

Board of Education Executive Summary

Local Control and Accountability Plan (LCAP) Draft

April 23, 2015

I. Introduction:

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF) requires that before the end of the fiscal year, every school district is expected to adopt an LCAP and budget.

The LCAP is the funding formula's vehicle for transparency and engagement. It must describe for each school district, and individual schools within the district, the annual goals and specific actions to achieve those goals for all students and each subgroup of students identified in Education Code 52052, including students with disabilities. Through the LCAP, districts must describe the specific actions that districts will take to achieve the goals it has identified with budget details that show the type of state expenditure made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State Board of Education (SBE) adopted an LCAP template that groups the eight State Priorities in three areas: Pupil Outcomes, Engagement and Conditions of Learning.

Pupil Outcomes

- Student Achievement: Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college/career readiness and language proficiency.
- Other Student Outcomes: Other indicators of student performance in courses of study.

Engagement

- Parental Involvement: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation and leadership.
- Student Engagement: Pupil engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school) and high school graduation.
- School Climate: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Conditions of Learning

- Basic Services: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials and facilities in good repair.
- Implementation of Common Core Standards: Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.

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- **Course Access:** The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth and individuals with exceptional needs.

Source: WestEd

II. Driving Governance:

According to Ed Code 52060 on or before July 1, 2014, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (“LCAP”) using a template adopted by the State Board of Education (“SBE”), effective for three years with annual updates. It will include the district’s annual goals for all students and for each subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. The LCAP requires school districts to describe specific annual goals and note actual progress towards those goals in its annual updates. Progress must be based on identified metrics, which may be either qualitative or quantitative.

III. Goals, Objectives and Measures:

Districts will be required to show that they have increased and improved services for the following targeted students:

- English Language Learners
- Pupils eligible for free and reduced price meals program
- Foster Youth
- Special Education

IV. Outreach and Engagement Plan:

The district provides stakeholders multiple opportunities to be consulted on the development of the LCAP. However, the engagement looks different this year. In the initial year of LCAP development, the district implemented a broad, multi-faceted engagement plan that resulted in the creation of our LCAP goals, actions and services. The majority of the engagement was prior to the publication of the draft plan. This year, we expect the majority of the outreach on the updated LCAP this spring as the community provides feedback on the draft.

LCAP Advisory Committee

The LCAP Parent Advisory Committee was appointed January 8, and meets twice monthly. This advisory group is charged with a number of critical tasks and conversations to support the Board’s LCAP decision-making process:

- **Synthesize other stakeholder input**

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- **Review annual progress towards stated metrics (Annual Review)**
- **Provide input and feedback on draft district goals, metrics, actions, services and expenditures**

The intent of this group is to, in part, provide advisory counsel to the Board and Superintendent regarding expenditures' alignment to district goals, not to override or usurp authority of individual school communities whose planned expenditures are reflected in the LCAP.

The committee has had district presentations on State and Federal Programs, Budget, Assessment, Research and Evaluation, and has invited community presentations by SCTA and the Community Priorities Coalition. By majority vote, the committee identified four themes to study in order to provide informed feedback on the LCAP: School Climate, Counselors, After-School Programs and supporting all Subgroups.

LCAP Survey # 1

The district began engagement of parents and community partners in the LCAP process through the schools' development of their Single Plan for Student Achievement (SPSA). Each school was encouraged to ask parents to take the LCAP Survey as a method of informing their School Site Council of stakeholder priorities.

In December, school sites were provided with a toolkit to facilitate discussion of goals, which would inform the creation of the site Single Plan for Student Achievement (SPSA) and staffing levels for the 2015-2016 school year. The survey was designed to reconnect with community stakeholders by asking for direct feedback on the LCAP goals, through open-ended response options. The survey only reached a small number of district participants, but widely confirmed that the district is on the right track with our stated goals.

The survey highlighted agreement with the goals as noted below:

- Goal 1 (College and Career Ready Students) 75% Agree/Mostly Agree
- Goal 2 (Safe, Clean, Healthy Schools) over 80% Agree/Mostly Agree
- Goal 3 (Family and Community Engagement) over 80% Agree/Mostly Agree

District English Learners Advisory Committee (DELAC)

The district has engaged around LCAP with the already-established DELAC parent advisory group. DELAC members will also provide advisory input to the Board and the Superintendent regarding the draft plan. Each DELAC meeting agenda includes LCAP, and the material presented mirrors that of the LCAP Advisory Committee within the limited timeframe.

Our survey of DELAC members on the LCAP goals included their agreement as follows:

- Goal 1 (College and Career Ready Students) 79% Agree/Mostly Agree
- Goal 2 (Safe, Clean, Healthy Schools) 88% Agree/Mostly Agree
- Goal 3 (Family and Community Engagement) over 94% Agree/Mostly Agree

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As required by LCFF, the Superintendent will respond in writing to all comments and questions from this committee. Admittedly, the model for this parent advisory group differs greatly from that of the LCAP Advisory Committee, in terms of the exposure they have had to the district and the document. In order to allow DELAC members sufficient time to process their comments we are convening an LCAP subcommittee for DELAC on April 27.

Community Meetings

Three community meetings were planned this year. The first was to facilitate conversation around the three stated LCAP goals, held on February 17. The second meeting was a budget presentation held on March 26. The third planned meeting will be a presentation of the draft LCAP on May 14.

We recognize that in year two, some of the “newness” has worn off, and we are working to find creative new ways to engage our community. Also, with the LCAP Advisory Committee in place this year, the goal of our community meetings has shifted. Now these meetings are designed to provide an additional entry point into this discussion; they are not the primary entry point.

