



Local Control & Accountability Plan

Local Control and Accountability Plan (LCAP) Update: Summary of Stakeholder Input

May 20, 2021 Board of Education Meeting
Agenda Item No. 10.2

Contributions from:

African American Advisory Board (AAAB), American Indian Education Program (AIEP) Parent Committee, Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committee, Student Advisory Council (SAC), Sacramento Area Youth Speaks (SAYS) class at Luther Burbank

Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator



CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Stakeholder Engagement

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

(from California Department of Education (CDE)
LCAP Template Instructions)

Context

- Working with the fiscal office to integrate the 3rd Interim/May Revised numbers—this will provide projected expenditure amounts
- Refining key goals based on community stakeholder feedback
- Revising actions based on district context and expertise
- Building meaningful and durable measurable outcomes

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

Next Steps

Month	Next Steps
MAY	<ul style="list-style-type: none"><li data-bbox="547 357 2153 421">• Present Stakeholder Input Summary to Board (5.20.21)

Key Contributors and Sources

Stakeholder Engagement includes:

- Meetings with district committees and groups
- Listening Sessions
- District Surveys
- Board Meetings and public comments
- Input on draft materials
- Public Hearing
- Learning Continuity Plan input

District Committees and Groups:

- African American Advisory Board (AAAB)
- American Indian Education Program (AIEP) Parent Committee
- Clsl7l98.74322[l[(()1(ian)1(-0 r)2-n -0

Implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site is a key need for the district.

Key aspects of MTSS include:

- A coherent and consistent Tier 1 (foundational) program
- Providing responsive services to students based on identified need (including individualized supports and reading supports)
- Implementing systems that improve the culture and climate of schools and classrooms
-

Overarching Themes: Developing a strong foundation in the early grades

Identified need for a strategic focus on the elementary grades including:

- Importance of college and career readiness efforts in elementary grades
- Focus on early literacy, especially reading proficiency by the 3rd grade
- Supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades
- Clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified
- Curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers

Overarching Themes:

Need for more awareness, regular checks and monitoring of student needs, and provision of tiered supports to address mental health

Specific feedback examples include:

- More social workers and mental health counseling at schools
- Student support centers at all schools
- Development of courses/curricula to provide students direct access to education about their own mental health

Importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning

Professional development anti-bias and antiracist training and Social Emotional Learning (SEL)

Address disproportionate suspension rates, in particular African American students, Students with Disabilities, Foster Youth, and Homeless Youth.

Impact of curriculum. Specific recommendations include:

- Curriculum materials that reflect the Black/African American experience
- Expand awareness of and increase partnership with tribal educators
- Provide materials and instruction that support and value home languages
- Consistent instruction that is culturally relevant and historically accurate

Overarching Themes: Coherence and Consistency Across Schools and Programs

Call for coherence and consistency in the district's Tier 1 program.

It should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned, they should be able to expect the same high quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD.

Urgency regarding coherence and consistency in implementation

- District Common Assessments
- Differentiation of instruction in all classrooms
- Universal Design for Learning (UDL) practices
- Effective Designated and Integrated English Language Development (EL)

Overarching Themes: Equitable Allocation of Resources

Providing more resources to the students, families, programs, and schools that demonstrate the highest needs

Targeted funding should be utilized effectively to address the needs of the students who generate that funding

Further disaggregation of data reporting and targeted outcomes.

Maintaining the transparency of how targeted funds are used

Importance of monitoring and accountability of district initiatives and plans.

- Need to implement professional learning with fidelity
- 'Opt-in' culture is a limiting factor in effectively implementing programs
- Explicit monitoring of how training is being provided and whether it is effective in meeting the stated goal(s)
- Linking specific metrics to planned actions in order to monitor progress and assess return on investment
- Implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful

Use the recent year as an opportunity for radical changes to programs and practices

We have the opportunity to build upon key lessons learned during the distance learning experience and can provide new

Key Priorities/Recommendations: College and Career Readiness

- Increased access to counseling academic, college advising, and mental health. Counselors need to provide targeted supports to meet the needs of specific student groups, including guidance for neurodiverse students in planning for colleges that have intensive supports
- More robust CTE offerings across school sites
- More school-to-college and school-to-career experiences need to be provided, including targeted opportunities that are specific to student groups (e.g. inviting Black/African American college faculty to visit high schools, mentorship programs for American Indian and Alaska Native students)
- Make scholarship opportunities more accessible
- Appropriate course offerings by English Learner profile and master schedule that allows English Learners to take electives and ELD in addition to their core curriculum.
- Regular academic checks and progress monitoring to keep students on track for graduation and college

