Supplies LCFF 0 AP/IB Bootcamp - Conference & Travel 5000-5999: Services And Other Operating Expenditures LCFF 6,195

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 2: Expenditures budgeted for college and career center technicians were partially used due to school closures
Action 2: Expenditures budgeted for Test preparation and test prep extra duty for pathways were converted to a virtual format to support students
Action 2: Expenditures budgeted for contracts, in person summits were used for guidance and counseling services
Action 3: Expenditures budgeted for Arts substitutes, art festival, band, travel, and supplies were used for guidance and counseling services
Action 3: Expenditures budgeted for Vista A-G compliance HS- AP was not replaced
Action 3: Additional funds were used to support the career and technical educational program
Action 3: Expenditures budgeted for summer extra duty were covered by covid relief funds
Action 3: Expenditures budgeted for culinary science were partially used due to school closures
Action 3: Expenditures budgeted for books, materials and supplies for non CTE were moved to a digital format
Action 3: Expenditures budgeted for conferences, transportation, and contracts was partially used due to school closures, and the move to a digital format
Action 3: Expenditures budgeted for AVID licenses, materials, and supplies were moved to support NEXT Generation Math services, Academic Advisors, and Counselor extra duty

A description of the successes and challenges in implementing the actions/services to achieve the goal.

High school students completed the second semester via distance learning and during a large portion of the 2019-2020 school year. In spite of the challenges of navigating distance learning, the pandemic, social and emotional struggles, and financial hardships students were able to meet or exceed the goals established for the 2019-2020 school year. In the area of A-G completion, the district increased its overall completion rate by 8.1%, growing from 37.2 % to 45.3%. African American students increased their completion rates by 16%, moving from 25% to 41.2%. Hispanic/Latino students increased their completion rates by 8.5%, moving from 38% to 46.6%. Socioeconomically disadvantaged students increased their completion rates by 15.5%, moving from 30.2% to 45.5%. English Learner students increased their completion rates by 23%, moving from 8.3% to 31.2%. Students with disabilities increased their completion rates by 24.9%, moving from 4.5% to 24.9%. The overall AP passing rate increased by 4.93%

Goal 7

Goal 7: All students will graduate from high school.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LEA Plan - Goal 5, Strategic Plan - Strategy 4 and 5

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Graduation Rate **19-20** 80.7% District 80.4% Black or African American 81.3% Hispanic or Latino 81.6% Socioeconomically Disadvantaged 72.4% English Learners 74.2% Students with Disabilities	90% District 94.4% Black or African American 89.8% Hispanic or Latino 90.0 Socioeconomically Disadvantaged 84.1% English Learners 89.3% Students with Disabilities

Expected	Actual
Baseline 73.6% District 73.1% Black or African American 74.3% Hispanic or Latino 74.8% Socioeconomically Disadvantaged 62.1% English Learners 64.5% Students with Disabilities	
Metric/Indicator A-G Course Completion increase 3% **19-20** 42.7% District 31.6% Black or African American 43.5% Hispanic or Latino 43.5% Socioeconomically Disadvantaged 16.4% English Learners 12.9% Students with Disabilities **Baseline** 37.2% District 25% Black or African American 38.1% Hispanic or Latino 30.2% Socioeconomically Disadvantaged 8.3% English Learners 4.5% Students with Disabilities	45.3% District 41.2% Black or African American 46.6% Hispanic or Latino 45.5% Socioeconomically Disadvantaged 31.4% English Learners 29.4%Students with Disabilities
Metric/Indicator High School Drop-out Rate Decrease 3% **19-20** 10.7% District	7.0% District 3.7% Black or African American 7.2% Hispanic or Latino 7.1% Socioeconomically Disadvantaged 14.1%English Learners 9.6% Students with Disabilities

Expected	Actual
15.2% Black or African American 9.6% Hispanic or Latino 9.6% Socioeconomically Disadvantaged 19.5% English Learners 10.7% Students with Disabilities **Baseline** 18.3% District 22.4% Black or African American 17.3% Hispanic or Latino 16.8% Socioeconomically Disadvantaged 26.3% English Learners 18.3% Students with Disabilities	
Metric/Indicator Middle School Drop out **19-20** Middle School Drop-out 0 students **Baseline** Middle School Drop-out • Cesar Chavez 0.27% students • Hosler Middle School 0.16% • Lynwood Middle School 0.10%	Middle School Drop-out 0 students
Metric/Indicator EAP English (College Readiness Indicator) increase 3%	16.9% District 12.4% Black or African American 16.9% Hispanic or Latino 16.9% Socioeconomically Disadvantaged 8.7% English Learners

Expected	Actual
19-20 16.9% District 12.4% Black or African American 16.9% Hispanic or Latino 16.9% Socioeconomically Disadvantaged 8.7% English Learners 9.7% Students with Disabilities **Baseline** 9% District 4% Black or African American 9% Hispanic or Latino 9% Socioeconomically Disadvantaged 0% English Learners 1% Students with Disabilities	9.7% Students with Disabilities
Metric/Indicator EAP Mathematics (Algebra II) (College Readiness Indicator) Increase 3% **19-20** 9.7% District 8.7% Black or African American 9.7% Hispanic or Latino 9.7% Socioeconomically Disadvantaged 8.7% English Learners 10.6% Students with Disabilities **Baseline** 1% District 0% Black or African American 1% Hispanic or Latino 1% Socioeconomically Disadvantaged 0% English Learners	9.7% District 8.7% Black or African American 9.7% Hispanic or Latino 9.7% Socioeconomically Disadvantaged 8.7% English Learners 10.6% Students with Disabilities

Expected	Actual
2% Students with Disabilities	
Metric/Indicator EAP Summative High School Mathematics(College Readiness Indicator) Increase 3% **19-20** 11.4% District 15.1% Black or African American 11.4% Hispanic or Latino 11.4% Socioeconomically Disadvantaged **Baseline** 3% District 7% Black or African American 3% Hispanic or Latino 3% Socioeconomically Disadvantaged	11.4% District 15.1% Black or African American 11.4% Hispanic or Latino 11.4% Socioeconomically Disadvantaged
Metric/Indicator EAP College Mathematics (College Readiness Indicator) Increase 3% **19-20** 10.6% District 11.4% Black or African American 10.6% Hispanic or Latino 8.7% Socioeconomically Disadvantaged **Baseline** 2% District 3% Black or African American 2% Hispanic or Latino	10.6% District 11.4% Black or African American 10.6% Hispanic or Latino 8.7% Socioeconomically Disadvantaged

Expected	Actual
1% Socioeconomically Disadvantaged	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Increased Guidance and Counseling services for all students that address and support: • AG Requirement completion with a focus of C or better • Graduation • Career/College Path • AP/IB Support • Counseling services (increase in personnel) • Intervention/Credit Recovery **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	High School Counselors and Academic Advisors (repeat expenditure) $416,250 1000-1999: Certificated Personnel Salaries LCFF 0 High School Counselors and Academic Advisors (repeat expenditure) $145,104 3000-3999: Employee Benefits LCFF 0 Middle School Counselors and Academic Advisors (repeat expenditure) $262,872 1000-1999: Certificated Personnel Salaries LCFF 0 Middle School Counselors and Academic Advisors (repeat expenditure) $80,916 3000-3999: Employee Benefits LCFF 0 High School Counselors 1000-1999: Certificated Personnel Salaries LCFF Base 260,561 High School Counselors 3000-3999: Employee Benefits LCFF Base 89,216 Middle School Counselors 1000-1999: Certificated Personnel Salaries LCFF Base 262,872	High School Counselors and Academic Advisors (repeat expenditure) $548,278 1000-1999: Certificated Personnel Salaries LCFF 0 High School Counselors and Academic Advisors (repeat expenditure) $182,776 3000-3999: Employee Benefits LCFF 0 Middle School Counselors and Academic Advisors (repeat expenditure) $282,622 1000-1999: Certificated Personnel Salaries LCFF 0 Middle School Counselors and Academic Advisors (repeat expenditure) $85,613 3000-3999: Employee Benefits LCFF 0 High School Counselors 1000-1999: Certificated Personnel Salaries LCFF Base 279,783 High School Counselors 3000-3999: Employee Benefits LCFF Base 94,878 Middle School Counselors 1000-1999: Certificated Personnel Salaries LCFF Base 282,622

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Middle School Counselors 3000-3999: Employee Benefits LCFF Base 80,916	Middle School Counselors 3000-3999: Employee Benefits LCFF Base 85,613
	Foster Care Case Managers 2000-2999: Classified Personnel Salaries LCFF Base 166,338	Foster Care Case Managers 2000-2999: Classified Personnel Salaries LCFF Base 185,088
	Foster Care Case Managers 3000-3999: Employee Benefits LCFF Base $68,174	Foster Care Case Managers 3000-3999: Employee Benefits LCFF Base 74,233
	Academic Advisors 1000-1999: Certificated Personnel Salaries LCFF Base 249,499	Academic Advisors 1000-1999: Certificated Personnel Salaries LCFF Base 268,495
	Academic Advisors 3000-3999: Employee Benefits LCFF Base 84,261	Academic Advisors 3000-3999: Employee Benefits LCFF Base 87,897
	Community Partner Specialist 1000-1999: Certificated Personnel Salaries LCFF Base 62,353	Community Partner Specialist 1000-1999: Certificated Personnel Salaries LCFF Base 63,600
	Community Partner Specialist 3000-3999: Employee Benefits LCFF Base 19,502	Community Partner Specialist 3000-3999: Employee Benefits LCFF Base 19,893
	Director of Secondary Ed. 1000-1999: Certificated Personnel Salaries LCFF Base 64,642	Director of Secondary Ed. 1000-1999: Certificated Personnel Salaries LCFF Base 65,935
	Director of Secondary Ed. 3000-3999: Employee Benefits LCFF Base 20,290	Director of Secondary Ed. 3000-3999: Employee Benefits LCFF Base 19,071
	Instructional Lead (739) 1000-1999: Certificated Personnel Salaries LCFF Base 91,491	Instructional Lead (739) 1000-1999: Certificated Personnel Salaries LCFF Base 57,542
	Instructional Lead (739) 3000-3999: Employee Benefits LCFF Base 27,859	Instructional Lead (739) 3000-3999: Employee Benefits LCFF Base 23,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Secretary 2000-2999: Classified Personnel Salaries LCFF Base 49,384	Secretary 2000-2999: Classified Personnel Salaries LCFF Base 50,580
	Secretary 3000-3999: Employee Benefits LCFF Base 30,916	Secretary 3000-3999: Employee Benefits LCFF Base 30,610
	Office Supervisor 2000-2999: Classified Personnel Salaries LCFF Base 64,733	Office Supervisor 2000-2999: Classified Personnel Salaries LCFF Base 67,494
	Office Supervisor 3000-3999: Employee Benefits LCFF Base 21,181	Office Supervisor 3000-3999: Employee Benefits LCFF Base 21,174
	College Enrollment Services 5000-5999: Services And Other Operating Expenditures LCFF Base 20,000	College Enrollment Services 5000-5999: Services And Other Operating Expenditures LCFF Base 26,969
	Counselors Pathways and Advanced Path - Materials 4000-4999: Books And Supplies LCFF Base 27,000	Counselors Pathways and Advanced Path - Materials 5000-5999: Services And Other Operating Expenditures LCFF Base 2,800
	Licensed Clinical Social Workers 2000-2999: Classified Personnel Salaries LCFF Base 28,940	Licensed Clinical Social Workers 2000-2999: Classified Personnel Salaries LCFF Base 19,627
	Licensed Clinical Social Workers 3000-3999: Employee Benefits LCFF Base 20,403	Licensed Clinical Social Workers 3000-3999: Employee Benefits LCFF Base 9,028
	Counselor Conferences 5000-5999: Services And Other Operating Expenditures LCFF Base 25,000	Counselor Conferences 5000-5999: Services And Other Operating Expenditures LCFF Base 0
	Going to College Support 5000-5999: Services And Other Operating Expenditures LCFF Base 72,000	Going to College Support 5000-5999: Services And Other Operating Expenditures LCFF Base 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide Leadership Team with necessary tools and training to effectively support student groups and ensure achievement and graduation. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Leadership Team Collaborative Support (High School) 1000-1999: Certificated Personnel Salaries LCFF 33,000 Leadership Team Collaborative Support (High School) 3000-3999: Employee Benefits LCFF 7,326 Leadership Team Collaborative Support (Middle School) 1000-1999: Certificated Personnel Salaries LCFF 73,327 Leadership Team Collaborative Support (Middle School) 3000-3999: Employee Benefits LCFF 16,279	Leadership Team Collaborative Support (High School) 1000-1999: Certificated Personnel Salaries LCFF 4,371 Leadership Team Collaborative Support (High School) 3000-3999: Employee Benefits LCFF 970 Leadership Team Collaborative Support (Middle School) 1000-1999: Certificated Personnel Salaries LCFF 0 Leadership Team Collaborative Support (Middle School) 3000-3999: Employee Benefits LCFF 0
Guidance and Counseling Services will be increased district-wide in order to ensure that all students (all school levels, all subgroups) are on the path towards college and careers. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide mentoring, motivational opportunities, field trips, assemblies, college tours, college tutors and other identified activities and/or resources that promote college and career goals. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Field Trips, student leadership conferences, guest speakers/assemblies 5000-5999: Services And Other Operating Expenditures LCFF 401,550	Field Trips, student leadership conferences, guest speakers/assemblies 5000-5999: Services And Other Operating Expenditures LCFF 232,203 Field Trips, student leadership conferences, guest speakers/assemblies 4000-4999: Books And Supplies LCFF 5,459 Field Trips, student leadership conferences, guest speakers/assemblies 1000-1999: Certificated Personnel Salaries LCFF 5,270 Field Trips, student leadership conferences, guest speakers/assemblies 3000-3999: Employee Benefits LCFF 363
Ensure summer programs funds provide enrichment opportunities, credit recovery and/or go-ahead courses at all secondary schools. **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	High School Credit Recovery Program - Hourly/Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 240,000 High School Credit Recovery Program - Hourly/Extra Duty 3000-3999: Employee Benefits LCFF 53,280 Secondary Summer School - Teacher Hourly/Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 325,000 Secondary Summer School - Teacher Hourly/Extra Duty 3000-3999: Employee Benefits LCFF 72,150	High School Credit Recovery Program - Hourly/Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 259,993 High School Credit Recovery Program - Hourly/Extra Duty 3000-3999: Employee Benefits LCFF 57,719 Secondary Summer School - Teacher Hourly/Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 496,065 Secondary Summer School - Teacher Hourly/Extra Duty 3000-3999: Employee Benefits LCFF 110,373

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Summer Bridge Program (Secondary) Services 5000-5999: Services And Other Operating Expenditures LCFF 5,000	Summer Bridge Program (Secondary) Services 5000-5999: Services And Other Operating Expenditures LCFF 0
	High School Credit Recovery Program - Services 5000-5999: Services And Other Operating Expenditures LCFF $77,000	High School Credit Recovery Program - Services 5000-5999: Services And Other Operating Expenditures LCFF 63,476
	Summer Bridge - Materials & Supplies 4000-4999: Books And Supplies LCFF 5,000	Summer Bridge - Materials & Supplies 4000-4999: Books And Supplies LCFF 16,008
	Secondary Summer Bridge 1000-1999: Certificated Personnel Salaries LCFF 140,400	Secondary Summer Bridge (Leads Only) 1000-1999: Certificated Personnel Salaries LCFF 1,849
	Secondary Summer Bridge 3000-3999: Employee Benefits LCFF 31,169	Secondary Summer Bridge (Leads Only) 3000-3999: Employee Benefits LCFF 408

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: Expenditures budgeted for High School Counselors and Academic Advisors was increased to support additional student need
Action 1: Expenditures budgeted for an additional instructional lead position was used to support High School Counselors and Academic Advisors positions
Action 1: Expenditures budgeted for books and supplies and conferences was used to increase foster care case managers
Action 1: Expenditures budgeted for operating expenses were covered using covid relief funds
Action 2: Expenditures budgeted for leadership team collaborative support was reduced because sub coverage was not required
Action 4: Expenditures budgeted for field trips, student leadership conferences, assemblies was partially spent due to a decrease in cost for a virtual format
Action 5: Expenditures budgeted for credit recovery programs were increased to support student need

Action 5: Expenditures budgeted for summer bridge were covered using covid relief funds and or other resources to support targeted groups

A description of the successes and challenges in implementing the actions/services to achieve the goal.

