Local Control and Accountability Plan (LCAP) 2021-22: Mid-Year Update and Stakeholder Recommendations

February 18, 2021 Board Meeting
Agenda Item No. 9.1

Presented by:
LCAP Parent Advisory Committee (PAC) Members: LaShanya Breazell, Miguel Cordova, Maria Rodriguez, Renee Webster-Hawkins
Student Advisory Council (SAC) Members: Sara Faraj, Abby Morioka, Isa Sheikh
Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator

Provide a high-level overview of the context and work in progress for the 2021-22 to 2023-24 LCAP:

- Changes in accountability requirements resulting from COVID-19
- Components of the upcoming LCAP and key changes in templates and requirements
- Draft frame for potential goals/LCAP structure for 2021-22
- Stakeholder Engagement
- Timeline of Board Presentations and Key Checkpoints

Present recommendations for board member feedback, inform district planning and LCAP development:

- LCAP Parent Advisory Committee recommendations
- Student Advisory Council recommendations

Role of the LCAP

The 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 LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.

(*From California Department of Education (CDE) LCAP web page*)

Key components of an LCAP include:
- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**
- Description of how **stakeholder input** was solicited, summary of key input, and how it influenced the plan

Impacts of COVID

The state's response to COVID-19 has included several changes to accountability:

Month	Key Events
MAR 20	Closure of Schools due to COVID-19
APR 20	**(CHANGE)** 20-21 LCAP Postponed per EO N-56-20 **(NEW)** Operations Written Report created
JUNE 20	Operations Written Report approved **(CHANGE)** New LCAP cycle shifted to 2021-22 per SB 98 **(NEW)** Learning Continuity and Attendance Plan created
SEP 20	Learning Continuity and Attendance Plan approved
DEC 20	2020-21 LCFF Budget Overview for Parents approved
JUNE 21	2021-22 through 2023-24 LCAP to be approved

The 2021-22 to 2023-24 LCAP includes 4 key parts:

- Annual Update for the 2019-20 LCAP
  (1) Annual Update for the 2019-20 LCAP Year
  (2) Annual Update for the 2020-21 Learning Continuity and Attendance Plan

Updated Templates Approved January 2021

- (3) 2021-22 LCFF Budget Overview for Parents

- (4) 2021-22 to 2023-24 three-year LCAP

Updated Templates Approved January 2020

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Annual Updates

Element	19-20 LCAP	20-21 LCA Plan
Reporting on implementation outcomes	Yes	Yes
Reporting on planned expenditures	Yes (Actual)	Yes (Estimated Actual)
Description of differences between plan and implementation	How unspent funds were used to support students, staff, and families	Description of any substantive differences
Annual Reflection	Success and challenges in implementing the actions/services to achieve the goal	How lessons learned have informed LCAP development
Discussion of Pupil Learning Loss	No specific requirement	How this continued to be addressed and assessed
Overall	Description of how the analysis and reflection on student outcomes has informed development of the new LCAP	

Key changes to the three-year LCAP template were approved in January 2020. These changes included:
- Guidance for setting different types of goals
- Summary tables for expenditures
- Focus on increased/improved services for unduplicated pupils, regardless of funding source
- Focus on three-year target outcomes with annual reporting of progress
- Merging of the Annual Update and Goals sections

The new template provides guidance regarding three types of LCAP goals that districts should consider:

- **Focus Goal:** Concentrated in scope and may focus on a fewer number of metrics to measure improvement.

- **Broad Goal:** Less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- **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.

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Based on the range of stakeholder input and staff guidance to-date, following is the draft goal structure for the 2021-22 LCAP:

| 2019-20 LCAP Goals	Potential 2021-22 Goal Structure
	FOCUS: Implementation of MTSS/DBDM
Increase the percent of students who are on-track to graduate college and career ready	BROAD: College and Career Readiness
	BROAD: Foundational Educational Experience with Equitable Opportunities for ALL students
Students will be engaged with a safe, physically and emotionally healthy learning environment	BROAD: Integrated Supports - Targeted supports based upon identified student needs
	BROAD: Culture and Climate - Dismantling Systems
Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD	BROAD: Engagement/Empowerment
Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.	MAINTENANCE OF PROGRESS: Basic Services and Districtwide Operations/Supports

Stakeholder Engagement

- Input from (prior) 2020-21 LCAP efforts
- Distance Learning Input (Surveys, Listening Sessions)

- Meetings with district committees/groups
- Program staff planning
- Budget development/alignment
- Initial LCAP PAC Recommendations

- Ongoing meetings with stakeholder groups
- Post Draft for comment
- Summary of Stakeholder Input
- Present full draft

