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, students, 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 cicinqe 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.

05/14/2021 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.

LCAP Annual Update Public Hearing

LCAP Annual Update submission for Board approval

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	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	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

Actions

Action #	Title	Description	Total Funds	Contributing
1	21st Century Learning experiences	Provide students with 21st Century Learning experiences by strengthening resources in the following areas: Professional Development opportunities that support implementation of instructional practices of 21st Century teaching and learning as required through the California Common Core State Standards Additional Personnel to support the implementation of Common Core Standards	$17,012,755.00	No Yes
2	Materials and Resources	Provide students with material, resources and updated technology tools and personnel that align with 21st Century Learning and implementation of Common Core State Standards. Technology resources and personnel Materials and resources to implement Common Core State Standards Supplemental materials to support the core curriculum	$1,967,890.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3	Progress monitoring	Provide additional progress monitoring for all students in Student Groups and/or unduplicated Foster Youth, Homelessness, English Learners, and Low Income student counts School Data Reflection Processes District Data Reflection Processes Districtwide Collaboration Meetings Vertical Collaboration Meetings Data Management Systems Student Information Systems Data Reflection Processes Social/Emotional Support Programs and Services Access to Interventions	$1,675,084.00	No Yes
4	Instructional practices	Fully implement Instructional Lesson Design, Cultural and linguistic Instructional Practices, and a comprehensive VAPA program.	$2,035,264.00	No Yes
5	Interventions	Provide structured interventions and extended learning, both virtual in and in person to support increased achievement in all core subject areas	$2,222,212.00	No Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All 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.

- Language Acquisition is a Human Right, as well as core for instruction
- Unclear understanding of the EL Profile (Identification, different type of Els)
- ELD Instruction is not delivered consistently across all grade levels and sites: Why? Lack of understanding, PD and Monitoring
- Inconsistency on the use of available materials: Why? Lack of understanding, PD and Monitoring
- PD needs to be specifically planned and on-going: All Stakeholders (Administration, teaching staff, support staff, other staff, parents, students)

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	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Strategies in Middle and High school Data source: PD sessions calendar, Board items, requisitions					ELD strategies in Middle and High school
Percentage of teachers fully implementing Integrated ELD Strategies in Middle and High school Data source: Teachers Lesson plans, Observations-LIVE Tool	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,	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Observations-LIVE Tool					Local Designated ELD curriculum
EL Monitoring Tool (AIM) for Secondary	Introduced the EL Monitoring tool (LEP Tool) to Hosler 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				All ELs are monitored at each reporting quarter throughout all classes/courses by their teachers and appropriate interventions are assigned accordingly for students with D & Fs
Supplemental Resources: Interventions, programs, & materials Data Source: POs, Extra Hour duties, sign in sheets, Interventions' Tracking w/ EL Monitoring tools	• District-wide EL Intervention on Reading, Writing, Listening, and Speaking tasks • Site specific Newcomers Intervention • iLit Program (High School)				• Yearly Specific EL Interventions • Additional materials and resources to supplement the core- Ex: software, literature, realia, bilingual resources- appropriate for all ELs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	• AVID Excel Elective (7th & 8th Grades) • PAPER tutoring (Middle and High)				typology (Newcomers, LTELs, EL w/IEPs, ELs)
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 Seal of Biliteracy 140				Dual Immersion Program K-7 Percentage of students enrolling in Spanish at Middle school increased by ___ Improvement in enrollment in Spanish courses at the HS level Increase in % of students passing the AP and IB exams Increase of Seal of Biliteracy

Actions

Action #	Title	Description	Total Funds	Contributing
1	Additional Supports and Interventions	Provide specific interventions, programs and materials to strengthen the language fluency of ELL students and support them in their		

Action #	Title	Description	Total Funds	Contributing
	(AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)	academic achievement in order to increase reclassification while equipping them with the necessary tools to be holistically successful.		
2	ELL Program Support Staff	ELL Program Coordinator to ensure the monitoring and implementation of the EL master Plan, compliance with EL requirements and oversee the EL program, and other EL program support staff, such as Instructional Leads/coaches & other support staff (Subs for testing) to provide PD, develop lessons, review EL data, and complete testing requirements.	$149,045.00	
3	Implementation and Monitoring of Integrated & Designated ELD Instruction	Ensure the consistency and efficiency on Integrated ELD instruction through on-going monitoring and immediate feedback by ELD well versed administration, in order to provide ELL students quality of instruction and identify additional supports as needed.	$8,611.00	
4	Integrated and Designated ELD Professional Development for Elementary and Secondary	Provide specific ongoing training for teachers, support staff and administrators in order to ensure effective and consistent ELD instruction that assists ELL students in becoming proficient in English while improving in all academic courses.		
5	Dual Immersion & Dual Language & Bilingualism	• Continue to invest in maintaining and expanding the Dual Immersion and Dual Language programs in grades K-12. • Expand multilingual opportunities as well as biliteracy for Non-ELs. • Provide Spanish Electives in Middle school. for EL and Non-EL students.		