LUSD decreased its overall drop out rate 11.3% moving from 18.3% to 7.0%. The percentage of African American students identified in the drop out category decreased by 18.7%, moving from 22.4% to 3.7%. The percentage of Hispanic/ Latino students identified in the drop out category decreased by 10.1% moving from 17.3% to 7.2%. The percentage of students identified in the socioeconomically disadvantaged category decreased by 9.7%, moving from 16.8% to 7.7%. The percentage of students identified in the students with disabilities category decreased by 8.7%, moving from 18.3% to 9.6%. This data indicates a consistent effort to ensure students remained engaged, connected, and encouraged to stay in school.

LUSD increased its overall graduation rate by 9.3%, moving from 80.7 to 90% overall. African American students increased their graduation rates by 14%, moving from 80.4% to 94.4%. Hispanic/Latino students increased their graduation rates by 8.5%, moving from 81.3% to 89.8%. Socioeconomically disadvantaged students increased their graduation rates by 8.4%, moving from 81.6% to 90%. English Learner students increased their graduation rates by 11.7%, moving from 72.4% to 84.1%. Students with disabilities increased their graduation rates by 15%, moving from 74.2% to 89.3%. LUSD graduation rates exceeded their 19-20 goal as well as the state averages as a whole and in every identified subgroup.

High school students in LUSD faced many obstacles and challenges during the 19-20 school year. Many joined the work force to support their families, or became caregivers for younger siblings and or grandparents. The number of families identified at or below the poverty line in LUSD is above the county average and therefore the financial conditions which effected many families presented an even greater challenge for our students.
Despite the challenges of Covid, LUSD provided increased guidance and counselor services that addressed career and college pathways, AP/IB support, A- G completion, intervention, and credit recovery. Leadership teams were able to meet - virtually to plan and analyze student data and identify student needs. Summer programs and enrichment opportunities gave students the opportunity to recover credits, participate in dual enrollment and stay connected via programs and services virtually.

Goal 8

Parent participation at school and district events will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities: LEA Plan - Goal 1, Strategic Plan - Strategy 2, 3, 5, and 6

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Site Parent Involvement Data (Average Attendance to Date) Increase 6% **19-20** Elementary SSC 29.5% Elementary ELAC 29.4% Secondary SSC 29.4% Secondary ELAC 26% **Baseline** Elementary SSC 16% Elementary ELAC 15% Secondary SSC 15% Secondary ELAC 11%	Elementary SSC 38.5% Elementary ELAC 34.4% Secondary SSC 23.4% Secondary ELAC 31%
Metric/Indicator Site Level School Event Participation increase 6% **19-20** Elementary Back to school 54.3%	Elementary Back to school 51.2% Elementary Open house 49% Elementary Parent conference 86.7% Secondary Back to school 54.5% Secondary Open house 33.9% Secondary Parent conference Procedures vary by site

Expected	Actual
Elementary Open house 46% Elementary Parent conference 83.4% Secondary Back to school 48.5% Secondary Open house 35.2% Secondary Parent conference Procedures vary by site **Baseline** Elementary Back to school 45% Elementary Open house 35% Elementary Parent conference 80% Secondary Back to school 36% Secondary Open house 22% Secondary Parent conference Procedures vary by site	
Metric/Indicator District Parent Council Participation increase 6% **19-20** Average Attendance to Date DAC 82.6% Average Attendance to Date DELAC 69.3% **Baseline** Average Attendance to Date DAC 79% Average Attendance to Date DELAC 63%	Average Attendance to Date DELAC 71% DAC was no longer a federal requirement in the 19-20 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Extended learning opportunities for Parent trainings will be offered but not limited to: • Academic Success • Navigating the LUSD Educational Experience	School Community Liaison 2000-2999: Classified Personnel Salaries LCFF 36,760	School Community Liaison 2000-2999: Classified Personnel Salaries LCFF 42,151

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• Supporting Student Groups • Social-Emotional Health and Growth. • Effective Advocacy Strategies **For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	School Community Liaison 3000-3999: Employee Benefits LCFF 27,372 Interpreter for parents of special education students 5000-5999: Services And Other Operating Expenditures Other State Revenues 48,764 Interpreter for parents of special education students 5000-5999: Services And Other Operating Expenditures Other State Revenues 20,344 Interpreter for parents of special education students 2000-2999: Classified Personnel Salaries LCFF 379 Interpreter for parents of special education students 3000-3999: Employee Benefits LCFF $121 Interpreter/Translator 2000-2999: Classified Personnel Salaries LCFF 48,284 Interpreter/Translator 3000-3999: Employee Benefits LCFF 29,195 Parent Involvement Specialist 1000-1999: Certificated Personnel Salaries LCFF 95,802 Parent Involvement Specialist 3000-3999: Employee Benefits LCFF 21,067 Conferences, Parent Workshops, and District Trainings Materials	School Community Liaison 3000-3999: Employee Benefits LCFF 11,581 Interpreter for parents of special education students 5000-5999: Services And Other Operating Expenditures Other State Revenues 0 Interpreter for parents of special education students 5000-5999: Services And Other Operating Expenditures Other State Revenues 0 Interpreter for parents of special education students 2000-2999: Classified Personnel Salaries LCFF 0 Interpreter for parents of special education students 3000-3999: Employee Benefits LCFF 0 Interpreter/Translator 2000-2999: Classified Personnel Salaries LCFF 29,729 Interpreter/Translator 3000-3999: Employee Benefits LCFF 28,949 Parent Involvement Specialist 1000-1999: Certificated Personnel Salaries LCFF 95,686 Parent Involvement Specialist 3000-3999: Employee Benefits LCFF 21,691 Conferences, Parent Workshops, and District Trainings Materials

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF 3,468	4000-4999: Books And Supplies LCFF 878
	Conferences, Parent Workshops, & District Trainings 5000-5999: Services And Other Operating Expenditures LCFF 12,491	Conferences, Parent Workshops, & District Trainings 5000-5999: Services And Other Operating Expenditures LCFF 10,627
	Translation for Board of Education Meetings 5000-5999: Services And Other Operating Expenditures LCFF 3,500	Translation for Board of Education Meetings 5000-5999: Services And Other Operating Expenditures LCFF 0
	Parent Center Computer Labs - Books and Supplies 4000-4999: Books And Supplies LCFF 18,123	Parent Center Computer Labs - Books and Supplies 4000-4999: Books And Supplies LCFF 0
	Parent workshops regarding drug awareness and prevention 5000-5999: Services And Other Operating Expenditures LCFF 30,000	Parent workshops regarding drug awareness and prevention 5000-5999: Services And Other Operating Expenditures LCFF 8,676
	Parent Resource Center 4000-4999: Books And Supplies LCFF 50,000	Parent Resource Center 5000-5999: Services And Other Operating Expenditures LCFF 3,145
	Parent Involvement Specialist Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 18,000	Parent Involvement Specialist Extra Duty 1000-1999: Certificated Personnel Salaries LCFF 1,289
	Parent Involvement Specialist Extra Duty 3000-3999: Employee Benefits LCFF 3,996	Parent Involvement Specialist Extra Duty 3000-3999: Employee Benefits LCFF 284
	Parent Meetings Catering Services 5000-5999: Services And Other Operating Expenditures LCFF 15,000	Parent Meetings Catering Services 5000-5999: Services And Other Operating Expenditures LCFF 25,265
		Community Partner Specialist (Parent Engagement) 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Certificated Personnel Salaries LCFF 63,600 Community Partner Specialist (Parent Engagement) 3000-3999: Employee Benefits LCFF 19,893

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Action 1: Expenditures budgeted for Community Liaisons was increased to provide parents with additional support and to assist with monitoring student attendance
Action 1: Expenditures budgeted for other operating expenses were used for interpreter services for parents
Action 1: Expenditures budgeted for conferences were partially used because of the transition to a virtual format
Action 1: Expenditures budgeted for on campus parent center supplies, in person workshops, and other operating expenses were used to increase services for Community Partner Specialist

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In LUSD, parents are our heroes. Our parents faced extreme challenges as they tried to manage their day to day lives and support students learning at home. LUSD faced a challenge of ensuring parents had timely and accurate information, connectivity to wifi, workshops for parents on how to navigate distance learning portals, providing community resources, meals, and mental health supports. Our district staff which included parent engagement specialists, digital coaches, community liaisons, and classified staff worked to provide parents with over 40 virtual workshops, created a YouTube channel for parents, made personnel phone calls and home visits, provided materials via drive-throughs, and celebrated parent participation at schools sites and district wide. Because of the virtual format, some school sites reported an increase in attendance for designated parent meetings, and parent committee meetings. The data shows that there was an average of a 9% increase in attendance and higher based on individual school site projections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction-Professional Development which will include but not limited to Distance Learning, Project Based Learning, Culturally Responsive Teaching, English Learner supports, Social Emotional, implicit bias, trauma informed classrooms, and positive character traits & all core subject instructional areas	2,500,000	457,212	Yes
Instruction- Provide additional personnel to accommodate smaller class sizes to support blended, hybrid, and modified day schedules	1,500.000	43,400	No
Instruction- Professional Development for Classified Employees to ensure safe, clean, equitable school environments	150,000	150,000	No
Instruction- Materials, supplies, & programs which support Pre K-12 programs	400,000	501,875	Yes
Instruction- Materials, supplies, & programs which support A-G completion	175,000	681,282	No
Instruction- Materials, supplies, & programs which support college readiness	500,000	632,618	No
Instruction- Books, materials, and supplies for students to access the curriculum	750,000	70,211	Yes
Instruction- Digital and Instructional Coaches to support teachers in the classroom	1,500,000	1,500,000	Yes
Instruction-Up-to-date technology tools to ensure implementation of 21st Century Learning and Common Core implementation	2,000,000	1,707,957	Yes
Instruction-Technology tools and technology-enhanced learning opportunities.	500,000	754,460	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction-Hardware Maintenance, Wi-Fi, and Connectivity	300,000	300,000	Yes
Instruction- Services and Other Operating Expenses; Web-Based Assessments Application	500,000	1,543,441	Yes
Instruction- Services and Other Operating Expenses; Software Maintenance	350,000	200,000	No
Instruction- Classified salaries for positions which technology instruction	300,000	300,000	No
Instruction- Classified Employee Benefits for positions which support technology instruction	60,000	60,000	No
Instruction- Certificated for positions which support technology instruction	300,000	300,000	Yes
Instruction- Certificated Employee Benefits for positions which support technology instruction	150,000	150,000	Yes
Instruction- Certificated Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	250,000	241,333	Yes
Instruction- Certificated Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	75,000	55,499	Yes
Instruction- Classified Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	180,000	0.00	No
Instruction- Classified Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	60,000	0.00	No
Instruction- Services and other operating expenses for data reporting and information systems	100,000	100,169	Yes
Instruction- Provide progress monitoring for unduplicated Foster Youth, Low Income, English Learners	500,000	214,500	Yes
Instruction- Provide progress monitoring African American, Asian Pacific American, LBGTQIA, SPED	500,000	250,955	No
Instruction- Provide Social Emotional support programs and services	300,000	63,669	Yes
Instruction- Provide targeted interventions for unduplicated Foster Youth, Low Income, English Learners	500,000	426,656	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- Provide targeted interventions African American, Asian Pacific American, LBGTQIA, SPED	500,000	214,500	No
Instruction- Classified salaries for positions which support core instruction	225,000	557,013	No
Instruction- Classified Employee Benefits for positions which support core instruction	50,000	128,112	No
Instruction- Certificated for positions which support core instruction	2,000,000	2,220,175	No
Instruction- Certificated Employee Benefits for positions which support core instruction	400,000	510,640	No
Instruction- Certificated Salaries; Intervention programs in core instructional areas	500,000	331,130	Yes
Instruction- Certificated Employee Benefits; Intervention programs in core instructional areas	100,000	66,226	No
Instruction- Classified Salaries; Supports for Intervention Programs	100,000	59,500	No
Instruction- Classified Employee Benefits; Supports for Intervention Programs	20,000	12,455	No
Instruction -Salaries for Summer School to support students moving ahead in their credits or credit recovery.	380,000	380,000	Yes
Instruction- Employee Benefits for Summer School to support students moving ahead in their credits or credit recovery.	76,000	76,000	No
Instruction-Salaries for extended summer programs, including summer bridge, and enrichment.	340,000	340,000	Yes
Instruction-Employee Benefits for extended summer programs, including summer bridge, and enrichment.	28,000	28,000	Yes
Instruction- Classified Personnel to support medical needs, custodial services, security, safe, & equitable learning environments	200,000	386,644	Yes
Instruction- Professional development to support medical needs, custodial services, security, safe, & equitable learning environments	50,000	1,000	Yes
Instruction- Adopt Common Core Curriculum and provide standard alignment materials	1,000,000	1,330,000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- Programs, apps, services, & materials which supplement core instruction	800,000	632,618	Yes
Instruction- Supplemental services after school, during, or before school which support core instructional areas	800,000	1,881,842	Yes
Instruction- Certificated salaries for positions which support social emotional learning, equity, counseling	600,000	695,330	No
Instruction- Certificated Employee Benefits for positions which support social emotional learning, equity, English Learner, foster youth, homeless, & counseling	300,000	139,421	Yes
Instruction- Classified salaries for positions which support social emotional learning, equity, English Learner, foster youth, homeless, & counseling	300,000	189,106	Yes
Instruction- Classified Employee Benefits for positions which support social emotional learning, equity, & counseling	100,000	37,821	Yes
Instruction-Books and Supplies;Non Capitalized Equipment	500,000	363,332	No
Instruction-Books and Supplies; Extended Day Intervention Instructional Materials	100,000	100,000	Yes
Instruction- Conferences and growth experiences	50,000	19,500	No
Instruction- Certificated Subs needed to support core instruction	600,000	43,400	No
Instruction- Graduation-related educational activities at high schools	125,000	125,000	No
Instruction-Parent trainings, materials, catering, and supplies focused on academic support, navigating the school system, & student advocacy, & distance learning	300,000	368,765	No
Instruction- Classified salaries for positions which support parents	200,000	0.00	No
Instruction- Classified Employee Benefits for positions which support parents	40,000	0.00	No
Instruction- Certificated for positions which support parents	250,000	0.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- Certificated Employee Benefits for positions which support parents	80,000	0.00	Yes
Enrichment- Enrichment opportunities for all students using programs and learning options across all content areas	700,000	679,547	Yes
Enrichment- Student decathlons, pentathlon, fairs, student leadership, athletics, and programs which showcase student talent and knowledge	300,000	95,549	No
Enrichment- Certificated Salaries; Enrichment Programs	250,000	125,611	No
Enrichment-Certificated Employee Benefits; Enrichment Programs	60,000	24,789	No
Enrichment- Classified Salaries; Supports for Enrichment Programs	200,000	0.00	No
Enrichment- Classified Employee Benefits; Supports for Enrichment Programs	60,000	0.00	No
Enrichment- Student Learning experiences and trips	100,000	0.00	No
Enrichment-Athletics and Physical Education funding support	75,000	0.00	No
Enrichment-Transportation services to colleges, dual enrollment	20,000	0.00	No
Enrichment-Transportation costs for field trips, and support for community college dual enrollment in career pathways	5,000	0.00	No
Enrichment-MS/HS equipment for PLTW and CTE coursework.	50,000	12,676	No
Enrichment-training of staff, PLTW, CTE to support increase of career pathways at LUSD	15,000	0.00	No
Enrichment-subs related to support in training, and extracurricular supports.	2,500	0.00	No
Enrichment- maintain and improve facilities work at MS/HS CTE classrooms and labs, including modifying to support distance learning	50,000	30,998	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Arts- Festival - Materials	16,300	27,900	No
Arts-Festival - Rentals	20,000	81,008	No
Arts-Festival - Catering from Food Services. Snacks for student performers	1,200	35,000	No
Arts-Festival - Advertisement	500.00	11,600	No
Arts-Festival - Other Services	600.00	19,564	No
Arts- Band Instructional Materials (up to $499)	100,000	27,500	No
Arts -Band Equipment ($500-$4,999)	50,000	24,564	No
Arts-Band Repairs	8,000	27,500	No
Arts- Band Equipment (Capitalized over $5,000 per item)	50,000	63,600	No
Arts- Band Transportation - T requisitions	30,000	4,500	No
Arts- Band Other Charges/Fees (Admission Fees; Participation Fees; Tournament or Contest Fees)	10,000	0.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Budgeted expenditures for in person professional development were used to provide students with additional resources, technology and materials
Budgeted expenditures not used for trips, transportation, in person supports and equipment, in person student competitions, performances, and athletics were moved to support technology and distance learning
Budgeted expenditures for additional personnel was moved to support web based assessments and distance learning
Budgeted expenditures for materials that support K-12 programs, college readiness, and A-g completion were increased using funds not used because of the limited amount of in person instruction
Budgeted expenditures for employee benefits, salaries, additional personnel, in person training were used to provide supplemental services including interventions, virtual counseling, web based curriculum materials, classified personnel to to support medical and custodial needs.