Spring 2020 → **JUL-SEP 2020** → **OCT-JAN 2021** → **FEB-MAR 2021** → **APR-MAY 2021** → **JUN 2021**
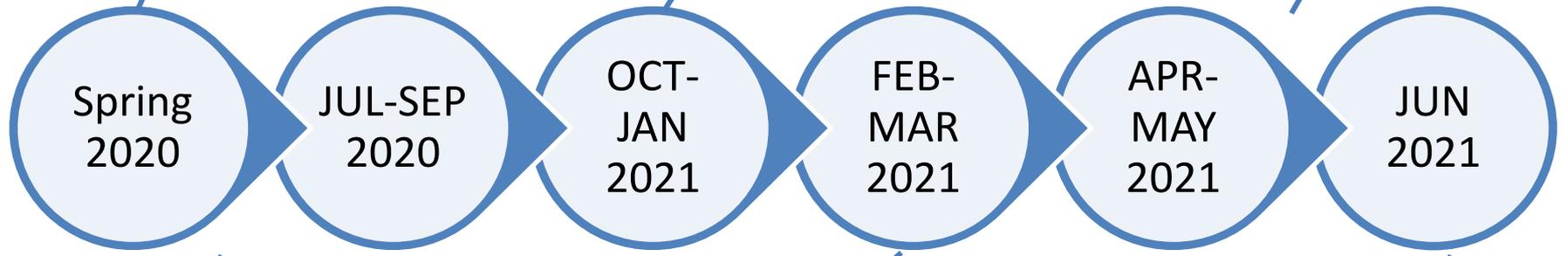
Learning Continuity and Attendance Plan Input Process

- Stakeholder Survey
- Listening Sessions
- Present Annual Update Components
- Ongoing meetings with stakeholder groups
- Fiscal Recovery Plan

- Public Hearing
- Approval

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Month	Key Activities
FEB	• LCAP Mid-Year Update • Presentation of PAC Recommendations and SAC Input • Ongoing Stakeholder Engagement
MAR	• LCAP Annual Update Overview presented to Board • Ongoing Stakeholder Engagement
APR	• Recruitment/Applications for LCAP PAC • Ongoing Stakeholder Engagement
MAY	• Updated LCAP Draft presented to Board • Ongoing Stakeholder Engagement • Present Stakeholder Input Summary to Board
JUN	• Selection and Appointment of new PAC members • LCAP Public Hearing and Board Approval • LCAP submitted to Sacramento County Office of Education (SCOE)

LCAP PAC and Student Recommendations

- The following recommendations were developed by the LCAP PAC over the 2019-20 year and fall of 2020.

- They build upon the priorities shared in the PAC's June 2020 presentation to the board, the input supporting the 2020-21 Learning Continuity and Attendance Plan, and priorities shared by past LCAP PACs and other district groups.

- The LCAP PAC will continue to provide input throughout the LCAP development process. These recommendations were submitted in December 2020 following a 2019-20 PAC goal to provide initial input earlier in the LCAP process.

The recommendations are guided by four overarching priorities:

- **Coherence and consistency in the provision of a foundational educational program and experience for all students**

- **Equitable opportunities, experiences, and outcomes**

- **Disruption of the status quo - Acting on opportunities for radical changes to programs and practices**

- **Implementation of a Multi-Tiered System of Supports (MTSS)**

These priorities represent through-lines that underpin the larger set of more specific recommendations.

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Foundational Educational Experience for ALL Students and ALL school sites	
Priority Area	**Recommendations**
Curricular and Instructional Practices	• Coherent, consistent, and effective implementation of UDL practices (supported by training and coaching) • All classrooms use the district's adopted instructional materials and the common assessments - staff are identified to ensure administration and monitoring • Core Academic Instruction in an MTSS framework with Differentiation in all classrooms • Effective implementation of Integrated and Designated ELD • Develop and implement a master plan for English Learner Success

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Foundational Educational Experience for ALL Students and ALL school sites	
Priority Area	**Recommendations**
Robust and Equitable School Program	• All students have access to a program with arts, sports, and after-school programs (No 'pay to play') • Specialty program and GATE program demographics are representative of the district overall. • GATE Instruction: Increased access to testing, availability at all schools, and GATE PD/certification for teachers.

