



Local Control Accountability Plan (LCAP)

LCAP Final BOE Approval
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by

Krystal Thomas
Executive Director - LCAP

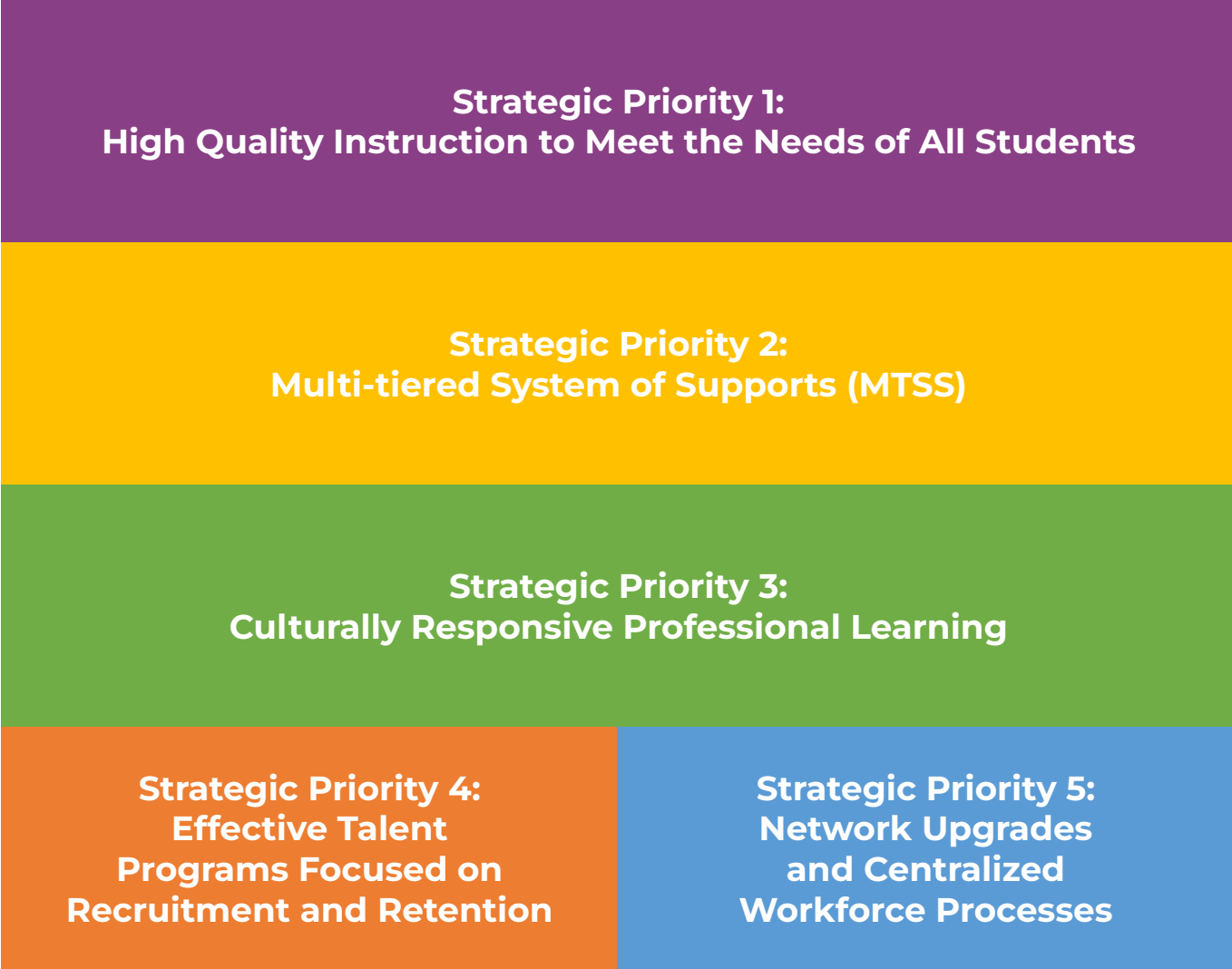
SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