Analysis of In-Person Instructional Offerings

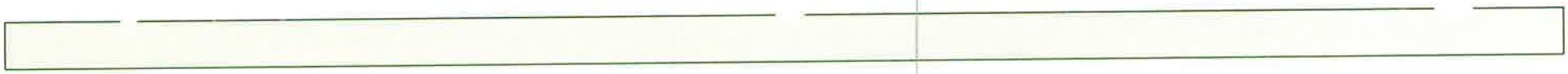
A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In person instruction did not take place until April 2021. A limited number of K-12 students attended on campus classes. In person instruction was offered to all students as an option. The Lynwood Unified School District used a standards-based curriculum for English Language Arts, Mathematics, and English Language Development. A systematic cycle of assessments was used to identify and support students who have experienced learning loss during the 20-21 school year. Each student was given assessments to assess mastery of skills and learning loss as it related to standards. We had diagnostic assessments in reading and mathematics to access learning loss/growth through Let's Go Learn assessments. Targeted instruction was designed based on the data results gathered from the assessments. In addition, differentiated lessons were developed and assigned on a weekly basis with small group instruction and one-on-one support conducted during teacher office hours.

Successes:
The ability to conduct 4 ELA and 3 mathematics district common assessments for students in kindergarten through 12 grade. The students identified as English Language Learners received a comprehensive after school on-line tutoring program. Our students were able to demonstrate their learning through state tests such as ELPAC and SBAC testing. Students were able to safely return to school school and continued to receive both during school and after school support such as mentoring, college readiness, and academic interventions.

Challenges:
Distributing students' Chromebook's and hotspots in a timely manner using a drive through method had to be well planned and coordinated. The city of Lynwood has limited bandwidth and network accessibility. These limitation made students connectivity an issue. The students and teachers were required to quickly adapt to virtual learning with little to no training. The Lynwood Unified School District supported all students during school closures via online ELA, Math, and ELD instruction in addition to enrichment activities (VAPA, Physical Education, History, and Science). The districts' matrix of standards were followed for our instructional pacing via online or in-person, common district assessments continued to monitor student's proficiency and student subgroups, as well as our data reflection sessions that allowed teachers, site administrators, and district support teams to reflect on trends and implemented support plans for grade levels, subgroups, school sites, or content areas through interventions for students, social emotional support, or professional development for teachers.

Lynwood Unified School District used a holistic instructional design (PLATINUM/GOLDEN TICKET), which reached the whole child through course offerings, core materials, staff professional development, ongoing assessments (formative and summative), supplementary materials, funding and technology. Instruction was presented in a collaborative setting, in which students were given the information in whole chunks, small chunks, and small groups for smaller chunks of information. It is referred to as "I do, We Do, and You Do."



Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction-Professional Development which will include but not limited to Distance Learning, Project Based Learning, Culturally Responsive Teaching, Social Emotional, implicit bias, trauma informed classrooms, and positive character traits & all core subject instructional areas	2,000,000	400,485	Yes
Instruction- Professional Development for Classified Employees to ensure safe, clean, equitable school environments	150,000	150000	No
Instruction- Materials, supplies, & programs which support Pre K-12 programs	400,000	501875	No
Instruction- Materials, supplies, & programs which support A-G completion	175,000	681,282.00	Yes
Instruction- Materials, supplies, & programs which support college readiness	500,000	632,618.00	No
Instruction- Books, materials, and supplies for students to access the curriculum	750,000	70,211.00	No
Instruction- Digital and Instructional Coaches to support teachers in the classroom	1,500,000	1,500,000.00	Yes
Instruction-Up-to-date technology tools to ensure implementation of 21st Century Learning and Common Core implementation	2,000,000	1,707,957.00	Yes
Instruction-Technology tools and technology-enhanced learning opportunities.	500,000	754,460.00	Yes
Instruction-Hardware Maintenance, Wi-Fi, and Connectivity	300,000	300,000.00	Yes
Instruction- Services and Other Operating Expenses; Web-Based Assessments Application	500,000	1,543,441.00	Yes
Instruction- Services and Other Operating Expenses; Software Maintenance	350,000	200,000.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- Classified salaries for positions which technology instruction	300,000	300,000.00	No
Instruction- Classified Employee Benefits for positions which support technology instruction	150,000	60,000.00	No
Instruction- Certificated for positions which support technology instruction	300,000	300,000.00	No
Instruction- Certificated Employee Benefits for positions which support technology instruction	150,000	150,000.00	Yes
Instruction- Services and other operating expenses for data reporting and information systems	100,000	214,500.00	No
Instruction- Classified Employee Benefits for positions which support social emotional learning, equity, & counseling	100,000	37,821.00	Yes
Instruction- Books and Supplies;Non Capitalized Equipment	500,000	100,000.00	No
Instruction-Books and Supplies; Extended Day Intervention Instructional Materials	100,000	19,500.00	Yes
Instruction- Conferences and growth experiences	50,000	43,400.00	No
Instruction- Certificated Subs needed to support core instruction	600,000	125,000.00	No
Instruction- Graduation-related educational activities at high schools	125,000	125,000.00	Yes
Instruction- Parent trainings, materials, and supplies focused on academic support, navigating the school system, & student advocacy, & distance learning	300,000	368,765.00	No
Instruction- Classified salaries for positions which support parents	200,000	0.00	Yes
Instruction- Classified Employee Benefits for positions which support parents	40,000	0.00	Yes
Instruction- Certificated for positions which support parents	250,000	0.00	No
Instruction- Certificated Employee Benefits for positions which support parents	80,000	0.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Enrichment- Enrichment opportunities for all students using programs and learning options across all content areas	700,000	679,547.00	No
Enrichment- Student decathlons, pentathlon, fairs, student leadership, athletics, and programs which showcase student talent and knowledge	300,000	95,549.00	Yes
Enrichment- Certificated Salaries; Enrichment Programs	250,000	125,611.00	No
Enrichment- Certificated Employee Benefits; Enrichment Programs	60,000	24,789.00	Yes
Enrichment- Classified Salaries; Supports for Enrichment Programs	200,000	0.00	No
Enrichment- Classified Employee Benefits; Supports for Enrichment Programs	60,000	0.00	No
Enrichment- MS/HS equipment for PLTW and CTE coursework.	50,000	12,676.00	No
Enrichment- training of staff, PLTW, CTE to support increase of career pathways at LUSD	15,000	0.00	No
Enrichment-subs related to support in training, and extracurricular supports.	2,500	0.00	No
Enrichment- maintain and improve facilities work at MS/HS CTE classrooms and labs, including modifying to support distance learning	200,000	30,998.00	Yes
Arts- Festival - Materials	16,300	27,900.00	No
Arts-Festival - Advertisement	500.00	11,600.00	No
Arts-Festival - Other Services	600.00	19,564.00	No
Arts- Band Instructional Materials (up to $499)	100,000	27,500.00	No
Arts -Band Equipment ($500-$4,999)	50,000	24,564.00	No
Arts-Band Repairs	8,000	27,500.00	No
Arts- Band Equipment (Capitalized over $5,000 per item)	50,000	63,600.00	No
Arts- Band Other Charges/Fees (Admission Fees; Participation Fees; Tournament or Contest Fees)	10,000	0.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Budgeted expenditures for professional development were reduced to provide materials and supplies for A- G completion, college readiness, web based instruction and assessment, additional digital coaches, technology tools, pre K - 12 grade programs which supported the distance learning instructional plan.
Budgeted expenditures for classified employee benefits were lower than expected and certificated positions were not replaced after retirements or non return to work. Those funds were moved to technology operating expenses
Budgeted expenditures for enrichment and art equipment were not used due to the virtual format. Funds were moved to support web based instruction, data reporting and information systems.
Budgeted expenditures for student competitions, decathlons, transportation, improving CTE classrooms and labs, and fairs were not all used because those activities were conducted in a virtual format.
Budgeted expenditures for band instructional materials and equipment were reduced to support repairs needed as students practiced at home and additional equipment was purchased to accommodate more students

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Lynwood Unified School District was able to support all students during school closure via a comprehensive and inclusive Distance Learning Plan. This plan includes three (3) core goals:
Teachers provided instruction, checking for understanding, and providing feedback.
Parents were engaged and understood weekly instructional goals.
Students were learning and staying connected both academically and through enrichment activities.
Successes: We were successful in monitoring core instruction and the district instructional design. Admin used LIVE (Lynwood instructional verification e-tool) to monitor daily instruction at all levels by all teachers in all subjects.
Challenges: Teachers shared weekly goals, agendas, and daily work with parents however we did not have a consistent way at school sites or district wide to check to see if parents understood the goals for the week. Some teachers checked with parents via text, email, phone calls or in the google classrooms. Enrichment activities were done for each student in all classes.

Access to Devices and Connectivity

We ensured that all our students continued to have access to devices and connectivity to support distance learning, a variety of actions were implemented:

The district continued to survey parents/students to identify families that needed chromebooks and hot spots.
The schools sent out customized announcements to families via AERIES Communications in an effort to get 100% responses.
Any family that indicated that they needed a chromebook or a hot spot received one.
Parents were asked for updated contact information. This was done to ensure daily student participation. Contact was made with parents/students when the student was not participating.
Any family that did not respond to surveys or other inquiries was contacted individually to confirm whether a device or hot spot was needed.
Anytime students missed one day of instruction, the teacher would reach out to the families for assistance; more than one absence triggered our tiered-level of re engagement support. Parents were asked if they needed support with technology. They asked if a device or hotspot was needed. One was provided if needed.
The district offered ongoing technology training in an effort to minimize any technology challenges.
The district created school and district-level teams that were ready to support the families' needs. Home visits were made if necessary.
Technology teams regularly met to discuss and plan solutions for any technological needs that arose via distance learning.
Surveys, announcements, emails, text messages, and phone calls were conducted to reach out to families.
The district went from a reactive state to a proactive state in assessing our students' needs in providing an equitable access to a successful distance learning experience.

Successes:
Over 8,000 laptops (Chromebooks) devices were distributed to students.
A systematic distribution system was created to distribute chromebooks from a central location and later at the school sites.
Contracts were established with local cable and Wifi providers to provide 3 months of free cable/Wifi access to district students
Hotspots were provided to students that needed connectivity to the internet
Challenges:
Teachers did not always follow up when a student missed more than 1 day of instruction. We now have students with multiple absences and not logging on that we are following up on.

Pupil Participation and Progress
The Lynwood Unified School District had 460 minutes of weekly synchronous instruction. Students received two hours per day of ELA, Mathematics, and ELD, as well as time for Science and Social Science. At the secondary level students had 600 minutes of weekly synchronous instruction per period on a weekly basis. Pupil progress was monitored through weekly check-ins and other assessments. Attendance was taken daily and a daily engagement log was monitored by each site and our Student Reengagement Team at the district level. Secondary had a block schedule and attendance was taken daily in each period. Due to block scheduling attendance was counted in the block schedule.

