



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

In Executive Order N-56-20, Governor Newsom emphasizes 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 Operations Written Report.
- Extends the 2020-21 LCAP timeline to December 2020. This will be a 1-year LCAP
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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.

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

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



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 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 2017-18 to 2018-19 on the Smarter Balanced Assessment
- Chronic Absenteeism: 2019 rate through January was almost 2% below the previous year's rate through the same period.
- Suspension Rate: Decreased from 2017 to 2018-19. Further decreases observed in 2019, with midyear 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 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.



Past priorities

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



Priority #1

COHERENCE and CONSISTENCY

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

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

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



Priority #3

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



Closing Thoughts

- 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.