SCUSD Strategic Priorities



LCAP GOALS

Goal 1: Graduation and Post-Secondary Options	Goal 7: Graduate Profile
Goal 2: Educational Programming and Instruction	Goal 8: Instructional Materials, Facilities and Staffing
Goal 3: Climate/Culture and Social and Emotional Wellness	Goal 9: Special Education
Goal 4: Safety	Goal 10: Supporting Homeless Youth
Goal 5: Family and Community Engagement	Goal 11: Supporting Foster Youth
Goal 6: MTSS	

LCAP Departmental Goals

- Work to ensure that LCAP becomes the district strategic plan.
- Establish new educational partner relationships for broader input/feedback from underserved and underrepresented communities.
- Develop Joint Committee Meetings, representative of SCUSD committees (i.e, B/AAA, American Indian, DELAC, PAC)
- Increase educational partner engagement opportunities (i.e, town hall meetings)
- Align LCFF budget allocation to identified LCAP to better ensure goals are achieved.
- Ensure structures and systems are established to support LCAP goal attainment to include the development of SMART Goals, the identification of metrics aligned to goals, recommendations for high leverage actions and a mechanism for progress monitoring.

Local Control Accountability Plan Draft Presentation

LCAP Structure and Key Features:

1. Budget Overview for Parents
2. Plan Summary
 - General Information about SCUSD
 - Reflections - Areas of Success and Areas of Growth
 - LCAP Highlights
3. Comprehensive Supports and Services to Schools
4. Increased or Improved Services for Socioeconomically Disadvantaged Students, Foster Youth and English Learners
5. Fiscal Reporting

**Educational Partner Feedback
Local Control Accountability Plan
A Brief Overview**

Local Control Accountability Plan Educational Partner Engagement

PAC Recommendations - Systems Change:

1. Goals are written in SMART Language (Specific, Measurable, Actionable and Timely) and develop aim statements.
2. Ensure metrics better align to the goals and ensure LCAP actions align to the identified goals.
3. Frequently scheduled interdepartmental meetings to discuss progress towards goal attainment.
4. Department Leads present to PAC by goals, instead of independent departments and work coherently at the district level to achieve goals and support sites.
5. Regular and ongoing communication regarding the status of actions, per goal.
6. Develop a system for progress monitoring and calendar dates.
7. Make practice public through regular engagement and updates of activities.
8. Establish a mechanism for the evaluation of effective actions; continuing with those that are effective and eliminating actions that prove ineffective.

Local Control Accountability Plan Educational Partner Engagement

B/AAAB Recommendations:

Goal 1: College and Career Readiness (Post-Secondary)

- (Actions 1.1, 1.2, and 1.3) - Increase/Provide school-to-college and school-to-career experiences utilizing community stakeholders.
- (Actions 1.2 and 1.3) - Implement specific strategies to market college to students (i.e, Invite black faculty to come to campuses, engage student interests, and let students see themselves reflected)

Goal 2: Standards-Aligned Curriculum

- (Action 2.1) - Implement effective Universal Design for Learning (UDL).
- (Actions 2.1, 2.4, 2.6 and 2.22) - Implement instructional programs with fidelity and consistency, including MTSS.
- (Action 2.4) - Develop ethnic studies curriculum.
- (Actions 2.3, 2.16, 2.21) - Increase access to sports, music, arts, and after-school programs.
- (Action 2.11) - Implement high-quality English, writing and math curriculum and integrate effective instructional strategies across content areas (math, ELA and writing) to include: social science, physical education, science, and other electives as valuable support mechanisms for math and ELA.

Local Control Accountability Plan Educational Partner Engagement

B/AAAB Recommendations:

Goal 4: Climate and Culture

- (Actions 4.1 and 4.2) - Strategically and urgently address disproportionate suspension rates and practices.
- (Action 4.4)- Continue to provide anti-racist and anti-bias professional learning to staff.