Integrated Supports for Students	
Priority Area	**Recommendations**
Tiered Supports •Provision is guided by data-based decision making •Proactive identification of student needs	• Increased staffing of counselors to provide mental health, supports, academic advising, and college/career guidance • Tutoring and extra periods of instruction for high needs students • Provide structured, multisensory reading intervention in all schools for all struggling readers • Tiered reengagement of unengaged students including attendance interventions

Integrated Supports for Students	
Priority Area	**Recommendations**
Expansion and Improvement of Student Support Centers and wrap-around services	• Liaisons/Case Managers for students with the highest needs • Individual Student Support Plans for students with the highest needs • Regular mental health and social-emotional check-ins to assess needs • Services for Homeless Youth and Foster Youth • Student Support Centers at all school sites

Recruit, Develop, and Retain a Highly Qualified Instructional Staff	
Priority Area	**Recommendations**
Hiring, Recruitment, and Retention	• Shift the district's start date earlier in August in order to maximize competitive advantage in the hiring landscape (this also benefits students academically in multiple ways, and in work) • Incentivize teachers to go to target schools

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Recruit, Develop, and Retain a Highly Qualified Instructional Staff

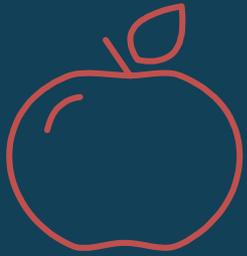| Priority Area	Recommendations
Professional Development and Training -Mandatory training with clear identification of which staff are required to complete -Unification of components (Ex: MTSS, inclusive practices) -Effectiveness measured by continuous improvement science	• Increased Instructional Coaching (number of math and literacy) to reduce site case-loads. More equitable assignment of coaches to school sites Specific professional development needs include: • Alignment of instruction to Scope and Sequence • Training for all staff to improve supports for students with disabilities • Social Emotional Learning (SEL), Trauma-informed practices, mental health, and Adverse Childhood Experiences (ACES) • Implicit Bias, Anti-bias, Anti-racism, and gender issues • Restorative practices, restorative justice, and anti-bullying • Training for instructional aides

Empower and Engage Families	
Priority Area	**Recommendations**
Capacity Building	• Resources and capacity building opportunities for parents/guardians to support learning at home, including how to access/use technology • Inclusion of parents in site and district decision making • Effective staff support and translation services for all stakeholder groups (DELAC, AAAB, CAC)

Empower and Engage Families	
Priority Area	**Recommendations**
Communication	• Regular communication between home and school • Increased translation/interpretation capacity for all parents • Designated staff who are points of contact for specific student needs and/or student groups (ex; SWD, EL) • Genuine relationship building (More than just email & robocalls) • Building effective survey practices and communication practices based on data

Plan Development and Evaluation

- Use of targeted funding to specifically support students with the highest needs

- Aligned metrics and target outcomes to evaluate effectiveness of actions

- (Example: Reflection/Report to assess use of Collaboration Time)

- Increase amount of total budget represented in the LCAP

- Provide full picture of funding for identified LCAP actions (Show all funds included actions)

- Increase the level of detail in descriptions of actions

- Increased alignment to site planning (SPSAs) and district support to achieve site goals

SCUSD SAC
Policy Recommendations

Priority Area: Mental Health

Context	Recommendations
- Lack of mental health (MH) counseling services - Lack of flexibility surrounding assignments, due dates, and assessments <10 min. counseling meetings	- Annual Mental Health checks; tiered support - Regional equity - Increased student support centers - Mental health trainings for teachers and students - Alternative behavioral intervention programs - Resources for students with 504/IEP

Policy Outcomes: Mental Health

Reduced Mental Health stigma

Reduced Mental Health crisis

Increased student productivity

Priority Area: Career Preparation

Context

- Not all students want/have means to pursue college
- Stigma surrounding trade occupations
- Inequity in career preparation throughout the district
- High demand but low supply for trade jobs

Recommendations

- Expand Rosemont's Engineering, Construction, and Design (ECD) program
- Expand School of Engineering and Sciences (SES)'s career preparation
- Expand the post-secondary options available to students
- Provide students with information regarding trades jobs, training programs, etc.

Policy Outcomes: Career Preparation

Normalize changing mindsets regarding career path

More students informed about trade programs

More students pursuing trades careers
→ *social mobility*

Priority Area: Student Voice

Context	Recommendations
- Not all students have access to conversations - Lack of diverse representation in SAC and listening sessions - Student concerns not addressed	- Listening sessions scheduled during school operation hours - Better publicization of opportunities - Anti-bias training for staff - Interpreters for families and students who do not speak fluent English

Policy Outcomes: Student Voice

More students can share their opinions, needs, wants

Policies tailored to reflect needs/ wants of all students

All SCUSD students are supported in their education

Priority Area: Lasting Effects of Distance Learning

Context

- Young students, English Language Learners, others struggling over Zoom
  - Focus, connection
- Resource/technology inequity
- Mental Health challenges
- Ineffective college preparation
- 504s and IEPs have not been renewed

Recommendations

- Bolster tutoring programs
  - Regional equity
- Increase student support programs
- Flexibility for completing assignments
- Reject normalcy, embrace creative solutions

Policy Outcomes: Lasting Effects of Distance Learning

Reduced learning losses

Improved educational outcomes

Improved Mental Health: academic growth

Questions?