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%				100%
Williams Facility Reports	100%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruitment and Hiring	Staff will be hired in order to support the reduction of class sizes in K-3.	$0.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	To benefit unduplicated pupils' in the classroom by insuring continuous improvement through professional developments for all certificated and classified staff in areas such as but not limited: Lesson Design Educational Technology Equity and Social Justice Content Specific PDs Culturally Responsive Teaching Strategies/Curriculum College and Career Readiness	$26,000.00	No Yes
3	Equity, Safety, Inclusivity	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 safety, anti-bullying, active shooter, PBIS, Character Ed., etc. Additional personnel to support attendance and safe and equitable learning environments 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	$6,934,545.00	No Yes
4	Intentional Supports	Provide intentional supports for African American, Asian Pacific American, LGBTQIA, Foster Youth, Low Income, students experiencing Homelessness, English Learners, and SPED students.	$539,288.00	No Yes
5			$0.00	No

Action #	Title	Description	Total Funds	Contributing
				Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
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 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 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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Enrichment and Intervention	Provide enrichment and intervention opportunities for all students including but not limited to: Entrepreneurship, STEAM activities, visual and performing arts, career exploration, and preparation for college.	$2,201,976.00	No Yes
2	Guidance and Counseling Services	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.	$3,147,493.00	No Yes
3	CTE & Entrepreneurship	Provide a wide offering of College and Career (CTE) courses in order to 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. Increase access to career exploration activities at the elementary and middle school levels. Implement activities designed to help students identify career interests Provide a comprehensive work-based learning program focused on aligning the classroom to work experience, and development of employable and technical skills.	$0.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4	Mentoring, Motivational Opportunities, Enrichment	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. 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.	$4,183,905.00	

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Extended learning opportunities for Parent trainings 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	$161,523.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2	Opportunities	Provide ongoing opportunities for parents to give feedback and input on the needs of their child. 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	No 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
37.79%	$42,336,471

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 supports 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.

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.

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.

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.

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.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$42,336,471.00				$42,336,471.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$27,063,469.00	$15,273,002.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All English Learners Foster Youth Low Income	21st Century Learning experiences	$17,012,755.00				$17,012,755.00
1	2	All English Learners Foster Youth Low Income	Materials and Resources	$1,967,890.00				$1,967,890.00
1	3	All English Learners Foster Youth Low Income	Progress monitoring	$1,675,084.00				$1,675,084.00
1	4	All English Learners Foster Youth Low Income	Instructional practices	$2,035,264.00				$2,035,264.00
1	5	All English Learners Foster Youth Low Income	Interventions	$2,222,212.00				$2,222,212.00
2	1		Additional Supports and Interventions (AVID Excel, Before & After-school interventions, tutoring through partners, software and materials)					
2	2		ELL Program Support Staff	$149,045.00				$149,045.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3		Implementation and Monitoring of Integrated & Designated ELD Instruction	$8,611.00				$8,611.00
2	4		Integrated and Designated ELD Professional Development for Elementary and Secondary					
2	5		Dual Immersion & Dual Language & Bilingualism					
3	1	All English Learners Foster Youth Low Income	Recruitment and Hiring					$0.00
3	2	All Students with Disabilities English Learners Foster Youth Low Income	Professional Development	$26,000.00				$26,000.00
3	3	All English Learners Foster Youth Low Income	Equity, Safety, Inclusivity	$6,934,545.00				$6,934,545.00
3	4	All English Learners Foster Youth Low Income	Intentional Supports	$539,288.00				$539,288.00
3	5	All English Learners Foster Youth Low Income						$0.00
4	1	All English Learners Foster Youth Low Income	Enrichment and Intervention	$2,201,976.00				$2,201,976.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	All Students with Disabilities English Learners Foster Youth Low Income	Guidance and Counseling Services	$3,147,493.00				$3,147,493.00
4	3	All English Learners Foster Youth Low Income	CTE & Entrepreneurship					$0.00
4	4		Mentoring, Motivational Opportunities, Enrichment	$4,183,905.00				$4,183,905.00
5	1	All Students with Disabilities English Learners Foster Youth Low Income	Professional Development	$161,523.00				$161,523.00
5	2	All Students with Disabilities English Learners Foster Youth Low Income	Opportunities	$70,880.00				$70,880.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$37,994,910.00	$37,994,910.00
LEA-wide Total:	$37,994,910.00	$37,994,910.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	21st Century Learning experiences	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,012,755.00	$17,012,755.00
1	**2**	Materials and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,967,890.00	$1,967,890.00
1	**3**	Progress monitoring	LEA-wide	English Learners Foster Youth Low Income		$1,675,084.00	$1,675,084.00
1	**4**	Instructional practices	LEA-wide	English Learners Foster Youth Low Income		$2,035,264.00	$2,035,264.00
1	**5**	Interventions	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,222,212.00	$2,222,212.00
3	**1**	Recruitment and Hiring	LEA-wide	English Learners Foster Youth Low Income			$0.00
3	**2**	Professional Development	LEA-wide	English Learners Foster Youth Low Income		$26,000.00	$26,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
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		$539,288.00	$539,288.00
3	5		LEA-wide	English Learners Foster Youth Low Income			$0.00
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		$3,147,493.00	$3,147,493.00
4	3	CTE & Entrepreneurship	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
5	1	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$161,523.00	$161,523.00
5	2	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.