Local Control and Accountability Plan (LCAP) Update

Board Meeting

June 18, 2020

Agenda Item No. 11.1

Presented by:

Vincent Harris, Chief

Continuous Improvement and Accountability Officer

Steven Fong, LCAP/SPSA Coordinator

LCAP Parent Advisory Committee (PAC) Members

Staff will provide overviews of:
- Recent changes to LCAP requirements
- 2019-20 Annual Update materials
- 2020-21 Next Steps

LCAP Parent Advisory Committee (PAC) members will share emerging priorities to inform district/board planning, engage community, and inform LCAP development.
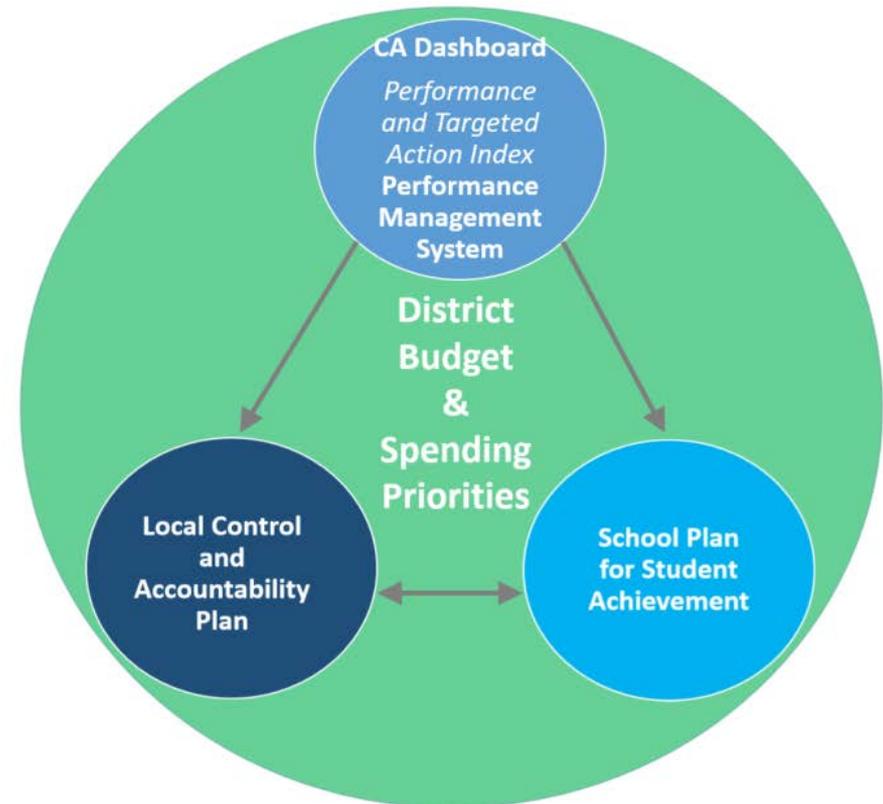
In Executive Order N-56-20, Governor Newsom emphasized the importance of:

1. Prevention and mitigation of effects of the pandemic.
2. Meaningfully engaging with stakeholders.
3. Taking time to effectively align LCAP and budget.

N-56-20 includes several key changes:

- Requires that districts approve a COVID-19 Operations Written Report.

- Extends the 2020-21 LCAP timeline to December 2020. This will be a 1-year LCAP.

- Shifts next three-year LCAP cycle to 2021-22 through 2023-24.

Purpose:

- The Written Report is a tool for districts to communicate to their community the impacts of school closures and the changes they are making in response.

Required components of the Written Report:

- Describe how the district is meeting the needs of unduplicated pupils
- Describe the steps take to support the following during the period of closure:
  - Delivery of high-quality distance learning
  - Provision of school meals
  - Arrangement for supervision of students during ordinary school hours

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The 2019-20 Annual Update component of the 2020-21 LCAP has also been extended until December 2020.

Material developed for the previous 2019-20 Annual Update template has been attached for reference (No approval is being requested). The material includes:

- 2019-20 estimated actual expenditures for LCAP actions
- Reported outcomes for defined LCAP metrics
- Discussion of the actions implemented and their effectiveness in achieving the stated goals
- Discussion of material differences between projected expenditures and estimated actual expenditures

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2019-20 LCAP Expenditures

2019-20 LCAP Expenditures by Funding Type	Projected (Spring 2019)	Estimated Actual (Through April 2020)
LCFF Base	$306,057,416	$312,630,424
LCFF S&C	$76,169,346	$75,164,629
Titles I, II, III	$13,401,507	$16,330,238
Grants, Other	$25,728,814	$24,235,036
TOTAL	**$421,357,083**	**$428,360,327**

SCUSD's 2019-20 LCAP states the following:

- Total projected district revenue of $532,900,000

- Projected expenditures included in LCAP total $421,357,083

- Total projected LCFF S&C revenue of $75,900,000

- Projected expenditures to increase/improve services for unduplicated students total $76,169,346

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Emerging Bright Spots:

- Growth in English Language Arts (ELA): +5.2 points from 2017-18 to 2018-19 on the Smarter Balanced Assessment
- Chronic Absenteeism: 2019-20 rate through January was almost 2% below the previous year's rate through the same period.
- Suspension Rate: Decreased from 2017-18 to 2018-19. Further decreases observed in 2019-20, with mid-year rates down to 3.1% at end of February relative to 3.8% at same time previous year.