Goal 5: Family and Community Engagement

- (Action 5.3) - Increase and improve translation and interpretation for families and students.
- (Action 5.7) - Provide opportunities to engage students in providing input.

Goal 8: Instructional Materials, Facilities and Staffing

- (Action 8.6) Recruit and retain African American staff.

Goal 9: Students with Disabilities

- *Use targeted funding to support students with the highest needs.

Local Control Accountability Plan Educational Partner Engagement

CAC Recommendations:

Goal 1: Post Secondary Opportunities:

- (Action 1.3) -Tracking students after they have left SCUSD to ensure success in students' postsecondary endeavors.
- (Action 1.11) - Improve college and career readiness of students with disabilities by:
 - Develop and implement district protocol to ensure that transition planning in middle school and high school include goals and services to support each student's specific IEP college and career readiness goals.
 - Provide professional learning and resources to case managers, guidance and site administrators to support students staying on track for A-G or CTE pathways.
 - Conduct annual tracking of students with disabilities during their secondary years and following their graduation/matriculation from SCUSD to inform future improvements in transition planning.

Goal 2: Standards-Aligned Curriculum:

- (Action 2.4) - Provide annual reports of the number of teachers trained, the number of students receiving Soliday instruction by site, grade-level and metric of its effectiveness in achieving students' individual reading and literacy goals. Increase the percentage of students with disabilities who are meeting or exceeding statewide standards in ELA.
- (Action 2.10) - Provide LCAP updates that demonstrate how its investment in collaborative time has increased or improved services for low-income, English Learners, and foster youth, and establish district-wide metrics to measure this by site going forward.

Local Control Accountability Plan Educational Partner Engagement

CAC Recommendations:

Goal 3: Social and Emotional Supports:

- (Action 3.9) - Intentional review and improvement of chronic absenteeism efforts and truancy notices to be supportive and appropriate for students with disabilities, particularly those with physical and mental health conditions that present challenges to daily attendance.

Goal 4: School Safety:

- (Action 4.4) - Provide staff with anti-bias professional learning and programs explicitly include anti-ableism.
- (Action 4.7) - Provide specific examples of supports and interventions offered in each tier and with considerations for students with special needs.

Goal 5: Family and Community Engagement:

- (Action 5.5) - Meet with and collaborate with the CARE Team to review communications to families with special needs.
- (Action 5.9) - Conduct parents/guardians satisfaction survey or other data, and an annual (redacted) report on the District's litigation cases. A survey will be developed for families of students with special needs.

Local Control Accountability Plan Educational Partner Engagement

CAC Recommendations:

Goal 6: - MTSS

- (Action 6.1) - Post each school site's MTSS framework. SAM tools and results should be posted on its website along with its School Plan for Student Achievement (SPSA).

Goal 7: District Graduate Profile

- (Action 7.1) - Include school site councils, and community groups in the convening of educational partners to review existing the graduate profile and recommend revisions. Educational partners should include advisors from industry, post-secondary educators, SCUSD staff, family, students.

Goal 8: Instructional Materials, Facilities and Staffing

- (Action 8.2) - Ensure that opportunities to offer programs for students with disabilities are offered at each home school.

Local Control Accountability Plan Educational Partner Engagement

Parent Information Exchange, the American Indian Committee and DELAC participated in an extension discussion of the Climate and Culture Survey. They recommended the following:

- Implement academic and behavioral interventions to ensure students' success.
- Empower parents to participate in school and district-wide activities. Cover the costs of fingerprinting to eliminate barriers to parent volunteering and increase opportunities for volunteering.
- Provide customer service training to office staff in effort to create a more welcoming environment. There were parents from the committee meetings who acknowledged that there are schools that are welcoming to parents but all acknowledged it is not district-wide.
- Report status of recommendations made and communicate next steps, publicly.
- Include parents in the decision-making process in effort to rebuild trust with the district as well as work in partnership to make improvements.
- Create a safe learning environment for every school and find strategies to increase security as students travel to and from school.

