

2021-2024 Local Control and Accountability Plan (LCAP) Update

LCAP PAC
February 25, 2021

Presentation Objectives

- Provide an Overview of the LCAP PAC
- Update the LCAP PAC on status of development of new ~~2020-2023~~* 2021-2024 LCAP
- Update the LCAP PAC on next steps
- Provide an opportunity for LCAP PAC members to take the LCAP Survey

** State delayed the adoption requirement due to the pandemic*

Acronyms

CCLI - Continuous Cycle of Learning and Improvement

CDE - California Department of Education

EC / Ed. Code - Education Code

LCAP - Local Control Accountability Plan

LCFF - Local Control Funding Formula

LEA - Local Education Agency

PAC - Parent Advisory Committee

LCAP PAC

“The Why”

“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 and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.”

-- 2021-2024 LCAP Template

LCAP PAC

“The Why”

“ **Parent advisory committee** - as used in California *Education Code (EC)* sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in *EC* Section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.”

LCAP PAC

“The Who”

ARTICLE III: MEMBERS

Section 1: Size and Composition

The LCAP PAC will be composed of twenty (20) members, including a majority of parents/guardians of currently enrolled students and community members. The committee will be formed with an emphasis on committee members who represent:

- the diversity of the school district,
- English learners,
- foster youth,
- homeless youth,
- migrant students,
- students with disabilities,
- socioeconomically disadvantaged students, and
- our schools (at least one representative per school)

The committee must include parents or legal guardians of pupils who are low-income, foster youth and/or English language learners per Education Code 42238.01.

District Authorized Charter Schools must produce their own LCAP, therefore are not representative of this LCAP PAC and the bylaws.

LCAP PAC

"The Who"

	Representing	Member Name
1	American Lakes School (TK-8)	Lauren Rose
2	Bannon Creek School (K-8)	Alegra Keith
3	Discovery High School	Nancy Hernández
4	H. Allen Hight Elementary (TK-5)	Shanalle Patterson
5	Heron School (TK-8)	Jean-Pierre Francillette
6	Inderkum High School	Jennifer Souza
7	Inderkum High School	Nguyen D Tran
8	Natomas High School	Andrea Cruz
9	Natomas Middle School	Christina Fitzhugh
10	Natomas Park Elementary (TK-5)	Shazia Imran
11	Paso Verde School (TK-8)	Crystal Blue
12	Two Rivers Elementary (TK-5)	Isaac Bojorquez
13	Witter Ranch Elementary (TK-5)	Iris De Los Santos
14	Community-at-large	Talina Hutton
15	Community-at-large	Gina Azevedo
16	Community-at-large	Roberto Toledo
17	Community-at-large	Asha Karunakaran
18	Community-at-large	Alline Adams-Jackson
19	Community-at-large	Monica Borders
20	Community-at-large	Roger A. Davidson, Ph.D.

LCAP PAC

"The Who"

Who is the LCAP PAC?

	African American	American Indian / Alaska Native	Asian	Filipino	Hispanic / Latino	Pacific Islander	White	Two or More Races	Other
District Demographic	20.19%	0.65%	15.5%	4.30%	32.6%	2.02%	13.92%	10.66%	
Committee Demographic	25%	10.00%	15.00%	0.00%	25%	0.00%	20.00%	5.00%	0.00%

	Free & Reduced Lunch	Foster Youth	English Learner	Homeless	Migrant	Student with Disability	no students currently enrolled
District Demographic	60.26%	0.62%	12.53%	3.02%		13.11%	
Committee Demographic	40.00%	5.00%	5%	0%	0%	25%	5%

LCAP PAC

“The How”

How does the LCAP PAC help the District form an LCAP?

In addition to participating in District surveys, including the LCAP survey,

ARTICLE II: ROLE OF THE COMMITTEE

The LCAP PAC has responsibility:

1. To consult with the Superintendent or designee(s) in the development of the LCAP;
2. To review a draft of the LCAP;
3. To provide written comment on the draft of the LCAP;
4. To monitor the implementation of the LCAP in order to properly perform the first three purposes; and
5. To understand the impact of specific actions and services in order to properly perform the first three purposes.

LCAP PAC

“The How”

How does the LCAP PAC engage the public?

By implementing the Greene Act, outlined in Education Code § 35147 and Board Policy and Administrative Regulation 1220:

- a set of rules to insure open meetings to the public
- meetings must be open to the public and allow for public input and access to all meeting materials discussed and/or distributed at the meeting
- notices and agenda must be posted at least 72 hours in advance at the school site or other appropriate place accessible to the public
- notice and agenda must include date, time, and location of the meeting and the items to be discussed or acted upon
- action cannot be taken on non-agendized items without a unanimous vote

What is the Local Control and Accountability Plan (LCAP)?