Lynwood Unified School District elementary schools used unit assessments in ELA and Mathematics to measure student progress in grade kindergarten through eleventh grade. The students took 4 ELA assessments and 3 mathematics assessments. The secondary schools also used unit assessments in history and science to measure student progress. All teachers conducted weekly checks

through-flip grid, pear deck, Let's GoLearn, NExt Gen Math, Class Time, illuminate and or/ our core programs to check for understanding and identify students' needs for weekly small group instruction.

Successes:
Daily attendance was taken
Common ELA and math assessments were completed by all students
Teachers did weekly check in with students
Challenges:
Each site did not follow through with their re engagement teams. They ended up using their PBIS teams to incentivize students to re-engage.

Distance Learning Professional Development
The teachers started the school year with a 5-day professional development series where they were trained on core programs, supplemental programs, and digital tools in order to better support students. During the school year professional development was also offered in the areas of Social Emotional Learning, Socially Responsive training, and technology throughout the year. Educational Services supported teachers through one-on-one training as needed. Teachers in K-8 received monthly math coaching via our supplemental math program.

The LUSD Digitical Coaches provided a variety of resources to assist with distance learning:
Weekly webinars
Digital Learning Notebooks
1:1 coaching sessions
Digital Learning Youtube Channel
Digital Learning website

Successes:
Digital coaches provided weekly tech support and PD sessions for all teachers along with individual appointments for teachers to make to get the support they needed. History and math training continued online. And we stated the year with a 5 day virtual PD session for all teachers.

Challenges:
We are still in need of SEL PD for teachers to better support students when they return in the fall.

Staff Roles and Responsibilities
Educational Services

Technology Department: worked hand in hand to coordinate all instructional support for teachers and students in conjunction with all Educational Services Departments.

Student Services: formed attendance re-engagement teams, food distribution, home visits and parent support, enrollment, registration, and mental health support

Elementary and Secondary Education: worked with site administrators, faculty, support staff and district partners to provide improved learning opportunities to students throughout the district. These opportunities included increasing access to online tutoring and resources, software and online learning programs, program specific equipment and materials for students and staff.
Secondary Education Coordinator: The Secondary Education Coordinator oversaw Career Technical Education program needs for distance learning equipment and materials procurement, connection to resources and industry led support. Additionally, our coordinator was tasked with helping to increase awareness of enrichment and after school opportunities for students with CALAPS, community colleges, middle school STEM and career pathways and district tutors. Support was given to promote increased learning opportunities for students in AP, IB, AVID and leadership programs.

Visual and Performing Arts (VAPA) Coordinator:
The VAPA Coordinator was responsible for overseeing the implementation of the district's dance, drama, media arts, music, and visual arts instruction and initiatives at all sites grade TK-12. This included: providing principals and teacher support in curriculum and instruction; managing the budget and expenditures for arts-related instructional materials; provided training and resources; oversaw the Arts Festival and District Showcase, and facilitating the Arts Advocacy Team. The VAPA Coordinator also served as a liaison between the sites and vendors to ensure effective arts instruction in the classroom.

Community Partnership Specialist: continued to expand our partnerships with postsecondary, community, business and alumni associations to continue to promote meaningful learning experiences for students and supported our college application and financial aid application processes. College interns and tutors were hired under this plan in order to close the learning gap for our identified subgroups by providing support, mentorship and tutoring to students from middle school to high school. The tutors worked with the AP, IB, CTE, and our college and career centers to support online completion of college applications, dual enrollment and financial aid applications.

Successes: IT working with ed service to support instruction online, CTE pathways still continued and we expanded at the middle school for next year, VAPA classes and yearly art festival still continued regardless of being online. Student services continued to provide services for homeless, foster, and those most in need of mental health services. This year we surpassed last year's FAFSA applications as one of our biggest successes despite not being on campus.
Challenges: This year our IB students taking the IB tests were lower since many students felt they were not as prepared as they could have been if in person.

Supports for Pupils with Unique Needs
The Students Service Department created a detailed plan to support students with unique needs, specifically our low income, homeless, and foster youth populations, The McKinney Vento and Foster Youth Liaisons monitored students to ensure they were

equipped with the proper resources to continue receiving instruction through distance learning. The following are additional supports that the students received:
Prior to the start of school liaisons ensured that all McKinney Vento and Foster Youth students had access to a chromebook and internet connection
Weekly check-ins were conducted by liaisons.
Americorp mentors provided check-in with families.
Tutors provided academic support
Weekly food pantry distributions were held
Mental Health support was provided to students through the health collaborative.

Students with Unique Needs
Weekly specialized training was provided for all teachers of students across the continuum of services: ECE, SDC pre-school, and other specialized programs.
Instructional Assistants received additional training in curricular programs through three day of professional development.
Parent workshops for parents and families were offered.
Digital training was provided for parents to access curriculum and resources for continuity of learning
English Learner Students
Daily virtual instruction was provided in ELA/ELD for English Learners.
Families received mass communication families of English Learners via AERIEs Communication in the form of voicemail, text and email in English, Spanish, and Arabic. These communications included support contacts, directions to access of materials, access to other information that could be of interest.
Individualized assistance was provided to identified families in need of technology support, access to curriculum or communication with teachers.
Workshops were provided for parents on how to access curriculum materials and communication with teachers.
An English Learners Web Page with updates was created with instructional materials so families can access.
Direct access to online instructional materials was provided in core ELD for teachers at Elementary and Secondary level.
A Google Classroom with "ELPAC like" activities in the Oral Language domains was coordinated.
Virtual DELAC Meetings were held.
Sites were supported for ELAC virtual meetings for the 20-21 school year by the EL Coordinator.
Updates were provided to different stakeholders on EL related matters: Assessment, Accountability, Legal Requirements.
Access to on-line resources was provided for specific EL groups; Rosetta Stone and Listenwise.
Online PD opportunities for teachers were provided on instruction to support instruction for English Learners
A comprehensive plan was developed for enrolling students during school closure and EL identification requirements.
Initial ELPAC Training for LEA certification and Test Examiners was held to train all examiners.
There was Monitoring of graduating English Learner Seniors

Support for African American Students:
Junior-Senior Action Plans were developed to support postgraduate education

Male and Female Leadership Conferences and Teen Summits were held virtually.
Virtual family events were held virtually.
Home visits, data reflection sessions: Suspension Discipline Referrals & D-F Rates, Rites of Passage cultural experiences, & 3-5 grading mentoring and cultural class - were held at selected sites.
Partnerships with service providers who support mentors, tutors and club advisors were continued and expanded.
The implementation of the Young Black Achievers Student Unions (6th-12th grade)
Virtual student meetings were held via a YBASU Google Classroom
STEAM Pipeline for young men of color & Virtual Leadership Academies was held.
Academic and social emotional progress monitoring was conducted.

Asian Pacific American Students
Supports for Asian Pacific Americans were provided.
Academic Progress monitoring and individual student conferences were provided.
The APA parent/student outreach group continued this year.
Virtual Cultural Experience trips were held.
Virtual Guest Speakers spoke to our students
Home visits were conducted
Data Reflections sessions were held
Suspension Discipline Referrals and D&F rates were analyzed.
LACOE Resources and Community Partners Support materials was shared with families.

LGBTQIA
Supported the LUSD GAY Straight Alliance
Workshops were held for staff and Gay Straight Alliance Advisors
Virtual Cultural spaces for inclusion was established
Professional Development for administrators and counselors was provided
Academic Progress Monitoring and Motivational Support by club advisors and EAI staff was provided.
Resources and supports were provided for students and parents using the GSA framework.
Virtual Student conferences were provided by club advisors.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- Certificated Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	250,000	241,333.00	Yes
Instruction- Certificated Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	75,000	55,499.00	No
Instruction- Classified Salaries;Data Reflections, Meta Reflections, and DSLT/CDT associated costs	180,000	0.00	No
Instruction- Classified Employee Benefits:Data Reflections, Meta Reflections, and DSLT/CDT associated costs	60,000	0.00	No
Instruction- Services and other operating expenses for data reporting and information systems	100,000	100,169.00	Yes
Instruction-Provide additional progress monitoring for all students in Student Groups and/or unduplicated Foster Youth, Homelessness, African American, Asian Pacific American, English Learners, and Low Income student counts	200,000	214,500.00	Yes
Instruction- Provide Social Emotional support programs and services	300,000	63,669.00	Yes
Instruction- Provide targeted interventions for all students in Student Groups and/or unduplicated Foster Youth, Homelessness, African American, Asian Pacific American, English Learners, and Low Income student counts	500,000	214,500.00	Yes
Instruction- Classified salaries for positions which support core instruction	225,000	557,013.00	No
Instruction- Classified Employee Benefits for positions which support core instruction	50,000	128,112.00	No
Instruction- Certificated for positions which support core instruction	2,000,000	2,220,175.00	Yes
Instruction- Certificated Employee Benefits for positions which support core instruction	400,000	331,130.00	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- Certificated Salaries; Intervention programs in core instructional areas	500,000	66,226.00	Yes
Instruction- Certificated Employee Benefits; Intervention programs in core instructional areas	100,000	12,455.00	No
Instruction- Classified Salaries; Supports for Intervention Programs	100,000	59,500.00	Yes
Instruction- Classified Employee Benefits; Supports for Intervention Programs	20,000	12,455.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Budgeted expenditures for classified salaries and benefits for data reflections were not needed because there was no need to release time for certificated employees. Funds were moved to support classified salaries for tier 1 interventions and attendance. Budgeted expenditures for targeted interventions for student groups and social emotional support programs were were partially covered using additional funding sources.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The Lynwood Unified School district had a plan in place to prevent a loss during the 2020-21 school year by having assessments in place to quickly identify learning gaps. We realize learning losses took place in 2019-20 so we put in place 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 continued with our SST process to involve families in gaps of learning and strategies to support students. We had a program in place this year for ELA so we can potentially use it as an after school intervention upon returning in person. The district continued to use and train all teachers in Next Gen Math and ADAM for reteach intervention plus SWUN math as a supplemental math program to reach all students in mathematics. For English Language Development we front loaded ELA lessons by student levels prior to instruction and reteaching skills by levels after the lessons

English Learners
Small group instruction continued in order to develop language acquisition skills according to language levels. Based on diagnostic assessments in English Language Arts, Mathematics, and ELD target lessons were developed to mitigate learning gaps. ELD was

held daily and synchronously during Distance Learning for a minimum of 45 minutes daily. Learning objectives were prioritized based on the results of district benchmark assessments and other classroom assessments.

Successes: All ELD curriculum was available for teachers online or in person our EL coordinator worked closely with school sites and teachers to help identify EL students, their levels, and their needs. Through the use of LIVE site administrators monitored ELD instruction.
Challenges:
We were on the right track in providing the ELD instructional time by students' level prior to March 13, 2020, now we are concerned this did not take place as consistently as before. Our EL data has dropped slightly on our common assessments which we are concerned about.

Low Income Students
Interventions via virtual formats continued to support 90.9% of students identified as socio-economically disadvantaged in LUSD. Teachers identified students who experienced learning loss using our data reflection protocols. Parents were supported with books, at home resources, and materials to support with combating learning loss. In addition to virtual interventions, students have continued to receive meals, community resources, wifi hotspots, and devices so that they can access the distance learning format.

Successes: We were able to provide intervention for students in need.
Challenges: Having students attend online for a longer day was very challenging. We needed our pre and post assessment in order to measure our growth during our intervention window

Foster Youth-Homeless
Our district Foster Youth Liaison worked with our foster families on an individual basis. Our Foster Youth Liaison participated in the analysis of the district benchmarks and diagnostics of students in ELA, mathematics and English Language Development. Tutors were used to develop targeted small group instruction to mitigate learning loss and provide differentiated support for acceleration for foster youth and homeless. Language and instructional accommodations were made for students who may not have access to the internet. When students returned to campus they were assigned mentors through our partnership with a non-profit agency to provide academic and social emotional support.

Successes: During data reflection sessions teachers needed to identify their foster students to monitor their progress. We also looked at them from a district wide level on common assessments.

Pupils with exceptional needs
These students participated in the diagnostic and benchmark assessments in ELA, Mathematics, and ELD. Appropriate accommodations and modifications were implemented for all assessments, including consideration for learning disabilities, speech and language supports. Students were provided with opportunities to participate in learning camps with specifically trained learning assistants that provided tutoring, skill practice, mastery skills development, speech therapy, occupational therapy, physical therapy, and other support to ensure access for intervention and acceleration.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

LUSD has faced success and challenges during the 2020-2021 school year. This year's successes include the innovation of new methods of communicating and engagement with students and family in a virtual platform. Students and staff have been able to learn and adapt to the 21st century by embedding teletherapy, zoom check-ins, and communication through various social media platforms. Learning new modalities has allowed students and staff to connect regularly without the need to travel and connect through different avenues. LUSD therapists and support staff such as Case Managers and Specialists have been able to connect with students quickly and efficiently. In addition, parent support workshops have been provided at a higher frequency due to the virtual delivery options such as zoom or google meets. There has been a high participation rate of parent engagement due to parents not having to leave their homes or work to participate. While there have been great successes, there has also been challenges. Some of the challenges that have been identified are: lack of student engagement, student depression and anxiety increasing and student's lower level of motivation. As identified through various district parent and student surveys, student grades, student attendance and Health Collaborative referrals, many students have become disengaged. Approximately 10% of students district-wide have chronic attendance issues and have failed at least 2 classes. While many students have succeeded through distance learning, there have been many students that have not been successful in distance learning. Students have felt a loss of peer interaction, teacher interaction and social interaction in general. According to the Licensed Clinical Social Workers that provide support services to students, many students feel that the 2020-2021 school year has been a year of isolation. Isolation and the lack of human interaction has increased the anxiety that many students feel. Once schools started opening back up, students that suffered from mental health issues have been able to interact with their peers which has helped with their mental health needs. Progress will be made when students are able to fully return to school to receive direct support services. LUSD used the EASE program as well as agencies which are part of the LUSD Mental Health Collaborative to provide support for staff members. The EAI department hosted a " Renew, Restore, and Rejuvenate Conference" for all teachers in efforts to provide resources that support well being, fitness, and stress management.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Lynwood Unified School District implemented tiered reengagement strategies in order to address the needs of students who were not participating in synchronous and/or asynchronous instruction. The tiered system of re-engagement utilized a person-to person approach to find and address the needs of students who were not engaged. Students who missed daily classroom instruction were identified using our student information system. For those students, both certificated and classified staff called existing contact numbers to verify student absences. Based on the outcome of those discussions, students were assigned asynchronous assignments in order to maintain engagement. Students who needed additional support, i.e technology/hotspots, where given additional materials and in-person training when applicable. Students who expressed a lack of engagement due to socio-emotional concerns were referred to the District Health Collaborative Referral program and provided with “teletherapy” through Zoom and Google hangout. Students who

were having difficulty with continued engagement were referred to each school's School Engagement Review Teams (SERT). The intent of the team was to address any student concerns in relation to distance learning. Parents, students, and school staff meet virtually to discuss each student's concerns with engagement. The SERT team would ask these basic questions relating to technology, mental health, basic necessities, academic concerns, and any other barriers that prevented them from engaging regularly. If the need for additional resources presented themselves, the SERT team would provide them to the family or refer them to district personnel who could. Students who continued to have re-engagement concerns after the SERT meeting would be identified by each school site. Certificated and classified school personnel would conduct home visits to the last known address. School personnel would offer support and resources to the students and their families. Each home visit was entered into our student information system. Some students were referred to the Student Engagement Review Board (SERB). Virtual meetings were held to discuss barriers to engagement as well. Students were offered a variety of engagement strategies and supports in order to succeed during distance learning. Students who were having difficulty with engagement due to the aforementioned concerns were given access to our LUSD Virtual Academy, Vista High School, and Pathway Independent Study School. Students who were identified as McKinney-Vento or Foster were assigned Americorp team members to mentor them throughout the year and monitor academic and engagement progress. Follow-up meetings were scheduled when needed as well as continued home visits by district staff to monitor continued engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition services have had successes throughout 2020-2021. We have served over 700,000 meals to students within the Lynwood community. We have been more engaged with the community through social media. Our staff were also recognized for their hard work during this time. Our feeding method includes drive-up/walk-up service. Most recently, we have reopened schools and have successfully been able to provide meals to students who are participating in in-person instruction.