Key Priorities/Recommendations: Tier 1 Program (Foundational Program)

- Core academic instruction in an MTSS framework with differentiation of instruction in all classrooms
- Mandatory training with clear identification of which staff are required to complete and effectiveness of training measured by continuous improvement science
- Develop and implement an English Learner Master Plan
- Increase access for all to sports, music, arts, and after school programs—no ‘pay to play’
- Integrate reading, writing and arithmetic across the curriculum
- Provide training and support to effectively implement Universal Design for Learning (UDL)
- Recruit and retain highly qualified staff with an emphasis on multilingual staff and staff that reflect our district’s social/ethnic demographics
- Increased access to GATE testing, training/certification, and instruction/programming

Key Priorities/Recommendations: Integrated Supports (Tier 2 and 3)

- Individual student progress monitoring and support for students with high needs
- Increase the number of secondary ELD specialists and bilingual staff
- Provide clear guidance and support to schools to monitor reclassified students
- Support language maintenance, invest in heritage programs, provide professional learning to staff, provide enrichment opportunities in home language
- Dyslexia Intervention curriculum implemented for students with learning disabilities in reading- Professional development for instructional aids, and RSP teachers in instructional methods for dyslexia/learning disabilities
- Improve/address transition planning for older students with disabilities
- Increased availability of academic supports to accelerate progress for students with learning gaps
- Expand the capacity and resources of the American Indian Education Program (AIEP) to serve a broader range of students

Key Priorities/Recommendations: Engagement and Empowerment

- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increase and improve translation and interpretation supports for families and students
- Include parents/caregivers in site and district decision-making processes
- Increased opportunities for students to provide authentic input
opportunities for students to provide constructive feedback to staff
- Engage students as primary agents in charge of their own education
implement a gradual release model. Example: Include students on all communications home so that they can eventually become the key communicator



- Need to continue/expand anti-racism focus



Key themes from Listening Sessions

- Visibility is a key part of College and Career readiness
- Credit recovery options are critical and needed now and ongoing
- The opt-in culture is an obstacle to reaching our goals
- Grading systems need to be clear and student performance accessible to parents/caregivers
- Individualized supports and plans are needed
- Mental health is critical and needs to be funded/resourced more
- Increased staffing supports needed for ELD
- Centering and building relationships is critical for all things – culture, climate, support, and engaging/empowering
- Anti-bias/anti-racists PD is urgent and needs to be mandatory - focus on restorative practices
- Reading readiness instruction and intervention in preschool and Kindergarten is foundational
- Flexibility is important – different families need different support

Influence of Stakeholder Input

Key examples of how stakeholder input has influenced the current LCAP include:

- { Formation and revision of LCAP Goals
- { Modification of existing metrics and inclusion of 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

Influence on Goals

Goal	Examples of influences
1	Callout need for clear postsecondary plan, name student groups, 100% target
2	Based

Examples of Metrics added based on stakeholder input:

- District Common Assessments: Participation Rate and Performance (Math & ELA)
- Third grade reading proficiency (State and Local Assessments)
- Anti-bias/Anti-racist Professional Development: Percent of staff trained
- Collaboration Time: How time is used in support of unduplicated students
- Provision of Responsive Services: Identified students who received tiered supports
- Parent Teacher Home Visit Threshold: Percent of sites with 10% participation
- English Learner Advisory Council operation: Evidence of activities on website

Influence on Actions

Examples of actions influenced by stakeholder input:

- Expansion of single multilingual literacy action to (1) Language acquisition programs, Professional Learning, Pathways to Multiliteracy, and Interventions specific to English Learners
- Multisensory Reading Intervention Curriculum and Training: Soliday curriculum and training for all special education teachers and curriculum and instruction coaches
- Anti-bias/Anti-racist Professional Learning: Initiated in 2020-21 with administrators, the goal is to train all staff by 2023-24

Next Steps

Month	Next Steps
MAY	<ul style="list-style-type: none"> • Present Stakeholder Input Summary to Board (5.20.21) • LCAP Application period closes on May 21, 2021
JUN	<ul style="list-style-type: none"> • Selection and Appointment of new PAC members • LCAP Public Hearing (6.10.21) and Board Approval (6.24.21) <ul style="list-style-type: none"> • To include presentation of Dashboard Local Indicators • LCAP submitted to Sacramento County Office of Education (SCOE)
Beyond	<ul style="list-style-type: none"> • Partner with Communications team to develop an outreach plan • Develop materials for stakeholders to share new LCAP • Outreach to inform community about new LCAP • Support alignment of site efforts to new LCAP