



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



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.

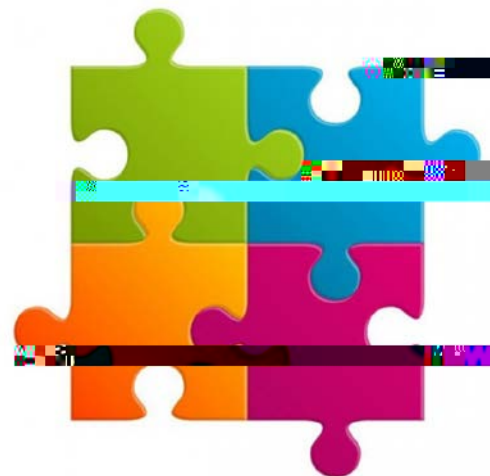
(From [California Department of Education \(CDE\) LCAP web](#) page)



The 2021-22 LCAP

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





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:

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LCAP Goal Types

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

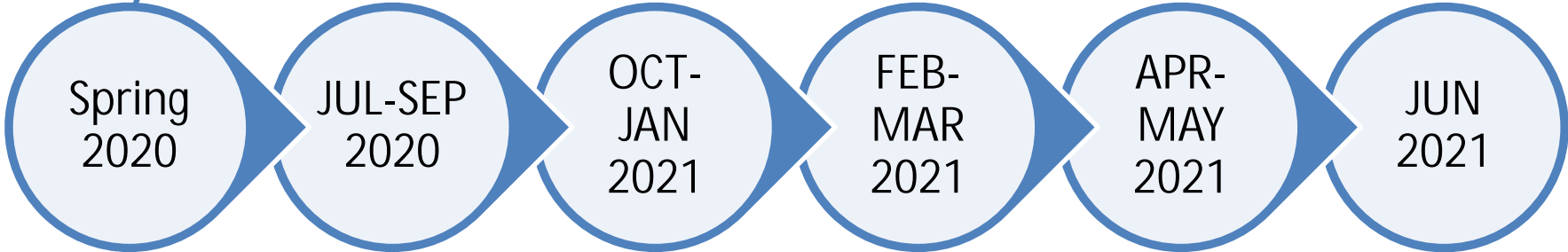
- **Focus Goal:** Concentrated in scope and may focus on a fewer number of metrics to measure improvement.
- **Broad Goal:** Less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** Includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.



Stakeholder Engagement

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

2020
2020





LCAP Timeline

Month	Key Activities
FEB	<ul style="list-style-type: none">• LCAP Mid-Year Update• Presentation of PAC Recommendations and SAC Input• Ongoing Stakeholder Engagement
MAR	<ul style="list-style-type: none">• LCAP Annual Update Overview presented to Board• Ongoing Stakeholder Engagement
APR	<ul style="list-style-type: none">• Recruitment/Applications for LCAP PAC• Ongoing Stakeholder Engagement
MAY	<ul style="list-style-type: none">• Updated LCAP Draft presented to Board• Ongoing Stakeholder Engagement• Present Stakeholder Input Summary to Board
JUN	<ul style="list-style-type: none">• 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



Background

- 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.



Overarching Priorities

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.



Foundational Educational Experience for ALL Students and ALL school sites

Priority Area	Recommendations
Curricular and Instructional Practices	<ul style="list-style-type: none">• 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



Integrated Supports for Students

Priority Area	Recommendations
<p>Tiered Supports</p> <ul style="list-style-type: none">• Provision is guided by data-based decision making• Proactive identification of student needs	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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



Est. 1854



Empower and Engage Families	
Priority Area	Recommendations
Capacity Building	<ul style="list-style-type: none">• 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)



SCUSD SAC

Policy Recommendations

Priority Area: Mental Health

Context

- ” Lack of mental health (MH) counseling services
- ” Lack of flexibility surrounding assignments, due dates, and assessments
- ” <10 min. counseling meetings

Recommendations

- ” 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



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

: VRFLDO PRE

Priority Area: Student Voice

Context

- ” Not all students have access to conversations
- ” Lack of diverse representation in SAC and listening sessions
- ” Student concerns not addressed

Recommendations

- ” 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

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?