- The LCAP is a 3-year process and document that communicates:
 - Locally defined goals
 - Actions and services to achieve those goals
 - Expenditures associated with those actions and services
 - Targets and metrics to measure progress
- The LCAP is intended to connect funding decisions with measurable outcomes for our students
- The LCAP is the intersection of state and local priorities

New Requirements to Ensure Equity

Governor's 2021-22 Budget Summary (pg. 71)

- “Additional requirements will be added to ensure that LEAs are meeting the requirement to increase or improve services in proportion to the increase in funding
- Not just an explanation of how the requirement will be met; also a demonstration of how the requirement has actually been met”

New Requirements to Ensure Equity

Not a Spending Requirement

- “Spending does not equal increased outcomes for students
- Increasing or improving services requires thoughtful planning that seeks to address specific identified needs of unduplicated students identified based on an analysis of available data and stakeholder input”

New Requirements to Ensure Equity

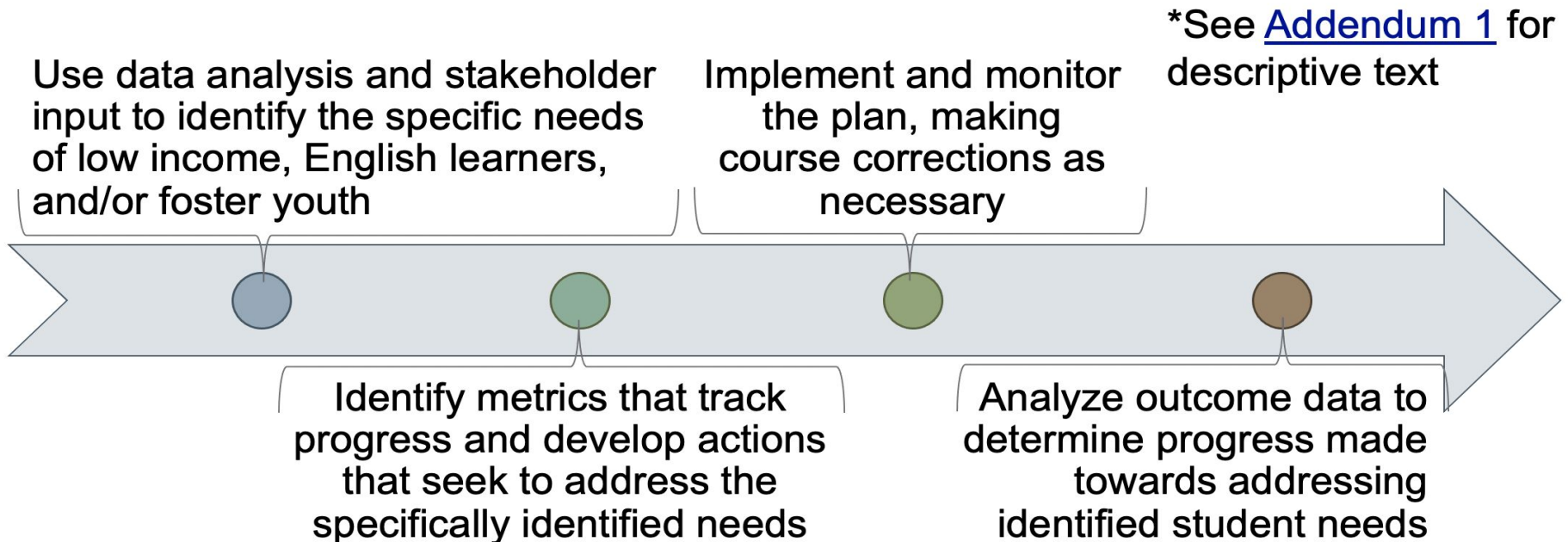
The Through-line

- “The description provided of how services are being increased or improved should allow stakeholders (and reviewers) to see a through-line between the identified needs of the unduplicated students, the metrics being used to track progress towards addressing those needs and the actions being implemented to address those needs
- The analysis of progress in the coming year should reflect progress made towards addressing the needs of the unduplicated students”

New Requirements to Ensure Equity

NOT NEW TO NUSD

A Shift in Process



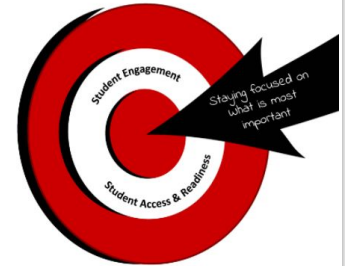
2017-2020 LCAP is Aligned with our Guiding Documents

THE **NEXT5**
NATOMAS UNIFIED
SCHOOL DISTRICT



STRATEGIC PLAN
2017 - 2022

Natomas
Unified School District
Connecting students to their future



DISTRICT PROGRESS REPORT
Fall 2018

Reminder

The **Learning Continuity and Attendance Plan (LCAP)** replaced the **Local Control Accountability Plan (LCAP)** for the 2020–21 school year and superseded the requirements in Executive Order N-56-20.

