5.1 Local Control and Accountability Plan (LCAP) Update

Community Advisory Committee (CAC) Meeting
Tuesday, January 18, 2022
6:00 – 8:00 PM

What is 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)

What is the LCAP?

A **community** document that continues to **evolve** over time.

A description of our plan for serving all students AND our particular focus on the ways we are serving unduplicated students.

A STRATEGIC document that is also an ACCOUNTABILITY tool:
Reflects the district's **vision** for improving student outcomes and the **concrete actions and expenditures** to be implemented in the coming year(s).

An alignment of the priorities of the board, executive leadership, educational/ community partners, and the actual implementation work of departmental and site staff.

Local Control Funding Formula (LCFF)

- The state's method for funding school districts

LCFF Base Funding

- Base amount allocated per average daily attendance

Unduplicated Pupils

- English Learners, Socioeconomically Disadvantaged students, Homeless Youth, Foster Youth

LCFF Supplemental Grant Funding

- Additional funding based upon unduplicated pupil percentage

LCFF Concentration Grant Funding

- Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment

Intersectionality

Student Groups	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged Students	Students with Disabilities
African American	12.8%	0.3%	29.5%	40.4%	15.2%	19.9%
American Indian or Alaska Native	0.5%	0%	1.1%	2.6%	0.5%	0.9%
Asian	18.1%	33.4%	5.5%	4.0%	19.9%	10.7%
Filipino	1.5%	0.8%	0%	0%	1.2%	0.8%
Hispanic/Latino	40.1%	56.9%	26.8%	38.2%	44.9%	42.7%
Native Hawaiian or Pacific Islander	2.2%	4.5%	2.2%	1.8%	2.6%	1.4%
White	17.2%	3.6%	25.7%	7.4%	9.5%	16.1%
Two or More Races	7.7%	0.4%	9.3%	5.5%	6.2%	7.5%
English Learners	17.0%		6.6%	4.8%	22.0%	23.6%
Foster Youth	0.5%	0.2%		1.8%	0.6%	1.2%
Homeless Youth	0.7%	0.2%	2.7%		1.0%	1.1%
Socioeconomically Disadvantaged	71.6%	92.4%	97.8%	100%		77.3%
Students with Disabilities	15.1%	21.0%	37.7%	23.5%	16.3%	

*Enrollment data from 2020-21 California Department of Education DataQuest enrollment report (Does not include charter schools)

Key Components of the LCAP include:

- An overview of the district's **context**, recent **successes** and identified **needs**
- Description of how **community input** was solicited, summary of key input, and how it influenced the plan
- 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**

LCAP 3-year cycle v. Annual Development Process

A new LCAP is developed and adopted *every* year. This occurs within a recurring, 3-year cycle.

3-year Cycle	LCAP Year
2014-15 to 2016-17 Cycle (Developed & Adopted in spring 2014)	2014-15 LCAP
	2015-16 LCAP
	2016-17 LCAP
2017-18 to 2019-20 Cycle (Developed & Adopted in 2016-17)	2017-18 LCAP
	2018-19 LCAP
	2019-20 LCAP
2020-21 LCAP Postponed due to COVID-19	
2021-22 to 2023-24 Cycle (Developed & Adopted in 2020-21)	2021-22 LCAP
	2022-23 LCAP
	2023-24 LCAP
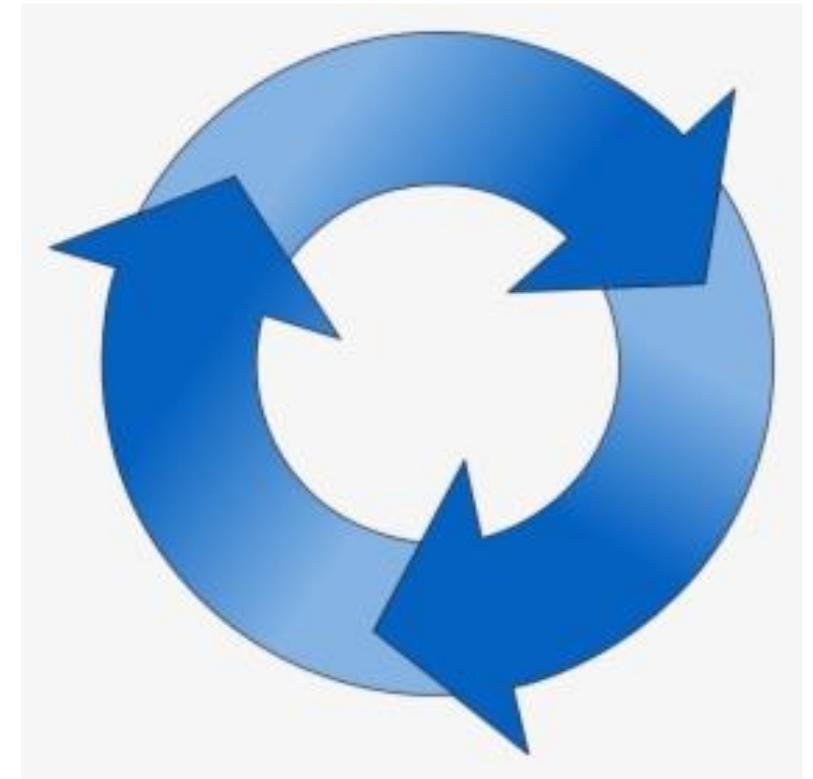
Month	2021-22 Timeline (Development of 2022-23 LCAP)
OCT	• Outreach, Quarterly Update, ESSER III Expenditure Plan Adoption
NOV	• Outreach, State Board of Education approval of new LCAP template
DEC	• Outreach, Develop Annual Update Draft and 1-time supplement
JAN	• Outreach, Quarterly Update (BOE), Develop Annual Update Draft
FEB	• Outreach, Annual Update and 1-time Supplement (BOE)
MAR	• Outreach, Initial drafting of full 22-23 LCAP, PAC Recommendations, Community Survey and Listening Sessions
APR	• Outreach, PAC Applications Available, Continued drafting of 22-23 LCAP
MAY	• Outreach, Quarterly Update (BOE), Full Draft (BOE), Summary of Stakeholder Input (BOE)
JUN	• Outreach, Public Hearing (BOE), Adoption and Local Indicators (BOE), LCAP PAC Appointments (BOE)