Growth Opportunities:

- Graduation, College/Career, and related indicators showed relatively little change from 2017-18 to 2018-19.
- Inequitable outcomes in multiple performance areas persisted for several student groups. This was most pronounced for Foster Youth, Homeless Youth, Students with Disabilities, African American students, and American Indian or Alaska Native students.

20-21 LCAP Timeline

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Time	Activities
June-July 2020	• Discuss 2020-21 budget, Review 2020-21 SPSA goals • PAC small-group/individual input sessions
Aug-Sep 2020	• LCAP goal development, action alignment • Engagement of additional stakeholders
Oct-Nov 2020	• Continued stakeholder engagement, revisions to plan • Public hearing and approval of 2020-21 LCAP
Dec 2020	• Submission to County Office of Education
Jan-Apr 2021	• Further development of goals for 3-year LCAP • Alignment of 2021-22 actions/services • (Ongoing) Additional stakeholder input on 3-year LCAP
Apr-May 2021	• Revisions of plan based on input, present draft
June 2021	• Public Hearing and Approval of 2021-22 to 2023-24 LCAP

Note: The Board executive committee approved extensions of LCAP PAC member terms for a period of one year to align with the new LCAP timelines per Executive Order N-56-20.

Past priorities have aligned across multiple stakeholder groups. These include, but are not limited to:

- Comprehensive staff training and program implementation (e.g. Restorative Practices, Implicit Bias, supports for students with disabilities)
- Targeted engagement of parents/family
- Increased Bilingual supports for English learners
- Improved use of data for allocation of resources
- Equitable representation in GATE/Specialty Programs

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COHERENCE and CONSISTENCY

Clearly define and provide a base/standard educational program and set of experiences for all students at all school sites.

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Key Elements:

- Elimination of 'opt in' culture

- All classrooms use the district's adopted instructional materials and common assessments

- Mandatory training in priority areas

- All students have access to a school program that includes the arts, sports, after school programs, and fully-staffed classrooms.

- Increased accountability - measure the effectiveness of prioritized actions

EQUITABLE OPPORTUNITIES, EXPERIENCES, and OUTCOMES

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Key Elements:

- Improved use of targeted funds to increase and improve services for specified student groups

- Data-driven, need-based allocation of resources

- Effective implementation of Multi-Tiered System of Supports (MTSS)

- Willingness of the board to make difficult decisions that may not align to the interests of groups that have historically driven decision-making

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Use the lessons learned from this time of school closures as an opportunity to make radical changes to programs and practices.

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Key Elements:

- School closures have exposed/exacerbated inequities that were already present

- Implement curriculum, technology, and programs that are effective in both on-site and distance learning

- Distance learning provides the ability to educate students beyond their attendance zone

- Increased importance of family in the education of our students

- Measuring student & district outcomes differently

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Student Group	College/ Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate	Academic Indicator	
					ELA	Math
ALL Students	Yellow	Orange	Yellow	Yellow	Yellow	Orange
English Learners	Orange	Orange	Green	Yellow	Orange	Orange
Foster Youth	Yellow	Yellow	Red	Red	Orange	Red
Homeless Youth	Orange	Red	Yellow	Yellow	Red	Red
Socioeconomically Disadvantaged	Yellow	Orange	Yellow	Yellow	Yellow	Orange
Students with Disabilities	Orange	Orange	Red	Orange	Red	Red
African American	Yellow	Red	Orange	Yellow	Orange	Orange
American Indian or Alaska Native	N/A	Orange	N/A	Yellow	Orange	Red
Asian	Yellow	Orange	Green	Green	Orange	Yellow
Filipino	Green	Orange	Blue	Green	Green	Yellow
Hispanic/Latino	Yellow	Orange	Orange	Orange	Yellow	Orange
Native Hawaiian or Pacific Islander	Orange	Red	Green	Orange	Yellow	Orange
White	Green	Green	Orange	Yellow	Green	Green
Two or More Races	Green	Yellow	Green	Yellow	Green	Green

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- Despite our shared focus on equity, we are leaving behind our most disadvantaged students. The status quo has not gotten us very far. We need to begin to dismantle the status quo.

- Current practices emphasize individual programs over high expectations. Our students deserve better.

- Equity needs to be ever present in our day to day teaching and learning. Students must be the priority in all of our decisions.