The challenges would be vendor shortages of food items that we need to create a reimbursable meal. We've had many substitutions. The waiver was approved by CDE for meal flexibility just in case we did not receive certain items from our vendors. The increase in injuries due to the physical demands of outside community feeding during the pandemic were a challenge as well. We've had to purchase electronic equipment in order to lighten the load for our staff to transport food from the kitchens to the outside meal distribution area.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

During the 2020-2021 school year LUSD implemented several viable programs and services supported students academic needs while learning at home and or in person at school sites. The needs for students during the 2020 - 2021 school year were a identified using a district wide Learning Continuity Survey that was given during the fall semester. The following survey results assisted in the developing of the plan for both in person and distance learning programs. From this survey the following data trends were identified and used in the formulation of the LCAP goals and action steps:

The needs of our students with disabilities, English Learners, Foster Youth, Low Income, African-American, are being addressed in LUSD.
51.8% indicated Yes or Somewhat that they agreed with this statement

LUSD provides instructional programs and services that help my child succeed.
69.8% indicated Yes or Somewhat that they agreed with this statement

I would like to see additional resources to address student/staff mental health and social well-being.
70.8% indicated Yes or Somewhat that they agreed with this statement

When safe to do so, I would like my students to attend school in person.
69.4% indicated Yes or Somewhat that they agreed with this statement

What other needs should be addressed in the Learning Continuity Plan? Please share any suggestions that you feel would improve our distance learning program. A summary of the comments are as follows:
1. All Staff including custodians, campus monitors should be trained on mandatory safeguards if they are working at a school site for the safety of parents, student and staff.
2.Credit Recovery and Summer School should be prioritized to seniors and students in subgroups (EL, SPED, Foster Youth, Homeless, etc.).
3.Specify what is the plan for English Learners and Special Needs for pupil learning loss, this is not stated in the plan.
4.Schools need community liaison to help outreach to parents that are having difficulties communicating with the teacher , we need conferences , one on one phone calls, on a more personal level, especially to the ones that their child are below average and absent.

During in - person and throughout distance learning data reflection sessions with teachers in grade level teams were vital in analyzing and assessing student needs as well as implementing and monitoring a tired level of re- engagement support. This level of support informed LCAP Goal 1, Action 3 - Provide additional progress monitoring for all students in Student Groups and/or unduplicated Foster Youth, Homelessness, English Learners, and Low Income student counts.
This action step includes School Data Reflection Processes, District Data Reflection Processes, Districtwide Collaboration Meetings, Vertical Collaboration Meetings, use of Data Management Systems, use of Student Information Systems, ongoing Data Reflection Processes, Social/Emotional Support Programs and Services, and access to Interventions

Lynwood Unified School District was able to support all students during school closure via a comprehensive and inclusive Distance Learning Plan. This plan includes three (3) core goals:

- Teachers providing instruction, checking for understanding, and providing feedback.
- Parents engaging and understanding weekly instructional goals.
- Students learning and staying connected both academically and through enrichment activities.

This level of support informed 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 and Goal 5: Parent outreach and engagement will increase annually.

During in - person and throughout distance learning students appreciated being engaged in enrichment activities along with their academic subjects. These activities included VAPA, music, STEM, affinity groups, virtual leadership academies, cultural clubs, and career pathways. The feedback we received from students via multiple surveys indicated that their participation encouraged them to want to actively engage in school. This feedback informed 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.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The Lynwood Unified School district has a plan in place to prevent a loss during the 2021-24 school year by having assessments in place to quickly identify learning gaps. We realize learning losses took place in 2019-20 & 2020-21, due to distance learning, so we put in place 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 with our SST process to involve families in gaps of learning and strategies to support students. We have structured interventions that will be based on the data we receive from the ADAM and DORA web based assessments. Daily small groups instruction will take place along with in school small intervention groups. Students will also have the opportunity to attend before and after school intervention classes based on their performance from local assessments, ELPAC, social emotional continuums, grades, parent request, and teacher referral. Priority will be given to our Foster Youth, Homeless, and English Learner students. The district will continue to use and train all teachers in Next Gen Math and ADAM for reteach intervention plus SWUN math as a supplemental math program to reach all students in mathematics. For English Language Development we front loaded ELA lessons by student levels prior to instruction and reteaching skills by levels after the lessons.

Small group instruction for English Learners will continue in order to develop language acquisition skills according to language levels. Based on diagnostic assessments in English Language Arts, Mathematics, and ELD target lessons were developed to mitigate learning gaps. ELD will be held daily for a minimum of 45 minutes daily. Learning objectives were prioritized based on the results of district benchmark assessments and other classroom assessments. All ELD curriculum is available for teachers online or in person. Our EL coordinator worked closely with school sites and teachers to help identify EL students, their levels, and their needs. Through the use of LIVE site administrators will be able to monitor ELD instruction.

Interventions via virtual formats will continue to support 90.9% of students identified as socio-economically disadvantaged in LUSD. Teachers will continue to identify students who experienced learning loss using our data reflection protocols. Parents will receive support with books, at home resources, and materials to support with combating learning loss. In addition to virtual interventions, students will continue to receive meals, community resources, wifi hotspots, and devices so that they can access the distance learning format and alleviate connectivity issues.

Our district Foster Youth Liaison work with our foster families on an individual basis. Our Foster Youth Liaison participate in the analysis of the district benchmarks and diagnostics of students in ELA, mathematics and English Language Development. Tutors are used to develop targeted small group instruction to mitigate learning loss and provide differentiated support for acceleration. Language and instructional accommodations are made for students who may not have access to the internet. When students return to campus they will be assigned mentors through our partnership with a non-profit agency (LUSD Health Collaboratives) to provide academic and social emotional support.

Pupils with exceptional needs participated in the diagnostic and benchmark assessments in ELA, Mathematics, and ELD. Appropriate accommodations and modifications will be implemented for all assessments, including consideration for learning disabilities, speech and language supports. Students will be provided with opportunities to participate in learning camps with specifically trained learning assistants that provide tutoring, skill practice, mastery skills development, speech therapy, occupational therapy, physical therapy, and other support to ensure access for intervention and acceleration.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Due to the COVID- 19 pandemic students were not able to receive in person instruction and intervention. Students did receive support virtually, however many of the budgeted expenditures planned for in person intervention, learning experiences, hand held materials and supplies, in person staff development and collaboration were greatly reduced. The LUSD Learning Continuity Plan stated that English Learners would 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 would be provided to support students who lost instruction during school closure. Our secondary schools would have a block schedule and we would 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 would be used to develop a digital curriculum. A new district digital tool would be developed to monitor teacher and students synchronous instruction for all subjects including ELD.

The following actions and services were implemented to ensure that the contributing actions or services increased or improved services for English Learner Students
Daily virtual instruction was provided in ELA/ELD for English Learners.
Families received mass communication families of English Learners via AERIEs Communication in the form of voicemail, text and email in English, Spanish, and Arabic. These communications included support contacts, directions to access of materials, access to other information that could be of interest.
Individualized assistance was provided to identified families in need of technology support, access to curriculum or communication with teachers.
Workshops were provided for parents on how to access curriculum materials and communication with teachers.
An English Learners Web Page with updates was created with instructional materials so families can access.
Direct access to online instructional materials was provided in core ELD for teachers at Elementary and Secondary level.
A Google Classroom with "ELPAC like" activities in the Oral Language domains was coordinated.
Virtual DELAC Meetings were held.
Sites were supported for ELAC virtual meetings for the 20-21 school year by the EL Coordinator.
Updates were provided to different stakeholders on EL related matters: Assessment, Accountability, Legal Requirements.
Access to on-line resources was provided for specific EL groups; Rosetta Stone and Listenwise.

Online PD opportunities for teachers were provided on instruction to support instruction for English Learners
A comprehensive plan was developed for enrolling students during school closure and EL identification requirements.

The LUSD Learning Continuity Plan stated that Foster Youth, Low Income, and students experiencing homelessness would receive increased services through mentor partnerships would provide support for mental health, social and emotional learning, and support with academics. Foster Youth and Homeless would also receive priority with hotspots and will have access to teachers and staff hired for the purpose of supporting their needs. These supports would happen daily with frequent check-ins with students to help them enroll in extended programs and services. Priority would be given to Foster youth students to participate in intervention programs. Enrichment service providers: Educare, NCRF, and ThinkTogether would work 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 would continue to provide resources and social emotional support. Liaisons would provide weekly check ins and connect students to tutors for academic support.

The following actions and services were implemented to ensure that the contributing actions or services increased and or improved for Foster Youth, Low Income, and students experiencing homelessness:
The Students Service Department created a detailed plan to support students with unique needs, specifically our low income, homeless, and foster youth populations, The McKinney Vento and Foster Youth Liaisons monitored students to ensure they were equipped with the proper resources to continue receiving instruction through distance learning. The following are additional supports that the students received:

- Prior to the start of school liaisons ensured that all McKinney Vento and Foster Youth students had access to a chromebook and internet connection
- Weekly check-ins were conducted by liaisons, Educare, NCRF, and ThinkTogether
- Americorp mentors check-in with families.
- Tutors provided academic support
- Weekly food pantry distributions were held
- Mental Health support was provided to students through the health collaborative.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The feedback provided by the LCAP 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. 86% of our stakeholders are strongly satisfied with our highly qualified teachers. 85% 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 2021/2022 school year are supporting struggling students at 77% and preparing students for college and career at 63%.

The LCAP stakeholders committee examined and identified needs for each 21-22 through 23-24 LCAP goal using Dashboard analysis and the annual update. As a group they collaboratively edited, combined and condensed goals from eight to five to reflect a more precise focus to build action steps. Action steps from the 19/20 LCAP were reviewed and as a team we determined which action steps should be eliminated, modified or continued.

Further, using data from the 19-20 parent engagement survey, YouthTruth survey 19-20 and 20-21, and the 2020-2021 LCP survey, data trends were identified and dissected. To establish data triangulation and consistency, questions were structured to gain further information from 10 distinct categories which a necessary for maximum student achievement. These categories were reflected in the survey data analyzed in the 19-20 school year, 20-21 school year, and on the district LCAP stakeholder survey.

In what area(s) do you feel the District needs to improve during the 2021-2022 school year?
Preparing student for graduation - 860 at 50.7%
Preparing student for college/career - 1,074 at 63.3%
Supporting student academic proficiency - 1,057 at 62.3%
Supporting struggling students - 1,310 at 77.2%
Improving school climate - 745 at 43.9%
Providing health & wellness services - 846 at 49.9%
Improving student attendance - 733 at 43.2%
Improving parent engagement - 873 at 51.5%
Improving campus cleanliness -981 at 57.8%
Improving campus safety - 976 at 57.5%

In addition to the qualitative data identified above. The following quantitative data measures and sub sets were analyzed to identify focus areas for student achievement:

- District Reading and Math assessments

- SBAC data
- ELPAC data
- California Dashboard
- Local Indicators

Based on the quantitative and qualitative data analysis the LUSD LCAP goals were revised and consolidated from 8 to 5 goals. We have determined that the services students received during the 2020- 2021 school year must continue and in designated areas be modified to accommodate the needs of students when they return to class. Focus must be given to improving student achievement in Mathematics, English language acquisition, Culturally relevant instruction, ensuring students meet the criteria for college and career readiness, and a-g completion rates. The priorities have been identified in LCAP goals 1, 2, and 4.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	94,299,442.00	85,201,237.00
	0.00	0.00
Federal Revenues - Title I	467,415.00	257,122.00
Federal Revenues - Title III	230,591.00	0.00
LCFF	42,030,946.00	29,295,392.00
LCFF Base	51,501,382.00	55,648,723.00
Other	0.00	0.00
Other State Revenues	69,108.00	0.00
Title III	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	94,299,442.00	85,201,237.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	53,679,088.00	52,279,903.00
2000-2999: Classified Personnel Salaries	6,221,515.00	5,853,750.00
3000-3999: Employee Benefits	19,819,850.00	19,537,096.00
4000-4999: Books And Supplies	6,103,762.00	999,164.00
5000-5999: Services And Other Operating Expenditures	8,059,961.00	5,821,372.00
6000-6999: Capital Outlay	215,266.00	64,652.00
7000-7439: Other Outgo	200,000.00	645,300.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	94,299,442.00	85,201,237.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Revenues - Title I	382,500.00	208,478.00
1000-1999: Certificated Personnel Salaries	Federal Revenues - Title III	188,700.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	14,753,946.00	10,565,278.00
1000-1999: Certificated Personnel Salaries	LCFF Base	38,353,942.00	41,506,147.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF	5,912,120.00	5,530,961.00
2000-2999: Classified Personnel Salaries	LCFF Base	309,395.00	322,789.00
3000-3999: Employee Benefits	Federal Revenues - Title I	84,915.00	46,144.00
3000-3999: Employee Benefits	Federal Revenues - Title III	41,891.00	0.00
3000-3999: Employee Benefits	LCFF	6,998,999.00	5,700,934.00
3000-3999: Employee Benefits	LCFF Base	12,694,045.00	13,790,018.00
3000-3999: Employee Benefits	Title III	0.00	0.00
4000-4999: Books And Supplies	LCFF	6,076,762.00	999,164.00
4000-4999: Books And Supplies	LCFF Base	27,000.00	0.00
4000-4999: Books And Supplies	Other	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Revenues - Title I	0.00	2,500.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,873,853.00	5,789,103.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	117,000.00	29,769.00
5000-5999: Services And Other Operating Expenditures	Other State Revenues	69,108.00	0.00
6000-6999: Capital Outlay	LCFF	215,266.00	64,652.00
7000-7439: Other Outgo	LCFF	200,000.00	645,300.00
		215,266.00	64,652.00
		200,000.00	645,300.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,537,429.00	2,256,304.00
Goal 2	2,348,615.00	786,242.00
Goal 3	157,552.00	7,038.00
Goal 4	64,421,843.00	64,650,754.00
Goal 5	16,569,327.00	9,359,977.00
Goal 6	4,393,998.00	4,687,019.00
Goal 7	3,388,012.00	3,090,459.00
Goal 8	482,666.00	363,444.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$26,189,600.00	$23,234,673.00
Distance Learning Program	$14,542,900.00	$11,457,713.00
Pupil Learning Loss	$5,060,000.00	$4,276,736.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$45,792,500.00	$38,969,122.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$10,636,600.00	$9,720,562.00
Distance Learning Program	$6,292,900.00	$4,086,431.00
Pupil Learning Loss	$1,110,000.00	$1,096,664.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$18,039,500.00	$14,903,657.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$15,553,000.00	$13,514,111.00
Distance Learning Program	$8,250,000.00	$7,371,282.00
Pupil Learning Loss	$3,950,000.00	$3,180,072.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$27,753,000.00	$24,065,465.00