In addition, this delayed the development and adoption of the planned 2020-23 LCAP and related annual update report for the 2019-20 LCAP year.

Reminder

- ✓ On September 23, 2020, the 2020-21 **Learning Continuity and Attendance Plan (LCAP)** was adopted by the NUSD Governing Board.

The LCAP is available on our District website.

Required Areas Addressed in the Learning Continuity and Attendance Plan (LCAP)

- ✓ In person instruction/safety
- ✓ Distance Learning
- ✓ Access to devices and connectivity
- ✓ Pupil Participation and Progress
- ✓ Distance Learning Professional Development
- ✓ Staff Roles and Responsibilities
- ✓ Support for Pupils with Unique Needs
- ✓ Pupil Learning Loss
- ✓ Mental Health and Social Emotional Well-being
- ✓ Pupil and Family Engagement and Outreach
- ✓ School Nutrition
- ✓ Additional Actions As Needed

Engagement Activities to Date

The following stakeholder engagement activities include those which were completed to develop a 2020-23 LCAP which was delayed due to the pandemic and may be relevant to the development of the 2021-24 LCAP, especially as some of the engagement data was collected prior to the pandemic shutdown.

Engagement Activities to Date and Scheduled

- Presented to the Superintendent's Parent Advisory Council (October 16, 2019, February 19, 2020, January 27, 2021 and meetings scheduled on March 17, 2021 and April 21, 2021)
- Presented to District English Learner Advisory Committee (November 21, 2019, November 20, 2020, and meetings scheduled on February 18, 2021 and April 22, 2021)
- Held 19 in-person Student Focus Groups, 130 students, at all of our schools except Leroy Greene Academy because charters are required to submit their own LCAP (October 2019 through February 2020)

Engagement Activities to Date and Scheduled

- Special Education CAC meetings (August 20, 2020, February 18, 2021, and March 18, 2021)
- We met with CSEA for input on February 3, 2020 another meeting(s) will be scheduled this spring
- We reached out to NTA for input on March 2, 2020 another meeting(s) will be scheduled this spring

Engagement Activities to Date

- 2020-21 LCAP Stakeholder Engagement Survey (February 2020)
- Survey for current TK-4th and 5th Grade Students at K-8 Schools (May 2020)
- Distance Learning Survey (March through May 2020)
- Expanded Family Options Survey (July 2020)
- Learning Continuity and Attendance Plan Survey (September 2020)
- Foster/Homeless Youth
 - Over 2,900 phone calls were made by the SES team (April and August 2020)
 - Housing questionnaire - 1,117 responded, 53 new McKinney Vento cases identified (May 2020)
- Technology Survey (March 2020 and July 2020)

Engagement Activities to Date

- Family Educational Options (June 2020, October 2020, and January 2021)
- Students needing additional support survey (January 2021)
- Early check-in survey (September 2020)
- 18- Month Plan parent questionnaire (January 2021)
- NUSD Learning Disruption Family Feedback Survey (January 2021)

Next Steps

- ✓ **December 2020:**
 - Board adopted the 2020-21 Local Control Funding Formula (LCFF) Budget Overview for Parents
 - CDE/SBE Revises and Releases the Local Control Accountability Plan (LCAP) and Expenditure Tables templates

- **January - April 2021:**
 - CDE Releases LCAP Annual Update Templates (January)
 - Formation of a new 20-member LCAP Parent Advisory Committee
 - Review/analyze recent related survey and student data
 - Continue to conduct stakeholder survey and virtual engagement meetings

Next Steps

- **March - May 2021:**
 - Develop the draft 2021-24 LCAP
 - Obtain stakeholder feedback
- **June 2021:** Present for Adoption the...
 - 2019-20 **Local Control Accountability Plan** Annual Update report
 - 2020-21 **Learning Continuity and Attendance Plan** Annual Update report
 - 2021-24 **Local Control Accountability Plan**
- **End of Today's Meeting - Send survey link to the LCAP PAC via Zoom chat and allow 10-15 minutes to take the survey**

The LCAP PAC will provide feedback on the draft 2021-2024 LCAP in April

QUESTIONS