



SAN LUIS COASTAL

UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP)

Advisory Committee

December 8, 2022 3:45-5:15 p.m.

District Office, B-3

1. Welcome and Introductions
 - a. LCAP Advisory Committee Members 2022-23

2. What is the Local Control Accountability Plan (LCAP)?*
 - a. Recent History
 - b. 3 year cycle 2021-2024: Year 3

3. LCAP Advisory Committee Purpose*

4. LCAP Background
 - a. Overview 2022-23*
 - b. Three Focus Areas

5. LCAP Presentation 2022-23*
 - a. Changes? How do we use this opportunity to increase input and feedback?

6. Stakeholder Survey
 - a. Review survey 2022-23*
 - i. Changes for 2023-24?*
 - ii. Suggestions for increased response (Response numbers previous years)*

 - b. Small Group Discussion/Share Out

- 7. Next Meeting- January 19, 2023**
 - a. LCAP Advisory Committee Input Activity

** Items attached*

LCAP

The Local Control 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. The plan is focused on 3 groups of students specifically, English Learners, Socio-Economically Disadvantaged, and Homeless/Foster Youth.

Services we provide to students

What does the **law** say we must do?

- ESSA
- Federal law
- CA Ed Code
- Other regulations

What do we have the **capacity** to do?

- Human resources
- Time
- Financial resources
- Material assets



What does the **community** want us to do?

- Community values, priorities, interest
- Elected Board

What does **research** say we should do?

- Research on effective instruction
- Research on Socio-emotional learning and developmental psychology
- Effective programs



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SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP) Overview 2022-2023


<p>Focus 1 Rigorous, Relevant, and Engaging Instruction and Curriculum</p>	<p>Focus 2 Multi-tiered Academic Support</p>	<p>Focus 3 Intentional Culture of Care</p>
<p>Goal All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.</p>	<p>Goal All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support.</p>	<p>Goal SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.</p>
<p>Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> • Academic planning for High School • Teachers more culturally aware • More diversity on campuses • Desire to be engaged and hands-on learning • Quicker pace, fewer notes, more activities • Summer school programs • Hire bilingual teachers <p>Parents/Community</p> <ul style="list-style-type: none"> • Small class size • Strengthen EL program • Desire for real-life relevant learning • Focus on effective, hands-on, and engaging learning • Ongoing professional development • Quality feedback and communication from teachers • Newcomer support <p>Staff</p> <ul style="list-style-type: none"> • Strengthen EL program • Small class size • Strengthen Phonics/Spelling programs • Enrichment opportunities • High-quality, meaningful professional development and new staff PD • More diversity in instructional materials • Increase support staff • Increase teacher planning time 	<p>Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> • Small group instruction time • Advising period • More counseling time • Bussing for academic intervention • Intervention built into the day • Student support groups for each subject area <p>Parents/Community</p> <ul style="list-style-type: none"> • After school opportunities for extra support/enrichment • Increased VAPA programming • Increased communication between specialists, teachers, administrators, and home • Continue/expand the MTSS model • More intervention support staff • Ongoing training and onboarding of Intervention staff <p>Staff</p> <ul style="list-style-type: none"> • More interventions with support staff, individual instruction time • Increased variety of interventions • Increased offered enrichment at Title I schools • Eliminate combo classes • Tutoring support • Advisory period at all secondary sites • AVID opportunities available in English classes • Math intervention in elementary 	<p>Stakeholder Input</p> <p>Students</p> <ul style="list-style-type: none"> • Increased school spirit and community • Teachers more culturally aware • Desire for students to be more acknowledged and connected with their school • More open discussions, intentional building of safe site and classroom culture • More training for teachers/staff in LGBTQ+, Unconscious Bias, Racial Equity so all are comfortable talking about these topics with staff • More immediate feedback from students • Parent conferences at Middle School • Regular check-ins for social-emotional well being • Student voice on rules <p>Parents/Community</p> <ul style="list-style-type: none"> • Increase counseling at each site • Culture and homeless awareness • More emphasis on Social Emotional Learning (SEL)/Trauma-Informed Teaching • Outreach to all parents about resources (also student outreach) • Unconscious Bias Training for students and staff • Increase diversity of staff • All sites have same access to camps • Increased SEL integrated into the classroom • Trauma informed training • Increased behavior support • More kindness, anti-bullying work schoolwide • Diversity training • Increased resources for struggling families • Extra enrichment/clubs, sports, exercise • Transportation <p>Staff</p> <ul style="list-style-type: none"> • Increased Counseling including full-time elementary counseling • More inclusion for SDC • Increased nurse time • More Social Emotional Behavioral (SEB) supports with training • More school psychologists • Increased SEL time • Increased coordination with outside resources • Transportation