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 Superintendent	gcrosthwaite@lynwood.k12.ca.us (310) 886-1600

Plan Summary [2021-22]

General Information

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

Lynwood Unified is a model urban school district located in Los Angeles County which serves more than 13,000 students through 12 elementary schools, three middle schools, four high schools, 19 preschool classes, as well as adult and independent study programs. Our student demographics indicate that 94.1% of our students are Latino, 4.7% African American, and 1.2% Asian Pacific American and or Caucasian. 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 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 2019- 2020 school year the Lynwood Unified Cohort Graduation rate was 90.8% and over 85% 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 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 continues to experience an increase in the high school graduation rate for the 2019-2020 school year based on the Dashboard "Status and Change Report". The current four year cohort graduation rate is 90.9% which is an 6.2% increase with a total number of 1074 graduates. There were no students in the red, orange, or yellow bands. Dashboard data also indicates increases in the following subgroups, all of which exceeded the state average:

LUSD African American:	93.4% Graduated	State of CA: 78.7%
LUSD English Learners:	83.8% Graduated	State of CA: 72.7%
LUSD Stud Ex. Homelessness:	88.1% Graduated	State of CA: 77.8%
LUSD Stud W/ Disabilities	89.2% Graduated	State of CA: 70.7%

The California Dashboard also indicated that students experiencing homelessness increased their performance in English Language Arts on the Smarter Balanced Summative Assessment (SBAC) by 21 points. African American students increased their performance in English Language Arts on the SBAC by 12.8 points. As a district, students increased their performance in English Language Arts on the SBAC by 5.9 points. Students experiencing homelessness increased their performance in Math on the Smarter Balanced Summative Assessment (SBAC)

by 28 points. All local indicators including the implementation of academic standards, parent and family engagement, and access to a broad course of study were met.

During the 2020-2021 school year, 6,232 secondary parents and students participated in the YouthTruth Survey. YouthTruth Surveys are designed with age appropriate questions that indicate stakeholders perceptions on: engagement, relationships, and culture. Data indicated a 24% increase from last year in the area of relationships and cultural representation at the middle school level. At the high school level data indicates a 7 % increase in the area of academic rigor and a 15% increase in cultural representation. The LUSD Family Engagement Team surveyed 2,478 parents during the 2020-2021 school year. 89% of survey respondents indicated that LUSD has provided meaningful parent engagement opportunities. Parents also indicated that they were pleased with the amount of communication they receive from both the district and school site. 53.5% of the total responses from the LUSD LCAP Survey came from parents. When asked to choose services that they felt LUSD does well, two categories stood out: students access to curriculum, and access to technology including laptops, Wi-Fi, and internet speed at schools sites. Additionally, the total number of respondents to the LCAP Survey indicated that they were extremely satisfied in the following areas: highly qualified teachers, computer based instruction or interventions, and frequent communication from teachers and the school.

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.

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.

There are five performance levels on the California Dashboard and each is assigned a different color: Red is the lowest performance level, Orange is the second lowest, Yellow is the middle point, Green is the second highest, and Blue is the highest performance level. The California Dashboard indicates that the following areas district wide are in the orange level: Chronic Absenteeism, College and Career, and Mathematics. There were no state indicators for which the overall performance was red, nor any local indicator where LUSD received a not met. Both the Suspension and English Language Arts performance categories fell within the yellow level. The Graduation Rate performance category fell within the blue level.

When dissecting the data for Mathematics by subgroup, foster youth students scored within the red performance band. African American, English Learners, Hispanic, Socioeconomically disadvantaged, students with disabilities, and white students scored within the orange

performance level. Students experiencing homelessness scored within the yellow performance level. 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 which is a 2.9% increase from the previous year. African American, students with disabilities, foster youth, and students experiencing homelessness all fell within the red performance level. Chronic absenteeism for English Learners, Hispanic, and Socioeconomically disadvantaged students fell within the orange performance level. 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

College or career readiness means completing rigorous coursework, passing challenging exams, or receiving a state seal. The following measures are approved as indicating college or career readiness:
Career Technical Education Pathway Completion
Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics

Advanced Placement Exams
International Baccalaureate Exams
College Credit Course (formerly called Dual Enrollment)
A–G Completion
State Seal of Biliteracy
Military Science/Leadership

LUSD as a district falls within the orange performance level in the College/Career Readiness indicator. There are no student subgroup which fall within the red performance level, however African American, Hispanic, Socioeconomically disadvantaged, students with disabilities are in the orange performance level. English Learners and students experiencing homelessness are in the yellow performance level. In order to further support these students groups and improve outcomes based on the measures approved for indicating college and career readiness, LUSD will implement the following:

- Strengthen Guidance and Counseling Services via an increase in support and training in order to ensure the following:
- All students (all school levels, all subgroups) are monitored and remain on track towards college and career readiness.
- Ongoing, consistent meetings with students in Grades 7-12 and their parents/guardians to develop and monitor a six-year-plan that ensures graduation, completion of A-G coursework and exposure to college/career pathways.
- Provide awareness of advanced placement coursework, seal of civic engagement, Advanced Placement coursework/ International Baccalaureate , dual enrollment, and recognitions in golden state seal and seal of biliteracy.

Suspension data on the California Dashboards indicates the percentage of students in Kindergarten - 12th grade who have been suspended at least once in a given school year. Overall LUSD students are in the yellow performance level for Suspension Rate. When examining Suspension Rate data, English Learners and students with disabilities fell within the orange performance level. African American, foster youth, Hispanic, students experiencing homelessness, and socioeconomically disadvantaged students fell within the yellow performance level. The performance gap lies with the African American, Homeless, Pacific Islander, and White who show an Orange performance level. Foster Youth show a Red performance level. To decrease the suspension rate among our Foster Youth we will provide our site administration with alternative means to address the needs of our students through Restorative justice practices. The Elementary and secondary schools will continue to implement the PBIS Program. The counseling staff for the 6-12 sites is a resource for students and their families to support their academic and socio-emotional growth. Schools continue to offer Saturday School K-12

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 2019-2020, 2020-2021 (Based on the Learning Continuity Plan), & Overview
- Plan Summary
- Stakeholder Engagement
- 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.

Pathway Independent Study

Support for Identified Schools

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

The Lynwood USD has supported Pathway Independent Studies program by working with an outside agency to increase and or improve the following:
Leadership Capacity
Leadership Team Capacity
Parent Engagement
Stakeholder Engagement
Rigorous Course of Study

In developing the CSI plan we worked with the School Site Council, School Leadership Team, Students, Teachers and Parents to establish goals to exit the school out of CSI for graduation. The graduation rate in 2018 was below 60% and while it improved it was not enough to exit. Pathway Independent Study enrolls students who face life challenges and have fallen short in graduation credits. The District thought it important to have stakeholder voices be represented to address the graduation rate. The District hired an outside provider, Innovate Education, to provide capacity building and workshops. Staff were trained in evidence-based practices which included teaching to a matrix which provided guidance on mastery of standards, tiered interventions for all students assigned to the school, and the development of the needs assessment and plan to exit CSI status. During the planning process we completed the Needs Assessment survey through facilitated interviews of all certificated and classified staff, a representative group of students, parent groups, district content specialist, administrators, counselors, and outside agencies. The groups reviewed the reasons for why Pathway Independent Study was in CSI for their graduation rate. Through this stakeholder process we reviewed five years of comparative data on graduation rates, a-g attainment, budgets, staffing, curriculum, and sub-group data. In reviewing the curriculum offerings there were key findings in the area of rigorous course instruction. The school stakeholder group wanted to have additional programs both virtual and off-line standards aligned materials so that students who attend Pathway would have course access in the same equitable manner as Vista and the other secondary schools.

Budgets-Pathway did not have any budgeted inequities when compared to other sites in the District. Pathway Independent Study is an alternative program and was allocated sufficient budget for materials and supplies, certificated staff, classified staff, and general funds to adequately operate.

Reorganization-The stakeholder groups did provide input on staff they deemed necessary to improve services for students in credit recovery and access to A-G courses. The key findings as they relate to staffing were as follows:

- Counselor to provide additional support in college and career readiness. The school was sharing a counselor with Vista. There was also a need to add a mental health and social emotional support for students who were in need of trauma informed practices.
- Curriculum-provide additional programs to assist with credit recovery including an A- G approved on-line course that was inclusive of the required labs for science. Some of the curriculum discussed was APEX and UC Scout, and an intervention program to support students who needed additional support in English and Mathematics or other core content areas.
- Professional Development-provide release time for teacher professional development in virtual teaching as well as curriculum design and lesson sequence to ensure that students were receiving high quality instruction on-line and in person.
- Trauma Informed Care-support for students who have had adverse challenges in their lives.

- Culturally Responsive Practice Pedagogy-support the diverse needs of students.
- Social Emotional Curriculum to provide skills that students, parents, teachers, and staff could use to support the needs of the student population.

Evidence Based Interventions- the needs assessment data and stakeholder group data supported the need to implement interventions for academics and social-emotional needs. Student data (attendance, suspension, work completion, SBAC scores, formative assessment, and behavior incidents) were reviewed based on student needs. We found due to the myriad of challenges faced by the student population that interventions for English and Mathematics were needed. Based on stakeholder group input and feedback the following evidence-based strategies were selected:

- Improve access to rigorous curriculum by training all staff in distance online programs for credit recovery and intervention
- Provide evidence-based intervention for students not meeting proficiency as measured by standardized and district benchmark assessments
- Provide English Language Development and Literacy Training for all teachers of English Learner students
- Improve Continuous Improvement Framework where student progress is reviewed with data that includes attendance and behavior data.
- Professional Development to build leadership capacity for administrators, teachers, and staff.
- Improve stakeholder engagement by having at least one parent representative on the District DELAC and PAC advisory councils.
- Provide professional development for teachers to implement evidence-based strategies in one to one instruction.
- Ensure that parents and or guardians are present in meetings for monitoring of student progress.

In collaboration with an outside agency the Needs Assessment was conducted and included the following participants: Classified and Certificated Staff, Parents, students, and District Administrators. Meetings were held bi-monthly with a goal of preparing a vision for Pathway. Desired outcomes were discussed and the following recommendations were developed. The strategies were chosen based on performance of students' with the following: five-year data analysis on SBAC, Graduation Rate, College and Career Indicator, Attendance, English Learner and SPED data, and credits earned toward graduation. The Stakeholder group then reviewed two curricula to be implemented and reviewed possible intervention programs. The Stakeholder group then requested a Data Reflection Process be implemented, in which student progress will be monitored every six to eight weeks by teacher teams. Also included were tiered Interventions for Social Emotional Support-outside agency to provide 1:1 counseling and mentoring Professional Development for all teaching staff in the area of ELD, Intervention, On-Line Credit Recovery, and Social Emotional Learning. Leadership Team will include plan in the SPSA and will conduct all SSC council and Parent Advisory meetings to discuss data on progress of the selected interventions. In addition, we will add a parent to the District LCAP Stakeholder Committee to ensure equitable representation among all secondary schools.

Monitoring and Evaluating Effectiveness

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

The Lynwood USD process for the monitoring and evaluation of effectiveness will include school leadership team, which includes certificated and classified staff, parents, and students. Lynwood Unified has partnered with an outside agency, Innovate Education, to

provide support in building leadership capacity, stakeholder engagement, and social emotional learning.

Bi-Monthly meetings will be held to inform the Leadership and Stakeholder group on student progress which will include; Student Grades including D and F rates), student credit recovery, data on student progress on formative (benchmark assessments), student progress on interventions (number of students participating, student progress reported by subgroup). Social Emotional supports and resources will also be monitored and Tiered Support will be increased through counseling and mentoring provided by an outside agency in collaboration with District and school staff. Data reflection sessions will be held after every District and site benchmark (every six to eight weeks). Included in the Data Reflection sessions will be progress monitoring on individual student progress as well as collective school progress toward improving graduation rates. All outcomes will be clearly communicated to all stakeholders through leadership team meetings, parent stakeholder meetings, and student council meetings. Parent stakeholder groups will receive training on in the Improvement process in order to increase engagement and foster partnership.

Effectiveness of programs will be measured with quantitative and qualitative data during the data reflection process. Student performance on formative assessments, student progress toward meeting A-G requirements, college and career indicators, and other data that inform decisions around curriculum and instruction. Based on current data and enrollment on standards and a-g, student outcomes on SBAC (should it commence in the Spring), formative assessments will be used as a baseline. We want to improve the graduation rate from 68.1% to 75%. This will be accomplished by implementing the agreed upon evidence-based programs and practices. We will have students engage with the monitoring of their own progress by reviewing performance on assigned work and formative assessments. The cycle of continuous improvement will also involve frequent surveys to capture student and family needs as they relate to student academic and social emotional progress. Stakeholders and the Leadership Team will review progress quarterly on these indicators and provide feedback based on student and staff experiences with the agreed upon strategies. Staff will provide feedback on professional development and the impact to the teaching and learning process. Capacity Building-Leadership Team and stakeholder groups will receive training on the district and site data protocols as to improve their capacity in parent engagement. We will also train students to lead conferences and data talks to improve their capacity on understanding of monitoring their individual progress. The leadership team received training in the 19/20 school year, facilitated by an outside agency. Lynwood will continue the partnership to increase the capacity of both administration and teachers in the data reflection process and the continuous improvement framework. Coaching will be added for administration as the principal is newly assigned. The coaching will focus on instructional leadership and systems framework for improvement. The leadership team will also be trained in the facilitation of systems for school improvement. Parents will be trained in the continuous improvement framework and the protocols for data reflection protocols used in Lynwood.

