



# SAN LUIS COASTAL

## UNIFIED SCHOOL DISTRICT

### **Local Control Accountability Plan (LCAP) Parent Advisory Committee**

January 25, 2024, 3:45-5:15 p.m., District Office, J-2

### **AGENDA**

1. Welcome and Introductions
  - a. LCAP Parent Advisory Committee Members
2. What is the Local Control Accountability Plan (LCAP)?
  - a. Recent History
  - b. 3 year cycle 2021-2024: Year 3
3. LCAP Parent Advisory Committee Purpose
4. LCAP Background
  - a. Overview 2023-24\*
  - b. Three Focus Areas
  - c. Recent SLCUSD data
5. LCAP Process Presentation\* & Outreach Plan for LCAP 2024-25\*
  - a. How do we use this opportunity to increase input and feedback?
    - i. Review response numbers previous years.
    - ii. Suggestions for increased response?
6. Stakeholder Survey
  - a. Review survey 2023-24\*
    - i. Suggested changes for 2024-25?
  - b. Small Group Discussion/Share Out
7. Next Meeting- February 8, 2024, 3:45-5:15pm

*\* Items attached.*

*A Spanish interpreter will be in attendance at this meeting.*



# SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

## Local Control Accountability Plan (LCAP) Overview 2023-2024

<p><b>Focus 1</b> Rigorous, Relevant, and Engaging Instruction and Curriculum</p>	<p><b>Focus 2</b> Multi-tiered Academic Support</p>	<p><b>Focus 3</b> Intentional Culture of Care</p>
<p><b>Goal</b> All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.</p>	<p><b>Goal</b> All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.</p>	<p><b>Goal</b> SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.</p>
<p><b>Stakeholder Input</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• More choice in learning activities</li> <li>• More partner work/engagement with other students</li> <li>• More diversity on campuses</li> <li>• Desire to be engaged and hands-on learning, science, STEAM</li> <li>• Quicker pace, fewer notes, more activities</li> <li>• More advanced work for those who need it</li> <li>• Summer school programs</li> <li>• Hire bilingual/diverse teachers</li> </ul> <p><b>Parents/Community</b></p> <ul style="list-style-type: none"> <li>• Small class size</li> <li>• Eliminate combos</li> <li>• Personnel: Aides, paras, support staff</li> <li>• Desire for real-life relevant learning</li> <li>• Focus on effective, hands-on, and engaging learning</li> <li>• Ongoing professional development</li> <li>• Quality feedback and communication from teachers</li> <li>• Newcomer support</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• Small class size</li> <li>• No combo classes</li> <li>• Strengthen EL program: curriculum, training, support</li> <li>• Keep planning days</li> <li>• Curriculum alignment</li> <li>• High-quality, meaningful professional development and new staff PD</li> <li>• Increase support staff</li> <li>• Increase teacher planning time</li> </ul>	<p><b>Stakeholder Input</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Social skills training for students</li> <li>• Public speaking opportunities</li> <li>• After school support for ELA/Math</li> <li>• Math intervention/enrichment</li> <li>• More Counselors</li> <li>• Tutorial time</li> <li>• Mental health resources</li> <li>• Advising period</li> <li>• Bussing for academic intervention</li> <li>• Intervention built into the day</li> <li>• Student support groups for each subject area</li> </ul> <p><b>Parents/Community</b></p> <ul style="list-style-type: none"> <li>• Individualized support/Excelling/Remediation</li> <li>• Math intervention</li> <li>• After school opportunities for extra support/enrichment</li> <li>• Increased VAPA programming</li> <li>• Increased communication between specialists, teachers, administrators, and home/parents</li> <li>• Continue summer experience</li> <li>• Continue/expand the MTSS model</li> <li>• More intervention support staff</li> <li>• Ongoing training and onboarding of Intervention staff</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• More interventions with support staff, individual instruction time</li> <li>• MTSS for secondary</li> <li>• Keep WIN time</li> <li>• Increased variety of interventions</li> <li>• Increased offered enrichment at Title I schools</li> <li>• Tutoring support</li> <li>• Advisory period at all secondary sites</li> <li>• AVID opportunities available in English classes</li> <li>• Math intervention in elementary</li> <li>• More aides and PD for aides</li> </ul>	<p><b>Stakeholder Input</b></p> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Increased school spirit, community, team building</li> <li>• More cultural recognition/discussion</li> <li>• After school sports</li> <li>• Leader in Me district wide</li> <li>• Leadership opportunities for students</li> <li>• Teachers more culturally aware</li> <li>• Desire for students to be more acknowledged and connected with their school</li> <li>• More open discussions, intentional building of safe site and classroom culture</li> <li>• More training for creating inclusive environments and helping students to be inclusive also</li> <li>• Relationship building activities with teachers/students</li> <li>• Regular check-ins for social-emotional well being</li> </ul> <p><b>Parents/Community</b></p> <ul style="list-style-type: none"> <li>• Diversity training for staff</li> <li>• Dedicated translator on each site</li> <li>• Increase counseling at each site- especially middle and high school</li> <li>• Social workers/resources for parents</li> <li>• More training on Social Emotional Learning (SEL)/Trauma-Informed Teaching</li> <li>• Professional development on supporting LGBTQIA+ students</li> <li>• Support to deal with hate speech</li> <li>• Parent education and training</li> <li>• More kindness, anti-bullying work schoolwide</li> <li>• Extra enrichment/clubs, sports, exercise</li> <li>• Transportation</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• MTSS style for SEL</li> <li>• Increased Counseling including middle and high schools</li> <li>• Leader In Me</li> <li>• Training on how to deal with hate speech</li> <li>• Training on LGBTQIA inclusion for middle school staff</li> <li>• More Social Emotional Behavioral (SEB) supports with training</li> <li>• Trauma informed training</li> <li>• Transportation</li> </ul>



# SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

## Local Control Accountability Plan (LCAP) Overview 2023-2024 (continued)

<p><b>Focus 1</b> Rigorous, Relevant, and Engaging Instruction and Curriculum</p>	<p><b>Focus 2</b> Multi-tiered Academic Support</p>	<p><b>Focus 3</b> Intentional Culture of Care</p>
<p><b>Goal</b> All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.</p>	<p><b>Goal</b> All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.</p>	<p><b>Goal</b> SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.</p>
<p><b>Outcomes</b></p> <p><b>Mathematics/ELA:</b></p> <ul style="list-style-type: none"> <li>• Student performance in math/ELA as measured by the CAASPP.</li> <li>• Student performance as measured by District Common Assessments.</li> </ul> <p><b>ELD:</b></p> <ul style="list-style-type: none"> <li>• Student performance in ELD as measured by the ELPAC.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Student performance in science (grades 5, 8 and 11) as measured by the CAST.</li> </ul> <p><b>CTE:</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of high school students who complete an a-g curriculum within a career technical education (CTE) pathway.</li> </ul> <p><b>Additional Metrics:</b></p> <ul style="list-style-type: none"> <li>• All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid option.</li> <li>• All students will have access to standards-aligned instructional materials.</li> <li>• Student performance in ELA/math will increase within the conditional/ready categories combined, as measured by EAP.</li> </ul>	<p><b>Outcomes</b></p> <p><b>Mathematics/ELA:</b></p> <ul style="list-style-type: none"> <li>• Student performance in mathematics and ELA as measured by the CAASPP for LCAP- identified student groups.</li> <li>• Student performance as measured by District Common Assessments for LCAP-identified student groups.</li> <li>• Increase math participation rate on CAASPP for SWD.</li> </ul> <p><b>SWD and Inclusion:</b></p> <ul style="list-style-type: none"> <li>• District generated, inside regular classroom (IRC) data.</li> </ul> <p><b>Dual Immersion Program:</b></p> <ul style="list-style-type: none"> <li>• Parent approval rating from the parent survey Pacheco and Baywood 90/10 programs.</li> </ul> <p><b>Additional Metrics:</b></p> <ul style="list-style-type: none"> <li>• English learner redesignation rate.</li> <li>• Extra-curricular participation rate.</li> <li>• Number of subgroup students who are enrolled and pass advanced math courses.</li> <li>• Number of subgroup students who take AP classes.</li> </ul>	<p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Parent surveys results for safety and respect.</li> <li>• Parent education attendance for preschool participation.</li> <li>• Healthy Kids Survey will indicate an increase in positive indicators in the area of School Developmental Supports, Connectedness and Academic Motivation.</li> <li>• YouthTruth survey data for students in grades 3-12 will indicate improvements in the areas of engagement, social equity, safety, and positive relationships.</li> <li>• Counseling data will show an increase in the number of students served.</li> <li>• Student Emotional Wellness data will be collected via SAEBRS to help inform Tier 1 services and programs.</li> <li>• Attendance data will indicate a decrease in chronic absenteeism.</li> <li>• Suspension rates will decrease.</li> <li>• Attendance data will indicate an increase in school attendance rates.</li> <li>• Dropout data will indicate a decrease in middle and high school dropout rate.</li> <li>• Graduation data will indicate an increase in graduation rate.</li> <li>• All staff will continue professional development in equity topics.</li> </ul>
<p><b>Categories for Actions</b></p> <ol style="list-style-type: none"> <li>Strengthen teachers' depth of knowledge and support implementation of standards and curriculum in core academic areas.</li> <li>Strengthen classroom instructional strategies based on the Danielson Framework for Teaching.</li> <li>Enhance hands-on, integrated and innovative curriculum, programs, and strategies.</li> <li>Use Assessment and Data to drive instructional decision making.</li> <li>Create and develop effective CTE pathways.</li> <li>Enhance and modernize VAPA programs.</li> </ol>	<p><b>Categories for Actions</b></p> <ol style="list-style-type: none"> <li>Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.</li> <li>Strengthen math support for students needing interventions and accelerations, including personalized learning opportunities.</li> <li>Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.</li> <li>Strengthen academic supports for English learners.</li> <li>Strengthen support for unduplicated students in Special Education with an emphasis on inclusion.</li> <li>Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.</li> </ol>	<p><b>Categories for Actions</b></p> <ol style="list-style-type: none"> <li>Strengthen district-wide multi-tiered system of support for meeting student's individual needs in social emotional areas.</li> <li>Provide comprehensive support for EL, SED, Foster/Homeless Youth and other identified students and their families.</li> <li>Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.</li> <li>Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.</li> <li>Develop equitable and inclusive practices for all students and staff, and include parent education opportunities.</li> </ol>