We continue to use e-mail invitations, Messenger phone reminders, media, web and social media messaging in the community. Staff also personally invited parents, Parent Leadership Pathway participants, district advisory committees, as well as other community partners and groups. Translators and childcare were made available to encourage participation.

February 17, 2015 Community Meeting

The community meeting included an overview of the impact of last year’s engagement in the creation of the LCAP. In small groups, including one group facilitated in Spanish, and one group in Hmong, staff shared the goals and the actions that support each goal. Responses were recorded for each goal on what is working at their school sites, and what could be expanded or added to support student success. For each goal, a gradient voting method was used so that each person could indicate their approval of each goal from Agree Completely to Disagree.

The gradient voting results showed this level of agreement with the goals:

- Goal 1 (College and Career Ready Students) 70% Agree/Mostly Agree
- Goal 2 (Safe, Clean, Healthy Schools) 81% Agree/Mostly Agree
- Goal 3 (Family and Community Engagement) 82% Agree/Mostly Agree

Based on the input received from this meeting, and the online survey, we feel confident that our community reaffirmed that the LCAP goals should continue to guide our vision for the district.

March 26, 2015 Community Meeting

At the March meeting, Chief Business Officer Gerardo Castillo presented an overview of funding projections, including challenges that the district faces with increased utilities, retirement and

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health care costs. Following Mr. Castillo's presentation, the audience broke up into groups for discussions around the prompt, "Should additional discretionary funds become available, what programs or services would you like to see expanded or added?" Participant input was recorded, and their feedback helped to inform the draft plan.

Community Planning Process and LCAP Survey # 2

To gather input on the LCAP draft, we will rely heavily on the Community Planning Process (CPP), a grass-roots model utilized to gather authentic input and feedback on important topics such as the LCAP. It relies on key community-organizing strategies: empowering community members as Public Education Volunteers (PEVs) to engage with their personal and professional networks to share information and gather input. As a type of design, it follows the following key principles:

- Drafts are developed and shared with stakeholders early, before anything is "finalized."
- When drafts are shared, stakeholders are asked to give feedback. Then, that feedback is used to inform decisions.

PEVs are SCUSD community members who volunteer to engage their personal and professional networks to inform the design of district strategic work. The PEVs who were part of the process last year will be invited to help us again by personal invitation. Other stakeholder groups such as the LCAP Advisory Committee, DELAC, CAC and PTA will be invited to training as well. The message that we will share with them is:

As a Public Education Volunteer (you will be) helping to inform our community about important work in our schools and solicit broad input from your personal and professional networks. Your work will provide vital parent and community feedback for the Board of Education and the Superintendent on this year's SCUSD Local Control and Accountability Plan (LCAP).

School Site Engagement

Authentic community engagement cannot just happen at the Serna Center or at district-level settings. Parents, staff and community members must be engaged at the school-site level as well. This month, SCUSD principals were given a toolkit (communication materials) for organizing and facilitating staff and parent meetings at their respective sites. Throughout the months of April and May, principals will begin engaging with parents and staff at their sites during standing School Site Council meetings, PTA meetings, English Learner Advisory Council (ELAC) meetings, Collaborative Planning Time (CPT) and staff meetings. Principals will be asked to facilitate input and information through surveys provided in the toolkit.

To simplify the process, we have produced a Community Guide that captures the key sections of the LCAP. Paired with the survey, the Community Guide provides an overview of LCFF and LCAP, the state-required metrics used to measure progress, and the stated goals, activities, services and expenditures that are part of the plan. The survey is designed to ask our

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stakeholders for their understanding of the plan, whether our plan supports positive student outcomes in our district, and will give an opportunity to comment on the document while in draft form.

LCAP DRAFT

The State adopted a new template for the 2015-2016 LCAP, which all districts must use. Each goal comprises one section, including stated need, metrics used, actions, services and expenditures. Subsequent years in the three-year plan follow. To meet the needs of our community, this year we will translate the document into Spanish and Hmong.

Annual Update

New for this year's LCAP is the Annual Update, which looks at how we are doing relative to our stated goals and objectives. At the time of this meeting, we have included all data and expenditures that are available. We will continue to revise this section as we finalize the plan.

Below is a summary of the goals and actions laid out in the draft LCAP for 2015-2016:

Goal 1: Increase the percent of students who are on track to graduate college and career ready

Action 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

Action 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

Action 1.3: Develop an infrastructure for on-going analysis of student progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Action 2.1: Students will be provided cleaner, better maintained learning environments.

Action 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

Action 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project based learning, extended extracurricular and expanded learning, *and costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.)*.

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The italicized text in Action 2.3 indicates how it has been amended to reflect our community's desire for funding to be made available for site-based enrichment activities that support student success.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Action 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

Action 3.2: Stakeholders will be provided improved district and site communications, including translation/interpretation services

V. Major Initiatives:

Budget forums, community meetings and development of LCAP. Simultaneously working with Budget team to receive budget updates, Assessment, Research and Evaluation to receive updates on identified metrics, school SPSAs for detail on school site expenditures.

VI. Results:

Update the Governing Board on the LCAP Engagement Plan.

VII. Next Steps:

- Share draft LCAP broadly with community to gather stakeholder comments, feedback and concerns.
- Meetings scheduled with District Advisory Groups:
 - LCAP Advisory Committee
 - District English Learner Advisory Committee (DELAC)
 - Community Advisory Committee (CAC)
 - Student Advisory Committee (SAC)
 - Other meetings with groups and partners will be scheduled based on their availability.
- Superintendent will respond in writing to comments from LCAP Advisory Committee and DELAC and post publicly.
- Revise and update draft LCAP based on feedback and input as well as new budget information (May Revise).
- Present LCAP to SCUSD Board of Education for approval along with 2015-2016 budget.