Stakeholder Engagement

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

Lynwood Unified School District, in collaboration with all stakeholders; 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, 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 Stakeholder Committee- received information/updates and participated in shared work through an interactive Google Doc to edit sections of the LCAP. The topics covered in each meeting are below:

03/18/2021 LCAP Stakeholders Meeting #1
Meeting Objective: Reviewed the process and timeline for the development of the LCAP, introduced and engaged all stakeholder groups, reviewed the links between 2019-2020 goals and the strategic plan.

03/25/2021 LCAP Stakeholders Meeting #2
Meeting Objective: Reviewed the process and timeline for the development of the LCAP. Reviewed the 8 goals from the current LCAP and examined goals from similar districts. Created 5 succinct and concise goals. Collectively created, viewed, and edited goals. LCFF Funding Presentation, Budget Overview for parents.

04/15/2021 LCAP Stakeholders Meeting #3
Meeting Objective: Reviewed the process and timeline for the development of the LCAP, received input from parents, reviewed budgeted expenditures vs. actual expenditures, reviewed survey results from Youth Truth, Parent and Family Engagement Survey. Viewed the California Dashboard Presentation.

04/28/2021 LCAP Survey Dissemination to Parents
Disseminated survey district-wide (all parents, classified and certificated staff, high school students and community).

05/06/2021 LCAP Stakeholders Meeting #4
Meeting Objective: Reviewed all goals and activities associated with goals, determined if activities need to be retained, eliminated, or further developed.

05/13/2021 Meeting with SELPA. Attended by Dr. Hector Marquez

05/14/2021 LCAP Stakeholders Meeting #5
Meeting Objective: Reviewed, edited and agreed on all goal actions with all stakeholders. Utilized a shared google doc to make final recommendations. Reviewed the process and timeline for the development of the LCAP.

05/19/2021 LCAP Presentation to DELAC Presented LCAP to members of DELAC. Provided answers to members regarding actions.

05/19/2021 LCAP Presentation to PAC
Presented LCAP and Survey results to members of PAC. Provided answers to members regarding actions.

05/19/2021 LCAP Presentation to the African American Parent Group
Presented LCAP to members of the African American Parent Group. Highlighted Goal 3 Action 4, which discusses providing intentional support for AA stakeholders. Provided answers to members regarding actions.

06/03/2021 LCAP Stakeholders Meeting #6
Meeting Objective: Final Review of LCAP draft.

Prior to the Public Hearing stakeholders and community members were given the opportunity to provide written comments and this information was shared via via email, LUSD website, and LUSD Facebook page. LCAP Annual Update Public Hearing took place on June 10th, 2021. 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 24th, 2021 and was unanimously approved.

A summary of the feedback provided by specific stakeholder groups.

The Lynwood Unified School District used varied structures to effectively communicate and engage stakeholders in the Local Control Accountability Plan. There were a series of meetings held with all stakeholders to provide their feedback on district goals and actions, reflective data, and budget and expenditures. An LCAP survey was also given to allow all stakeholders to give their input on services provided, quality of instruction, family engagement, and areas of improvement needed. The stakeholders 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 stakeholders was used to determine the goals, actions and services being recommended for the 2021/2022 school year.

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

Results are as follows:
Total Participants: 1,696

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 - 800 at 47.2%
Teacher recruitment, selection, retention, and new teacher support - 732 at 43.2%
Ongoing maintenance and upkeep of facilities - 599 at 35.3%
Student access to curriculum, textbooks, and instructional materials - 1,233 at 72.7%
Technology (e.g. laptops, wiring and internet speed at at school sites) - 1,277 at 75.3%
Healthy, nutritious, and tasty meals/snacks before, during, and after school - 685 at 40.4%
Access to physical and mental health services for students, families, guardians - 818 at 48.2%

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

Clean and well maintained schools - 1117 at 65.9%
Teacher recruitment, selection, retention, and new teacher support - 844 at 49.8%
Ongoing maintenance and upkeep of facilities - 1022 at 60.3%
Student access to curriculum, textbooks, and instructional materials - 731 at 43.1%
Technology (e.g. laptops, wiring and internet speed at at school sites) - 788 at 46.5%
Healthy, nutritious, and tasty meals/snacks before, during, and after school - 974 at 57.4%
Access to physical and mental health services for students, families, guardians - 884 at 52.1%

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

Highly qualified teachers
Strongly Agree - 1,417 at 84%
Somewhat Agree - 234 at 14%
Somewhat Disagree - 26 at 1%
Strongly Disagree - 19 at 1%

Engaging learning materials
Strongly Agree - 1,375 at 81%
Somewhat Agree - 266 at 16%
Somewhat Disagree - 37 at 2%
Strongly Disagree - 18 at 1%

Computer based instruction or interventions
Strongly Agree - 1,061 at 63%

Somewhat Agree - 495 at 29%
Somewhat Disagree - 112 at 7%
Strongly Disagree - 28 at 1%

Access to a school library
Strongly Agree - 1,217 at 72%
Somewhat Agree - 392 at 23%
Somewhat Disagree - 55 at 3%
Strongly Disagree - 32 at 2%

Instruction, books, and learning material related to students' culture(s) and language(s)
Strongly Agree - 1,267 at 75%
Somewhat Agree - 348 at 20%
Somewhat Disagree - 54 at 3%
Strongly Disagree - 27 at 2%

Challenging and interesting classes
Strongly Agree - 1,249 at 74%
Somewhat Agree - 366 at 21%
Somewhat Disagree - 61 at 4%
Strongly Disagree - 20 at 1%

Teaching and textbooks aligned with Common Core State Standards
Strongly Agree - 1,161 at 68%
Somewhat Agree - 416 at 25%
Somewhat Disagree - 84 at 5%
Strongly Disagree - 35 at 2%

Chromebooks/ipads at school and home, WiFi connectivity
Strongly Agree - 1,303 at 77%
Somewhat Agree - 312 at 18%
Somewhat Disagree - 54 at 3%
Strongly Disagree - 27 at 2%

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%

Teaching and textbooks aligned with Common Core State Standards
Extremely Satisfied - 679 at 40%
Satisfied - 765 at 45%
Somewhat Dissatisfied - 206 at 12%
Extremely Dissatisfied - 46 at 3%

Chromebooks/ipads at school and home, WiFi connectivity
Extremely Satisfied - 859 at 51%
Satisfied - 616 at 36%
Somewhat Dissatisfied - 164 at 10%
Extremely Dissatisfied - 57 at 3%

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

Career info workshops for students
Strongly Agree - 1,095 at 65%
Somewhat Agree - 509 at 30%
Somewhat Disagree - 76 at 4%
Strongly Disagree - 16 at 1%

Academic conferences with teachers
Strongly Agree - 1,122 at 66%
Somewhat Agree - 473 at 28%
Somewhat Disagree - 80 at 5%
Strongly Disagree - 21 at 1%

Frequent communication from teachers and the school
Strongly Agree - 1,270 at 75%
Somewhat Agree - 355 at 21%
Somewhat Disagree - 55 at 3%
Strongly Disagree - 16 at 1%

Resources on how to support academics at home
Strongly Agree - 1,273 at 75%
Somewhat Agree - 359 at 21%
Somewhat Disagree - 46 at 3%
Strongly Disagree - 18 at 1%

Parenting/family/guardian support classes
Strongly Agree - 1,133 at 67%
Somewhat Agree - 458 at 27%
Somewhat Disagree - 82 at 5%
Strongly Disagree - 23 at 1%

Health and wellness workshops

Strongly Agree - 1,079 at 64%
Somewhat Agree - 510 at 30%
Somewhat Disagree - 85 at 5%
Strongly Disagree - 22 at 1%

Extra-curricular programs, events, and clubs
Strongly Agree - 1,143 at 67%
Somewhat Agree - 459 at 27%
Somewhat Disagree - 66 at 4%
Strongly Disagree - 28 at 2%

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} - 1,509 at 89%
Access to technology (e.g. computers, software, coding, programming, training) - 1,366 at 80.5%
Instructional support for students with disabilities, low income, or foster youth - 1,283 at 75.6%
Culturally inclusive instruction that is relevant for our diverse student population - 1,049 at 61.9%
Instruction for English Learners - 1,118 at 65.9%

In what area(s) do you feel the District needs to improve during the 2021-2022 school year?
Preparing student for graduation - 860 at 50.7%
Preparing student for college/career - 1,074 at 63.3%
Supporting student academic proficiency - 1,057 at 62.3%
Supporting struggling students - 1,310 at 77.2%
Improving school climate - 745 at 43.9%
Providing health & wellness services - 846 at 49.9%
Improving student attendance - 733 at 43.2%
Improving parent engagement - 873 at 51.5%
Improving campus cleanliness -981 at 57.8%
Improving campus safety - 976 at 57.5%

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. 86% of our stakeholders are strongly satisfied with our highly qualified teachers. 85% 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 2021/2022 school year are supporting struggling students at 77% and preparing students for college and career at 63%.

Stakeholder Engagement Feedback of Specified Ideas, trends, and input

The stakeholders 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 stakeholders was used to determine the goals, actions and services being recommended for the 2021/2022 school year.

Input on Goals

- Examined and identified need for each goal using Dashboard analysis and the annual update
- Edited, combined and condensed goals from eight to five to reflect a more precise focus to build action steps

Input on Action Steps

- Reviewed action steps form the 19/20 LCAP and determined which action steps were unchanged, modified or continued
- As action steps were presented to stakeholders, they provided input on whether to keep, modify, or remove content.

Documented feedback and ideas provided by all stakeholders were recorded on an interactive Google document. They provided their feedback and suggestions in the development of goals and action steps

Specified feedback and suggestions are as follows:

- Goal 2, Action 1 feedback: tutoring with specific partnerships
- Goal 2, Action 5 feedback: strengthen dual Immersion Programs in grades k-12; partnership with universities, tutoring, strengthen the monitoring of ELS; mentoring for students; provide additional language pathways
- Goal 3, Action 2 feedback: Include college and career readiness and accelerated learning strategies
- Goal 3, Action 3 feedback: Include additional personnel to support safe and equitable learning environments
- Goal 4, Action 1 feedback: Provide enrichment opportunities that offer access to STEAM, visual and performing arts, career exploration, and preparation for college.
- Goal 4, Action 2 feedback: provide awareness of advanced placement coursework, dual enrollment, and recognitions in golden state seal of biliteracy
- Goal 4, Action 3 feedback: Increase access to career exploration activities at the elementary and middle school levels. Implement activities designed to identify student career interests so that students can be guided appropriately in career pathways. 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 4, Action 4 feedback: 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.

DELAC held meetings to discuss and provide input on needs assessment for English Learners provided at the school sites. Feedback showed that parents were satisfied with Reclassification ceremonies, Parent Training Opportunities (specially with technology and distance learning, emotional support, Supporting ELs in Distance learning), Data Chats for LTEL and Distance Learning Kits Needs for improvement included parent involvement, reclassification and Biliteracy Rates, ELPAC, and state assessments given in ELA and Math. 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. The recommendations provided were used to develop goals and action steps.

The African American Parent Group held a meeting to review the goals and action steps pertaining to their specific needs. They were satisfied with 93% 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. 87% 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 all specified suggestions and feedback new action steps were added to the 5 goals that reflect the stakeholders input.

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

District personnel shared details from various informational meetings to help plan and establish timelines for LCAP Stakeholder Committee meetings. Stakeholders 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. Stakeholders 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 Stakeholder 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 stakeholder participants to engage in active discussion and revision of goals, actions, and services. LCAP Stakeholder 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 stakeholders. Revised actions to address these stakeholder 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 28.6% Black or African American 38.2% Hispanic or Latino 14.7%Socioeconomically Disadvantaged 6.4% English Learners 12.3%% Students with Disabilities				43.5% District 33.8% Black or African American 42.7% Hispanic or Latino 20.8% Socioeconomically Disadvantaged 14% English Learners 18.3% Students with Disabilities
SBAC MATH Met or Exceeded Standards	26.1% District 18.5% Black or African American 26.4% Hispanic or Latino				32.1% District 24.5% Black or African American 32.4% Hispanic or Latino

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	10.6% Socioeconomically Disadvantaged 6.4% English Learners 9.2% Students with Disabilities				16% Socioeconomically Disadvantaged 14% English Learners 16% Students with Disabilities
Access to standards aligned instructional material	100% of Students have access to standards aligned instructional material				100% of Students

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$11,594,564.00	Yes
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.	$1,742,890.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Progress monitoring	Each school site grade level teams will participate in progress monitoring for all students and/or unduplicated Foster Youth, Homelessness, English Learners, and Low Income student counts. The following protocols will be used to monitor student progress and to connect student needs to Intervention services : School Data Reflection Processes District Data Reflection Processes Districtwide Collaboration Meetings Vertical Collaboration Meetings	$1,571,018.00	Yes
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.	$2,035,264.00	Yes
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.	$1,821,812.00	Yes
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.	$907,680.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data source: PD sessions calendar, Board items, requisitions					
Percentage of teachers fully implementing Integrated ELD Strategies in Middle and High school Data source: Teachers Lesson plans, Observations-LIVE Tool	Only 5% of Science teachers in Middle and High Schools have been observed to use the strategies (LIVE)				80% of teachers in Science, Math and History are fully implementing Integrated ELD strategies in Middle and High school
Percentage of Designated ELD courses for all ELs at all proficiency Levels Data source: Designated ELD District Master Calendar, Daily Schedules, Observations-LIVE Tool	100% EL Students <3 years in the country receive Designated ELD in Middle and High School 4+ ELs do not consistently receive Designated ELD in secondary within their English Block				100% of ELs will receive Designated ELD instruction at their proficiency level and according to their years as an EL 100% of English teachers are fully implementing the Local Designated ELD curriculum

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 LUSD School Admin, Teachers, and counselors to ensure all teachers recognize their ELs in each period and identify the type of EL (Newcomer, At Risk, LTELs) and monitor Ds & Fs to provide appropriate interventions
					-
Dual Immersion Program and Bilingualism Data Source: DI classes in elementary, enrollment in Spanish Elective Middle Schools, Percentage of Seal of Biliteracy, AP & AB Exams	Dual Immersion K-6 enrollment - 159 students Seal of Biliteracy 140				Dual Immersion Program includes 7th grade Increase of Seal of Biliteracy by 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Data	46.3% Progressed at least 1 ELPI Level 0.7% Maintained at Level 1 35.4% Maintained at Level 1, 2L, 2H, 3L, 3H 17.4% Decreased at least 1 level				58% Progressed at least 1 ELPI Level 0.3% Maintained at Level 1 28.3% Maintained at Level 1, 2L, 2H, 3L, 3H 13% Decreased at least 1 level
Reclassification Data	6.7% District wide Reclassification Rate				15% District wide Reclassification Rate

