

Local Control and Accountability Plan (LCAP) Update

Board Meeting June 18, 2020

Agendaltem No.11.1

Presented by:

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Continuous Improvement and Accountability Officer Steven Fong, LCAP/SPSA Coordinator LCAP Parent Advisory Committee (PAC) Members



Executive Order N56-20

In Executive Order 56-20, Governor Newsom emphasize 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 COMBO Operations Written Report.
- Extends the 20221 LCAP timeline December 2020.
 Thiswill be a 1year LCAP



Written Report

Purpose:

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

19-20 Update

The 201920 Annual Update component of the 202201 LCAP has also been extended until December 2020.

Material developed for the previous 20-1290 Annual Update template has been attached for reference (No approval is being requested). The material includes:



2019-20 LCAP Expenditures

2019-20 LCAExpenditures by Funding Type	Projected (Spring2019)	Estimated Actual (Through April 2020)	
LCFBase	\$306,057,416	\$312,630,424	
LCFF S&C	\$76,169,346	\$75,164,629	
TitlesI, 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 20129 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



19-20 Highlights

Emerging Bright Spots:

- Growth in English Language Arts (ELA): +5.2 points from 1280 tto 2018-19 on the Smarter Balanced Assessment
- Chronic Absenteeism: 20-1290 rate through January was almost 2% below the previous year's rate through the same period.
- Suspension Rate: Decreased from 2087 to 201819. Further decreases observed in 2029, 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 20178 to 201819.
- 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.





Past priorities

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

- { Comprehensive staff training and program implementation (e.gRestorativePractices, Implicit Bias, supports for students with disabilities)
- { Targetedengagement of parents/family
- { Increase&ilingual supports for English learners
- { Improved use of data for allocation of resources
- { Equitablerepresentation in GATE/Specialty Programs



COHERENCE and CONSISTEN

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

Priority #1

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 accountabilitymeasure the effectiveness of prioritized actions



Priority #2

Key Elements:

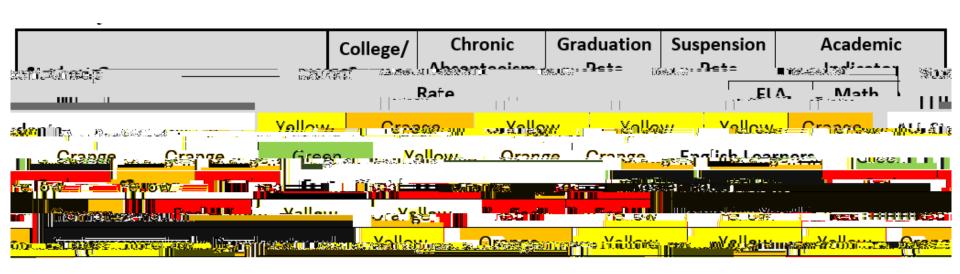
- Improved usef targeted funds increase and improve services for specified student groups
- Data-driven, needbased allocation resources
- Effectiveimplementation ofMulti-Tiered System of Supports (MTSS)
- Willingness of the board tonake difficult decisions



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



2019 Dashboard Results





Closing Thoughts

- Despite our shared focus on equity, we are leaving behind our most disadvantaged studenthe 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.