**SAN LUIS COASTAL**  
UNIFIED SCHOOL DISTRICT

# The LCAP Process

## Creating the Plan for 2024-2025: Year 1 of a 3-Year Plan

**Lisa Yamashita, Assistant Superintendent, Educational Services**  
**Stephanie Shepherd, Director of Elementary Instruction**  
**Leslie O'Connor, Director of Secondary Instruction**  
**Janet Gould, Director of Student Support Services**  
**Presentation Date: January 11, 2024**



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 CDE Webpage



## What is the LCAP?

The Local Control and Accountability Plan or LCAP is a critical part of California's Local Control Funding Formula (LCFF).

It is a three-year, district-level plan that is updated annually.

The plan describes the school district's key goals for students as well as the specific actions (with expenditures) the district will take to achieve the goals and the means (metrics) used to measure progress.

### Other Important Details

The LCAP addresses the needs of all students, including specific student groups, and all districts must specifically address **English learners**, **homeless/foster youth**, and **SED students**.

The LCAP must address the state of California's **eight priority areas** that include:

- student academic achievement
- school climate
- student access to a broad curriculum
- parent engagement

School districts may also identify their own local priorities as well.

California statute lays out specific requirements [CA ED Code 52060](#)



## **Required Changes for the 24-25 LCAP**

On July 10, 2023, Senate Bill (SB) 114 was signed into law. It contained the following related to the LCAP:

- ❖ Requires LCAP Midyear Report
- ❖ LCAP Template/Instructions Changes
- ❖ Updates LCAP Approval Criteria
- ❖ Increased Monitoring Requirements



## SLCUSD's LCAP Focus Area Recommendations

### Focus 1

Rigorous, Relevant, and Engaging Instruction and Curriculum

#### Goal

All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

### Focus 2

Multi-tiered Academic Support

#### Goal

All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.

### Focus 3

Intentional Culture of Care

#### Goal

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

### MBHS SWD Cohort data:

In year 18-19, 2 SWD students met A-G requirements out of the 15 total SWD graduates (13%)

In year 19-20, 6 SWD students met A-G requirements out of the 33 total SWD graduates (18%)

In year 20-21, 1 SWD students met A-G requirements out of the 26 total SWD graduates (4%)

### SLOHS SWD Cohort data:

In year 18-19, 1 SWD students met A-G requirements out of the 41 total SWD graduates (2%)

In year 19-20, 3 SWD students met A-G requirements out of the 30 total SWD graduates (10%)

In year 20-21, 1 SWD students met A-G requirements out of the 22 total SWD graduates (5%)





## **GATHERING FEEDBACK**

**LCAP Guidelines require that districts gather input from members across the school and parent community.**



Required and recommended are different.



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## The Role & Membership of the LCAP Advisory Team

A District-Wide Committee comprised of staff, students and parents.

- Develops the LCAP survey annually
- Disaggregates the data once received from all stakeholders
- Develops an overview of the data, including major trends, that is used to create overall goals and action items



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# LCAP Approval and Implementation Timeline

**Jan 2024**  
Board Presentation:  
The LCAP Process, An  
Overview

**Feb 2024**  
Board Presentation:  
Progress on  
Feedback

**April 2024**  
Board Presentation:  
Goals, Action, Budget  
(GAB)

**June 2024**  
LCAP and Budget  
2nd Reading and  
Approval



**Jan 2024**  
First LCAP  
Advisory Team  
Meeting

**March 2024**  
Board Presentation:  
Feedback Overview

**May 2024**  
LCAP and Budget 1st  
Reading



Questions?