Local Control Accountability Plan Educational Partner Engagement

Parent Information Exchange, the American Indian Committee and DELAC participated in an extension discussion of the Climate and Culture Survey. They recommended the following:

- Celebrate SCUSD's diversity of families and students within the district both at the school level and district-wide, with calendared activities. Ensure culturally responsive class assignments and projects.
- Offer before and after care at all school sites to assist in keeping students safe.
- As much as possible, secure uniformity in start and end times so students are safer on their journey home. Follow-up with parents and next steps after school incidents have occurred.
- Focus on social/emotional support for students.
- Set high expectations for all students no matter race, ethnicity, cultural background, to include all student groups (ie, students with disabilities, English learners, Homeless and Foster youth, etc.)

Local Control Accountability Plan Educational Partner Engagement

Parent Information Exchange, the American Indian Committee and DELAC participated in an extension discussion of the Climate and Culture Survey. They recommended the following:

- Establish effective and ongoing communication between school and families. Establish a way to measure the effectiveness of the communication.
- Ensure students are properly trained on how to respond to drills (ie. lockdowns, fire drills and earthquake), especially Transitional Kindergarten and Newcomer Students. Plans for drills should be shared and communicated with parents.
- Conduct needs assessments of facilities (i.e door connected to security systems). Make sure all doors are secured during the school day.
- Provide safety and de-escalation training for paraprofessionals and instructional aides.

Local Control Accountability Plan Educational Partner Engagement

Student Engagement Sessions/Recommendations:

- Social/Emotional Wellness - Provide ongoing professional learning to staff on social/emotional wellness and mental health to better understand and support students. Students also reported wanting teachers to build positive relationships with them. Students reported that after school staff builds positive relationships with them, making them want to be involved in after school activities.
- Academic Support - Provide additional assistance by breaking down concepts into more understandable components. Consistently implement students IEP/504 plans.
- Growth Mindset - Teachers should use mistakes as a teaching tool and a vehicle for improvement. Students also suggested that emotional intelligence should be taught in schools at an early age to complement and promote growth mindset.

Local Control Accountability Plan Educational Partner Engagement

Student Engagement Sessions/Recommendations:

- Students Feel Capable of Learning - Establish evidence-based grading, to include opportunities to integrate student effort to help students who struggle to feel capable of learning.
- School Safety - Students suggested that schools should consistently implement rules and consequences. It was imperative to them that staff find out the root causes of students' conflicts and work proactively to bring them to resolution. Students want to see more accountability for teacher implementation of the rules. They also want to see more restorative practices in place at school sites.
- School Rules - A behavioral framework needs to be implemented in every classroom so students know and understand the expectations. Students would like to be involved in the development of school policies like the cell phone policy.

Local Control Accountability Plan Educational Partner Engagement

Principal Feedback Goal 1: Post Secondary Opportunities and Activities - Focus Vertical Alignment of Resources:

- Equity - Students need to be assessed, then appropriately placed and provided with the proper supports to ensure success in math. At the site level, review inequities in master schedule and uplift them so they can be proactively addressed. Principals acknowledged this was already a component of the equity work the district is currently engaged in.
- CTE - SCUSD principals shared the importance of meeting in cohorts that are vertically aligned. There was also a suggestion to begin vertical cohort walk-throughs, in effort to develop instructional coherence. The intent would be to develop an understanding of the prerequisite skills needed for successful completion of graduation requirements and certification from CTE programs. If there is a focus is on CTE, it is imperative that programming begin at elementary school. Schools, at every level, must be staffed appropriately and well resourced.
- Academic and Career Counseling - There is a need to hire clinicians for elementary school.
- College Visits, College and Career Awareness - Expose elementary and middle school students to career pathways with exploratory days on high school campuses. Market and promote summer programs so principals can assist in ensuring high rates of participation.

Department Questions & Answers