Improvement Goals for 2021-22

Key opportunities to improve in the coming year:

- Increased alignment between LCAP and other district planning processes.

- Increased alignment of the LCAP to school site plans.

- Increased alignment of measurable outcomes to actions.

- Increase the specificity of action descriptions with regard to the impact on individual student groups.

- Shift the action descriptions and titles to more accurately communicate the intended *action* and expected improvement.

Differentiated Assistance Status

Districts are identified by the state for Differentiated Assistance (DA) if the same student groups meets identification criteria in two or more of the state priority areas. Once identified, a district receives assistance from their County Office of Education (COE) to develop an action plan based upon identified student needs.

SCUSD is currently identified for differentiated assistance specific to performance for three student groups:
- **Foster Youth**
- **Homeless Youth**
- **Student with Disabilities**

Note: This identification is based on performance results from the 2019 Dashboard. With the suspension of full dashboard performance results in 2020 and 2021 due to COVID-19, the 2019 differentiated assistance status has been maintained.

In 2019-20, based on the continued underperformance of the three student groups over multiple years, SCUSD became eligible for additional support from the California Collaborative for Educational Excellence (CCEE) and continues to engage in the Systemic Instructional Review (SIR) process to date.

SCUSD 2021-22 to 2023-24 LCAP Goals

GOAL 1: College and Career Readiness

GOAL 2: Tier 1 – Foundational Educational Experience

GOAL 3: Tier 2/3 - Integrated Supports

GOAL 4: Culture and Climate

GOAL 5: Engagement and Empowerment

GOAL 6: MTSS Implementation

GOAL 7: Graduate Profile

GOAL 8: Maintenance of Progress (Basic Conditions)

Examples where the LCAP is specific to Students with Disabilities

Metrics

- 1J: Certificate of Completion/Diploma results
- 1Q: Post-secondary outcomes for Students with Disabilities
- 2T: Least Restrictive Environment (LRE) Rates
- 5E: CAC Attendance
- Disaggregation of data across metrics to show student group performance

Actions

- 1.10: Transition Planning for Students with Disabilities
- 2.4: Multisensory Reading Intervention: Curriculum and Training
- 3.4: Instructional Assistants
- 3.5: Social Workers specific to Special Education
- 3.17: Data Practices for Students with Disabilities

Actions specific to SWDs in the ESSER III Expenditure Plan

Actions

- B21: Educational Technology for Students with Disabilities
- B22: Expanded Special Education Staffing
- B23: School Psychologists for Special Education
- B24: Administrators of Teaching and Learning for Special Education
- B25: Board Certified Behavior Analysts for Special Education
- C1: Team Engagement specific to the needs of Students with Disabilities
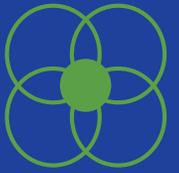
Goal 3 – Tier 2/3: Integrated Supports

Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.

Engagement of Educational Partners

Significant and purposeful engagement of parents, students, educators, and other [educational partners], including those representing the student groups identified by LCFF, is critical to the development of the LCAP … engagement [of educational partners] is an ongoing, annual process.

Influence of Input in Recent LCAP

Input from Educational Partners has influenced the LCAP in significant ways including:

- Formation and revision of LCAP Goals
- Modified and new metrics to measure effectiveness
- Increased disaggregation of data
- Expansion of actions and service descriptions
- Maintenance of LCFF S&C transparency
- Affirmation of existing prioritized actions

Examples of Recent Input

Following are some examples that can be used as reference points when considering recommendations for the 2022-23 LCAP:

- 2021-22 LCAP Input Summary (Pages 30-35 of LCAP (155-160 of PDF))
- 2020-21 Crosswalk of Input
- 2021 ESSER III Expenditure Plan (Pages 4-8 for community priorities)
- 2020-21 PAC Recommendations
- 2020-21 DELAC Recommendations
- 2020-21 SAC Recommendations
- AAATF/AAAB Recommendations
- Graduation Task Force Recommendations

Input to Inform the 2022-23 LCAP

Input to inform the LCAP can be in any form at any time and is not limited to named agenda items or single documents. We are using a distributed engagement model that can flexibly meet the needs of educational partners. Input can include, but is not limited to:

- Notes, summaries, or minutes from discussions at meetings
- Products from committee/group activities
- Results of surveys or other data collections
- Prepared recommendations/priorities
- Summary of comments on a particular document or other artifact

In short, anything that reflects the values, priorities, interests, or recommendations of the committee/group is valuable and welcomed as a source of input. (Send to lcap@scusd.edu)

5.2 Discussion