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Local Control Accountability Plan (LCAP) Overview 2022-2023

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



Creating the Local Control
Accountability Plan
2023 - 2024

LCAP



Building the LCAP

1. What does the **law** say we must do?
2. What does the **community** want us to do?
3. What do we have the **capacity** to do?
4. What does **research** tell us we should do?

State Required
Targets



English Learners

Socioeconomically
Disadvantaged

Foster/Homeless
Youth



LCAP Budget Portion & Purpose

- **\$139 million overall budget** in 2022-23 (\$6.5 million in one time COVID Federal and State Funding, \$3.6 million in Diablo Settlement Funds, \$10.8 million in one time State Funding)
- **At least \$5.5 million** to go above and beyond for:
 - **Socioeconomically disadvantaged (SED)**
 - **English Learner (EL)**
 - **Foster / Homeless**

2022-23 will be the third year of the three year [LCAP plan](#).

State Funded Districts are receiving very large increases in 2022-23 and potentially in 2023-24, bringing SLCUSD close to state funding amounts per student.

Overall District Budget

10 year Budget Projection

Revenues	2022-23 - \$119.7 million	2023-24 - \$139.9 million
Expenses	2022-23 - \$120.4 million	2023-24 - \$127.9 million

Financial Concerns: One-Time Positions, Salary Increases, Health Benefits, STRS/PERs, Loss of Revenue - One time and Diablo Settlement

State economy is expecting a loss in revenue, Governor's 2023-24 budget looks to take away some of the one time funding we received this year.

Board Goals and Priorities

- 2022-23 Strategic Priorities

- Strategic Direction #1: Achievement: Accelerate Efforts to Close Achievement and Opportunity Gaps
- Strategic Direction #2: Assessment: Establish Informative Metrics to Measure Program and Student Success
- Strategic Direction #3: Curriculum and Instruction: Rigorous, Relevant, and Engaging Curriculum and Academic Instruction
- Strategic Direction #4: Fiduciary Responsibility: Effective Stewardship of Resources

- 2022-23 LCAP Overview

- Focus 1: Rigorous, Relevant, and Engaging Instruction and Curriculum
- Focus 2: Multi-tiered Academic Support
- Focus 3: Intentional Culture of Care

We heard you.

- Interventions to tackle unfinished learning, including Math at the elementary level
- Hands on learning
- Support for English Language Learners
- Continue tackling Equity issues
- Tiered System of Support, full time elementary counselors
- A deep look at our reading curriculum

These adjustments were made.

- MTSS and AIT's continue to support students
- Scheduled iInnovate opportunities
- New ELD curriculum, including newcomers
- Equity/LGBTQ+ Underway Supports
 - High Schools / Middle Schools
- SEL and Full Time Elementary Counselors
- Enhanced Summer Experience
- Phonics/Phonemic awareness curriculum

LCAP Focus Areas - What makes the biggest impact?



Academic Achievement

- Curriculum
- Integration
- Instructional Strategies
- Assessment
- Professional Development

Interventions / MTSS

- Targeted, Tiered Interventions
- ELD
- Summer Programs
- 4 year plans

Culture of Care

- School culture
- Parent outreach
- Equity
- Social-Emotional Learning (SEL)
- Caring Adults on Every Campus

Survey & Questions

<https://www.surveymonkey.com/r/LCAP2023>



Survey responses will be analyzed and discussed
with the LCAP Advisory Committee



SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT

Local Control Accountability Plan (LCAP) Survey 2022

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. Here is a link on the District [Covid Funding Overview](#) 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 <https://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, go to: 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 25.