# LCAP Outreach Plan

**Creating the Plan for 2024-2025:  
Year 1 of a 3-Year Plan**

**Lisa Yamashita, Assistant Superintendent, Educational Services**

**Presentation Date: January 16, 2024**



## **GATHERING FEEDBACK**

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**March 2024**  
Board Presentation:  
Feedback Overview



**May 2024**  
LCAP and Budget 1st  
Reading





Questions?



# SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

## Local Control Accountability Plan (LCAP) Survey 2023

All school districts in California are required to develop a three-year Local Control Accountability Plan (LCAP) that describes how state funds will be used to improve student academic achievement. The LCAP is focused on 3 groups of students, including English learners, socio-economically disadvantaged students, and foster/homeless youth. In San Luis Coastal Unified School District (SLCUSD), we have constructed an LCAP that takes those supplementary funds along with general fund dollars, at least 4.7 million total, to implement three focus areas established by our Board of Trustees. In addition, we have used Covid relief funds to support these efforts. Please see the District Covid Funding Overview at [www.slcusd.org/covid-dashboard2](http://www.slcusd.org/covid-dashboard2) for more information. Engaging parents, students, community members, and school employees in developing, reviewing, and supporting the implementation of the LCAP is critical to its success.

### The LCAP for SLCUSD has three focus areas:

1. Rigorous, relevant, and engaging instruction and curriculum
2. Multi-tiered academic support
3. Intentional Culture of Care

A focus on technology and innovation and a district-wide use of data to drive decisions is incorporated into the plan.

The LCAP Overview (found at [www.slcusd.org/about/lcap](http://www.slcusd.org/about/lcap)) describes the goals, expected outcomes, and action steps for our current plan based on feedback from our students, staff, parents, and community. To learn more about the LCAP, visit [http://downloads.capta.org/edu/e-school-finance/LCFF-4pg\\_English.pdf](http://downloads.capta.org/edu/e-school-finance/LCFF-4pg_English.pdf).

In this time of rapidly changing circumstances, your voices, perspectives, and opinions are needed. Please share with us your ideas, thoughts, opinions, as we plan for assisting students to accelerate their learning and to close the learning gap.

**Please take a few minutes to complete the LCAP Survey on the following pages.**

**The deadline to complete the survey is Friday, March 24.**



# SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

## **Local Control Accountability Plan (LCAP) Survey 2023**

**I am completing this survey as a SLCUSD:**

- Parent/Guardian                       Staff Member                       Community Member

**I am involved with (check all that apply):**

- Elementary                       Middle school                       High school

**Do you qualify for the Free/Reduced Lunch Program?**                       Yes                       No

**Is your student(s) an English Learner?**                       Yes                       No

**Is your student a foster child or considered homeless?**                       Yes                       No

### **Focus Area 1: Rigorous, relevant, and engaging instruction and curriculum**

What are some areas of the academic program that you feel need improvement to address the needs of students in poverty, English Language Learners (EL) and Homeless/Foster Youth in the regular classroom setting?

- More rigor (more challenging work)                       Teacher training  
 Hands-on learning                       Work that is meaningful  
 Engaging instruction                       Individualized instruction

How else might we improve learning in the classroom?

**Focus Area 2: Multi-tiered system of support (MTSS-Interventions)**

Our district puts academic supports in place to positively impact student success. Which of these areas do you feel needs improvement?

- Academic interventions (reading/math)
- Parent education
- Differentiation/enrichment
- Inclusion of special education students
- Staff Training
- AVID (Advancement Via Individual Determination program)
- After school tutoring/enrichment
- Support staff (Instructional Aides)
- Transitional Kindergarten (TK)
- English learner supports
- Summer Experience

How might we better support students needing academic support in these areas?

**Focus Area 3: Intentional Culture of Care**

How can we strengthen social emotional wellness, learning, and support for students?

- Counseling & Therapist Intern Support
- Parent education/communication
- Social-emotional learning (SEL) curriculum (school wide)
- Transportation (to/from school)
- Connecting to community resources
- Staff training

How else might we support student social/emotional wellness and learning?

## Equity

SLCUSD has had an equity initiative for the last several years. Please see the Equity Roadmap at [www.slcusd.org/academics/instructional-services/equity-and-access](http://www.slcusd.org/academics/instructional-services/equity-and-access) for more information.

**Our Equity Definition:** *Eliminating educational barriers and providing equal educational opportunities for all students to meet rigorous academic standards.*

What ways can we promote diversity, equity, and inclusivity throughout our district? How can we eliminate barriers to education for all?