Actions

Action #	Title	Description	Total Funds	Contributing
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
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	$149,045.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ongoing assessment in order to improve the quality of instruction for English Leaner students.		
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.	$158,611.00	Yes
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).	$304,066.00	Yes
5	Dual Immersion & Dual Language & Bilingualism	To provide increased and improved services for students in the Dual Immersion & Dual Language programs, the district will provide the following in addition to core program offerings: • Continue to expand the Dual Immersion and Dual Language programs in grades K-12. • Provide Spanish Electives in Middle school for EL and Non-EL students.	$850,400.00	Yes

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

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	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
Williams Facility Reports	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				85th Percentile have a positive sense of safety and connectedness
Student sense of connectedness and sense of safety	Do you feel safe at school: 80.3 Percentile				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
	Do you feel connected to your school community: 79.6 percentile				

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$3,743,191.00	Yes
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.	$426,000.00	Yes
3	Equity, Safety, Inclusivity	The district will ensure school environments that promote equity, student safety, and cultural of awareness by providing: Training for classified and certificated staff in areas that pertain to school environments, anti-bullying, , PBIS, Character Ed., etc. Additional personnel to support attendance and safe and equitable learning environments Counseling, Social/Emotional/Mental Health Services and Support 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	$6,934,545.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Personnel which work directly with students and parent affinity groups, plan district wide equity focused professional development, and monitor student subgroup data.		
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.	$539,288.00	Yes
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.	$52,366,041.00	No
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.	$9,025,415.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	90% District 94.4% Black or African American 89.8% Hispanic or Latino 90.0 Socioeconomically Disadvantaged 84.1% English Learners 89.3% Students with Disabilities				94% District 95% Black or African American 93% Hispanic or Latino 92% Socioeconomically Disadvantaged 91% English Learners 91% Students with Disabilities
A-G Course Completion increase 3%	45.3% District 41.2% Black or African American 46.6% Hispanic or Latino				50.3% District 46.2% Black or African American 51.6% Hispanic or Latino

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	45.5% Socioeconomically Disadvantaged 31.4% English Learners 29.4%Students with Disabilities				50.5% Socioeconomically Disadvantaged 37.4% English Learners 35.4%Students with Disabilities
High School Drop-out Rate Decrease 3%	7.0% District 3.7% Black or African American 7.2% Hispanic or Latino 7.1% Socioeconomically Disadvantaged 14.1%English Learners 9.6% Students with Disabilities				5.0% District 2.7% Black or African American 6.2% Hispanic or Latino 6.1% Socioeconomically Disadvantaged 9.1%English Learners 8.6% Students with Disabilities
EAP ELA (College Readiness Indicator)increase 3%	16.9% District 12.4% Black or African American 16.9% Hispanic or Latino 16.9% Socioeconomically Disadvantaged 8.7% English Learners 9.7% Students with Disabilities				21.9% District 17.4% Black or African American 21.9% Hispanic or Latino 21.9% Socioeconomically Disadvantaged 13.7% English Learners 15.7% Students with Disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Mathematics (Algebra II) (College Readiness Indicator) Increase 3%	9.7% District 8.7% Black or African American 9.7% Hispanic or Latino 9.7% Socioeconomically Disadvantaged 8.7% English Learners 10.6% Students with Disabilities				14.7% District 13.7% Black or African American 14.7% Hispanic or Latino 14.7% Socioeconomically Disadvantaged 13.7% English Learners 15.6% Students with Disabilities
EAP Summative High School Mathematics(College Readiness Indicator) Increase 3%	11.4% District 15.1% Black or African American 11.4% Hispanic or Latino 11.4% Socioeconomically Disadvantaged				14.4% District 20.1% Black or African American 16.4% Hispanic or Latino 15.4% Socioeconomically Disadvantaged
EAP College Mathematics (College Readiness Indicator) Increase 3%	10.6% District 11.4% Black or African American 10.6% Hispanic or Latino 8.7% Socioeconomically Disadvantaged				15.6% District 16.4% Black or African American 15.6% Hispanic or Latino 13.7% Socioeconomically Disadvantaged
AP Pass rate	49.93%				60%
Chronic Absenteeism	16%				10%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	94.57%				97%
Suspension Rate	1.6% (2019-2020) 0% in 2020-2021				2.0%
Expulsion Rate	0%				0%
Middle School Drop Out Rate	0 %				0%
CTE Course Completion Rate	47.8%				53%
CTE and A-G Course Completion Rate	46.4%				52%

Actions

Action #	Title	Description	Total Funds	Contributing
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.	$2,201,976.00	Yes
2	Guidance and Counseling Services	The district will strengthen Guidance and Counseling Services for unduplicated students via an increase in support and training in order to ensure the following: All students (all school levels, all subgroups) are monitored and remain on track towards college and career readiness. Ongoing, consistent meetings with students in Grades 7-12 and their parents/guardians to develop and monitor a six-year-plan that ensures graduation, completion of A-G coursework and exposure to college/career pathways.	$3,147,493.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3	CTE & Entrepreneurship	In order to provide unduplicated students with a wide offering of College and Career (CTE) courses we will expand career pathways and provide students with additional exposure to entrepreneurship and a rigorous curriculum that mirrors the demands of post-secondary education and career placement by: Increasing access to career exploration activities at the elementary and middle school levels. Implementing activities designed to help students identify career interests Providing a comprehensive work-based learning program focused on aligning the classroom to work experience, and development of employable and technical skills.	$2,122,093.00	Yes
4	Mentoring, Motivational Opportunities, Enrichment	The district will provide mentoring, motivational opportunities, elective classes, field trips, assemblies, college tours, college tutors and other identified activities and/or resources that promote college and career goals for unduplicated students. In addition, the district will provide ongoing training to tutors, mentors, support staff, and other paraprofessionals on college and career readiness, A-G requirements, career pathways, advanced placement, and dual enrollment.	$2,061,812.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Opportunities for Parents	The district will utilize two parent engagement specialists to assist with expanding learning opportunities for Parent trainings. In order to increase the quality of parent engagement in LUSD the following topics will be offered but not limited to: Academic Success Navigating the LUSD Educational Experience Supporting Student Groups Social-Emotional Health and Growth Effective Advocacy Strategies College and career readiness Equity, access, and justice for parents Financial aid and scholarships Graduation and A-G requirements Conference attendance Consultants	$261,523.00	Yes
2	Engagement Opportunities	In order to increase the level of engagement for parents of unduplicated students, the district will provide ongoing opportunities for parents to give feedback and input on the needs of their child and provide safe spaces for parents to share concerns and areas of growth. Surveys Affinity Groups School Site and District Level Parent Committees Town Halls	$70,880.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
43.53%	$48,767,774

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

Required Descriptions

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

The needs of our unduplicated student groups were considered first based on data from surveys, assessments, social and emotional inventories, and input from stakeholder 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.

When school resumes in person, our foster youth, low income, and English Learner students will participate in additional intervention programs that will be provided in person both during the summer and the 2021-2022 school year. The use of technology programs and apps via our CLEVER platform will allow students to continue receiving support during and outside of the daily work schedule. Classroom formative and summative assessment will be 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. We will use data to identify the areas that our foster youth, low income, and English Learner will need additional support in. Intervention will occur 2- 3 days a week. Zero period supports daily academic intervention and or enrichment.

Lynwood Unified will assess each K-8 grade student in ELA and Mathematics. At the Secondary level students will be 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 will 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 will 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.

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. 74% 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. This action is being continued from the 19-20 LCAP based on the improvements that were seen on the 2019 SBAC ELA and Math assessment results and feedback from the professional development evaluations.

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 19 - 20 LCAP because 4497 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 2019 dashboard 14.7% of students identified as socioeconomically disadvantaged met the ELA target on the state SBAC assessment. Overall 37.8% of students met the ELA target which was below the desired outcome but indicated an increase in students meeting the target by 7%. Current data targets have been set for a 13% 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 19-20 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 stakeholders 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 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 19-20 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 89% 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 85% 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 19-20 LCAP based on the local assessments which indicate that learning loss has occurred during the pandemic and stakeholder 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. This action has been modified from the 2019-2020 LCAP to include Dual Language and Bilingualism. The modification was needed to ensure that students who are not currently enrolled in the Dual Language program will also have access to programs which support their primary language and allow them the opportunity to demonstrate higher levels of language fluency.

Goal 3: Action 1 Individualized Instructional Support
Input from the LCAP committee stakeholders 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 84% responded that highly qualified teaching was a top priority. This correlates with the 92% 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. This action is being continued from the 19-20 LCAP based on stakeholder feedback and the need to provide more individualized instruction for EL, Foster Youth, and Low Income students.

Goal 3: Action 2 Professional Development

Input from stakeholders 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. Stakeholder feedback indicated that 92% 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 stakeholders demonstrate a need to increase equity, students' sense of safety and cultural awareness for unduplicated students. LCAP stakeholder survey results indicated that ensuring equity, intervention, curriculum inclusivity, and student safety were top priorities. 75% 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 19-20 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 it has been determined that this action is the most effective use of funds to meet the needs of our students, parents, and staff.

Goal 3: Action 4 Intentional Supports
Input from stakeholders 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. This action is being continued from the 2019-2020 LCAP because 5 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 stakeholders. 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 19-20 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 90% 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 stakeholder 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 stakeholder 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 19 - 20 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 47.8% and we are looking to increase it to 53%. The Advanced Placement passage rate is at 49.9% and we are looking to increase it to 60%. Based on the positive data trends we believe this is the most effective use of funds to ensure students are college and career ready.

Goal 4: Action 4 Mentoring, Motivational Opportunities and Enrichment

Input from the parents in the LCAP committee stakeholder 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. This action is being continued from the 19-20 LCAP in order to monitor current data targets.

Goal 5: Action 1 Learning Opportunities for Parent

Input from the parents in the LCAP committee stakeholder 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. This action is being continued from the 19-20 LCAP and based on current parent survey data which indicated that 80% feel connected to our campuses.

Goal 5: Action 2 Engagement Opportunity

Input from the parents in the LCAP committee stakeholder 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, 80% of parents have engaged in at least one school activity and we would like to increase it to 88%. Creating a safe space and critical resources for parents to feel connected to the educational process will help unduplicated students improve their self perception, and school connectedness. 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.

We are planning for increased services and will include them through our SPSA meetings held at each site. We will also use our parent advisory meetings such as PAC, DELAC, Special Education Parent Committee, and our African American parent groups for input on student support. All students will be provided with formative assessment to assess learning loss. Targeted interventions in English Language Arts and Mathematics which will be developed to support student needs.

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 FY liaison that works with our foster families on an individualized basis. Our FY 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 stakeholders 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 $6,431,303 of concentration add - on funding provided through the Budget Act of 2021.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$104,635,607.00				$104,635,607.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$37,079,645.00	$67,555,962.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Development	$11,594,564.00				$11,594,564.00
1	2	English Learners Foster Youth Low Income	Supplementary Materials and Resources	$1,742,890.00				$1,742,890.00
1	3	English Learners Foster Youth Low Income	Progress monitoring	$1,571,018.00				$1,571,018.00
1	4	English Learners Foster Youth Low Income	Instructional practices	$2,035,264.00				$2,035,264.00
1	5	English Learners Foster Youth Low Income	Interventions	$1,821,812.00				$1,821,812.00
1	6	All	Core instructional Materials and Supplies	$907,680.00				$907,680.00
2	1	English Learners	Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)	$600,000.00				$600,000.00
2	2	English Learners	ELL Program Support Staff	$149,045.00				$149,045.00
2	3	English Learners	Implementation and Monitoring of Integrated & Designated ELD Instruction	$158,611.00				$158,611.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners	Integrated and Designated ELD Professional Development for Elementary and Secondary	$304,066.00				$304,066.00
2	5	English Learners Foster Youth Low Income	Dual Immersion & Dual Language & Bilingualism	$850,400.00				$850,400.00
3	1	English Learners Foster Youth Low Income	Individualized Instructional Support	$3,743,191.00				$3,743,191.00
3	2	English Learners Foster Youth Low Income	Professional Development	$426,000.00				$426,000.00
3	3	English Learners Foster Youth Low Income	Equity, Safety, Inclusivity	$6,934,545.00				$6,934,545.00
3	4	English Learners Foster Youth Low Income	Intentional Supports	$539,288.00				$539,288.00
3	5	All	Basic Services - Core Instruction	$52,366,041.00				$52,366,041.00
3	6	All	Basic Services- Clean and Safe Learning Environments	$9,025,415.00				$9,025,415.00
4	1	English Learners Foster Youth Low Income	Enrichment and Intervention	$2,201,976.00				$2,201,976.00
4	2	English Learners Foster Youth Low Income	Guidance and Counseling Services	$3,147,493.00				$3,147,493.00
4	3	English Learners Foster Youth Low Income	CTE & Entrepreneurship	$2,122,093.00				$2,122,093.00
4	4	English Learners Foster Youth Low Income	Mentoring, Motivational Opportunities, Enrichment	$2,061,812.00				$2,061,812.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	1	English Learners Foster Youth Low Income	Learning Opportunities for Parents	$261,523.00				$261,523.00
5	2	English Learners Foster Youth Low Income	Engagement Opportunities	$70,880.00				$70,880.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$42,336,471.00	$42,336,471.00
LEA-wide Total:	$41,124,749.00	$41,124,749.00
Limited Total:	$1,211,722.00	$1,211,722.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,594,564.00	$11,594,564.00
1	2	Supplementary Materials and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,742,890.00	$1,742,890.00
1	3	Progress monitoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,571,018.00	$1,571,018.00
1	4	Instructional practices	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,035,264.00	$2,035,264.00
1	5	Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,821,812.00	$1,821,812.00
2	1	Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$600,000.00	$600,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	2	ELL Program Support Staff	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$149,045.00	$149,045.00
2	3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$158,611.00	$158,611.00
2	4	Integrated and Designated ELD Professional Development for Elementary and Secondary	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$304,066.00	$304,066.00
2	5	Dual Immersion & Dual Language & Bilingualism	LEA-wide	English Learners Foster Youth Low Income		$850,400.00	$850,400.00
3	1	Individualized Instructional Support	LEA-wide	English Learners Foster Youth Low Income	K- 3	$3,743,191.00	$3,743,191.00
3	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$426,000.00	$426,000.00
3	3	Equity, Safety, Inclusivity	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,934,545.00	$6,934,545.00
3	4	Intentional Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$539,288.00	$539,288.00
4	1	Enrichment and Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,201,976.00	$2,201,976.00
4	2	Guidance and Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,147,493.00	$3,147,493.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	3	CTE & Entrepreneurship	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,122,093.00	$2,122,093.00
4	4	Mentoring, Motivational Opportunities, Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,061,812.00	$2,061,812.00
5	1	Learning Opportunities for Parents	LEA-wide	English Learners Foster Youth Low Income	All Schools	$261,523.00	$261,523.00
5	2	Engagement Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$70,880.00	$70,880.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

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

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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 K-5), as appropriate.

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

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

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

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

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

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

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

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

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