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Local Control Accountability Plan (LCAP) Survey 2022

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 (challenging expectations) Teacher training
 Hands-on learning Relevancy (real-life learning)
 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 supports in place to positively impact student success. Which of these areas do you feel needs improvement?

- Academic interventions
- Parent education
- Differentiation/enrichment
- Inclusion of special education students
- Staff Training
- AVID (advancement Via Individual Determination)
- Tutoring (after school)
- Support staff (instructional aides)
- Transitional Kindergarten
- English learner supports
- Expanded Summer Learning

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
- Transportation
- Community resources
- Staff training

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

Equity

Are you aware of the district's equity initiatives? Please see the [Equity Roadmap](#).

- Yes No

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

How can we promote diversity, equity, and inclusivity throughout our district? How can we improve equity for all?

LCAP Advisory Committee Survey Feedback

December 8, 2022

Consider this

GROUP 1

Focus area 1: Rigorous, relevant and engaging instruction and curriculum

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

- More rigor (challenging expectations)
- Teacher training
- Hands-on learning
- Relevancy (real-life learning)
- Engaging instruction
- Individualized instruction

How else might we improve learning in the classroom?

Feedback:

Do these options invite the most helpful responses?

What can we add/remove/ re-word, in order to help us to get the most/best feedback we can?

Any other ideas to get the word out?

We tried to add easier language for the question to have less rigor in order for our low literacy families to understand.

- For the parentheses by More Rigor put.... (more challenging work)
- Relevancy - eliminate the word and just use what is in the parenthesis
- Individualized Instruction - Consider Removing.... Not sure what if it means - Small Groups, One-to-One, supports?
- Maybe add - EL Support in the Regular Classroom
- Relevancy - replace ALL with "Meaningful (Real-Life) Learning"

GROUP 2

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

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

- Academic interventions
- Tutoring (after school)
- Parent education
- Support staff (instructional aides)
- Differentiation/enrichment
- Transitional Kindergarten
- Inclusion of special education students
- English learner supports
- Staff training
- Expanded Summer Learning
- AVID (Advancement Via Individual Determination)

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

Feedback:

Do these options invite the most helpful responses?

What can we add/remove/ re-word, in order to help us to get the most feedback we can?

Any other ideas to get the word out?

- Creating an afterschool enrichment program instead of a tutoring program - change the wording on the survey? **After school tutoring or enrichment?** After school activities?
- We discussed so many culture of care concerns in our group and so we want to be sure that when people answer they aren't putting a lot in the comment box about afterschool programs that involve sports, enrichment, tutoring, CTE aligned programs etc.
- Is there confusion between MTSS and Culture of Care? Where are we addressing the kids coming from trauma - we need tons of support. Why are they separate - can we combine them because culture of care SEL is an MTSS tier.
- Where can we put enrichment/after school thinking? Is that MTSS or Culture of Care? Do we need to have these 4 categories or can we make the survey look different as one?
- TK does not currently get any support from MTSS. Everyone is going to get it soon so do we want this on there? We DO need more support for TK, especially for those students who are having their very first school experience.
- Do we need more definitions or an attachment for things like AVID, would a parent know what that is by the definition? Do families understand TK?
- Should there be a scale after each idea such as "I do not know", "It needs improvements", "It's doing well"? This might give valuable data if folks do not want to make comments.
- Can there be a paper option families can pick up at the office? Do all families have access to google forms? QR codes all over campus during the period. Have paper copies in Spanish and other languages maybe. Have CBs available on sites for families to fill in while waiting to pick up or after drop off.
- How can we get more supports for trauma informed teaching and support for the kids. We do not

have the SEBs anymore and the counselors can't meet all the needs. Would that just come from comments or do we want to add that in MTSS or Culture of Care?

- Shall we have 100% at each school at least? The scheduling is so difficult.
- Can we change the number of hours our aides can work because they aren't there when we need them?
- THE KIDS ARE CHANGING SO OUR NEEDS HAVE CHANGE - we need to remember that and think differently.
- How do we tackle the lack of getting people to be MTSS support - can we pay them more? People will make more at Target than in our district for these MTSS jobs? Can we pay someone more and have them work 2 hours instead of 3 hours

GROUP 3

Focus area 3: Intentional Culture of Care

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

- Counseling & Therapist Intern support
- Transportation
- Parent education/communication
- Community resources
- Social-emotional learning (SEL) curriculum
- Staff training

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

Feedback:

Do these options invite the most helpful responses?

What can we add/remove/ re-word, in order to help us to get the most feedback we can?

Any other ideas to get the word out?

- Maybe add examples in parenthesis after community resources
- Add "school wide" after Social emotional Learning (SEL) Curriculum
- Maybe consider adding an option about lunch time or after school extracurricular activities, in addition to athletics (art, music, drama, STEAM, etc)
- Afterschool homework support?

GROUP 4

Equity

Are you aware of the district's equity initiatives? Please see the [Equity Roadmap](#).

Yes No

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

How can we promote diversity, equity, and inclusivity throughout our district? How can we improve equity for all?

Feedback:

Do these options invite the most helpful responses?

What can we add/remove/ re-word, in order to help us to get the most feedback we can?

Any other ideas to get the word out?

- Provide a way for stakeholders to provide feedback specifically related to the equity roadmap. For example, you might provide a rating scale to ask stakeholders to rate how well the district is meeting the goals outlined on the equity map.
- It would be helpful to provide bullet points (on the survey) in addition to the link to the roadmap. This would ensure people are aware of the equity priorities even if they do not click on the road map.
- Transportation for all after school sports

- When will the YouthTruth Survey from Parents and Students be released?
- Can that information be linked prior to LCAP survey so that the Equity question can be framed to respond to the specific concerns brought to light in the YouthTruth Survey (e.g., LGBTQ, Anxiety/SEL)?

Equity

Are you aware of the district's equity initiatives? Please see the Equity Roadmap.

Yes No

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

★

This should go at the end.

How can we promote diversity, equity, and inclusivity throughout our district? How can we improve equity for all?

→ Tutoring/Homework Clubs

How do you want the data to be presented -
Which type of question on a form will be effective at narrowing the focus/priorities?

Rank on Linear Scale

Barriers

Most

Least

★

Do you support... School wide assemblies on...
... Parent conferences at Middle Level?
(Tie in the Outcomes here for specifics)

★

Would you be interested in participating or attending...
workshops on.

Parent Support for LGBTQ+

Cyberbullying

Body Image & Eating Disorder Prevention

(Check top 3)

Student/Parent Town Halls

→ July/Aug

Movie Nights on mental

- what do you want for your students this year?

health, (Anxst) -
SEL topics

- April/May

→ Growth/Goals

How do we promote the 5 SEL Competences -
& Celebrations
Rank - How much... importance

Additional Ideas:

- Have QR codes all over the place in the office, on Parent Square etc.. so people can take it on the fly

LCAP Survey responses (SurveyMonkey)

2023-2024

Total = 799

Parents = 538

Staff = 252

Community = 6

Student = 0

Qualify for the Free/Reduced Lunch Program? = 201

Is your student(s) an English Learner? = 171

Is your student a foster child or considered homeless? = 25

2022-2023

Total = 729

Parents = 505

Staff = 219

Community = 5

Qualify for the Free/Reduced Lunch Program? = 147

Is your student(s) an English Learner? = 137

Is your student a foster child or considered homeless? = 18

2021-2022

Total = 641

Parents = 508

Staff = 126

Community = 7

Qualify for the Free/Reduced Lunch Program? = 147

Is your student(s) an English Learner? = 124

Is your student a foster child or considered homeless? = 10

2020-2021

Total = 626

Parents = 353

Staff = 284

Community = 7

2019-2020

Total = 249

Parents = 119

Staff = 129

Community = 1

2018-2019

Total = 505

Parents = 351

Staff = 152

Community = 2