

2021-2024 Local Control and Accountability Plan Forum

February 2022



Objectives



- Update educational partners on 2021-2024 LCAP development
- Share California Healthy Kids Survey and LCAP Exchange data points
- Share revisions to Board approved goals
- Review and discuss progress toward actions as they relate to budget
- Solicit feedback from educational partners

About the 2021-2024 LCAP

1

**Engage Educational
Partners and
Review data to
Determine Student
Needs**



2

**Establish
Goals**



3

**Implement
Budget
\$\$\$**

4

**Take Actions
to Achieve
Goals**



LCAP Timeline



February 8
LCAP Mid-year Report

Educational Partner Engagement

Data Points

ELO

ESSER III

EEBG

LCAP Mid-year Report

Annual Update

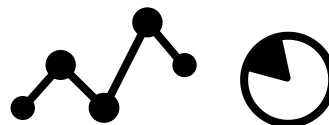
Supplement to the Annual Update

Exchanges & Surveys

LCAP Consultations

May 17

Draft LCAP
available to
Public



June 7

Public
Hearing

Grades, attendance, behaviors, MS readiness, student achievement, student safety, student connectedness



California School
DASHBOARD

June 21

LCAP
Adoption

June 2021
Adoption

October 2021
Consultation
&
Data Gathering

January 2022
Consultation
&
Data Gathering

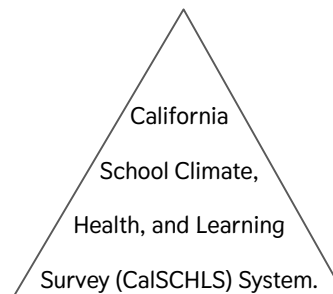
June 2022
Public Hearing
&
Approval

About the CalSCHLS Survey



California Healthy Kids Survey (CHKS)

**California
School Parent
Survey (CSPS)**



**California
School Staff
Survey (CSSS)**

CalSCHLS is the largest, most comprehensive effort in the nation to assess **students**, **staff**, and **parents** at the local level on a regular basis, and recommended as a metric by the California Department of Education.

The surveys provide key data on school climate and safety, learning supports and barriers, and stakeholder engagement, as well as youth development, health, and well-being to guide school improvement efforts.

About the 2021-2022 CHKS Survey



1,856 Student Surveys



**3rd
Graders**

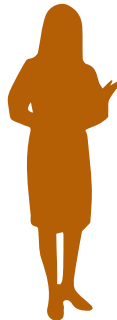


**5th
Graders**



**7th
Graders**

442 Staff Surveys



Staff

878 Parent Surveys



Parents



Highlighted Areas from the Surveys

1. Academic Motivation
2. Parent Involvement
3. Safety
4. Student Connectedness to School
5. Student Well-Being

- California schools returned to school for in-person learning
- The Pandemic affected schools, businesses, and other organizations.
- Students, staff, and families have all been affected by the Pandemic in different ways - socially, academically, professionally, and emotionally.
- This is the second year using the survey; comparisons will be presented in this report to the previous year when students and staff were at home teaching and learning through the distance learning model

Important notes about the 2021- 2022 Survey



Academic Expectations

Perceptions of academic expectations did not change much this year in comparison to last year in distance learning; most people continue to have high expectations for students to do well, even as the pandemic continues.

same



86%

+1



86%

-4



78%

same



98%

+1



87%

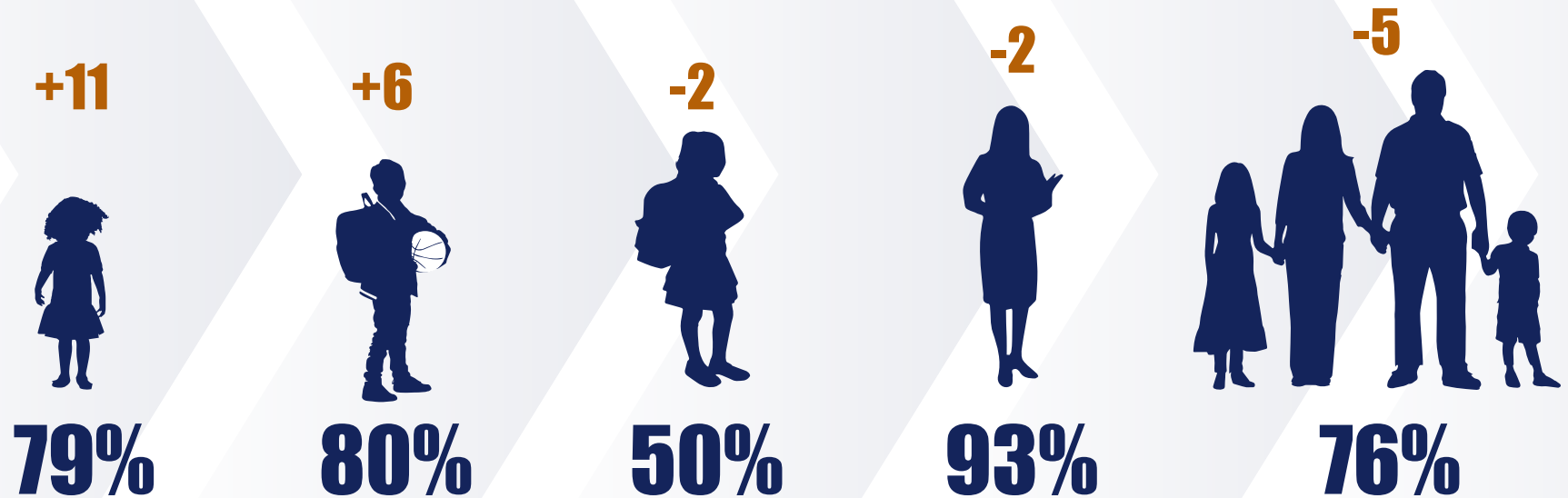


3rd and 5th grade: Adults at this school believe that you can do a good job "All of the time" & "Most of the time"
7th: There is an adult who always wants me to do my best; "Pretty much true" or "Very much true"
Staff: Adults who work at this school want every student to do their best; "Strongly Agree" & "Agree"
Parents: This school has high expectations for all students; "Strongly Agree" & "Agree"



Parent Involvement

Elementary students report higher parent involvement this year than last, but middle school students report slightly lower parent involvement; staff and parents both report lower levels of parent involvement this year

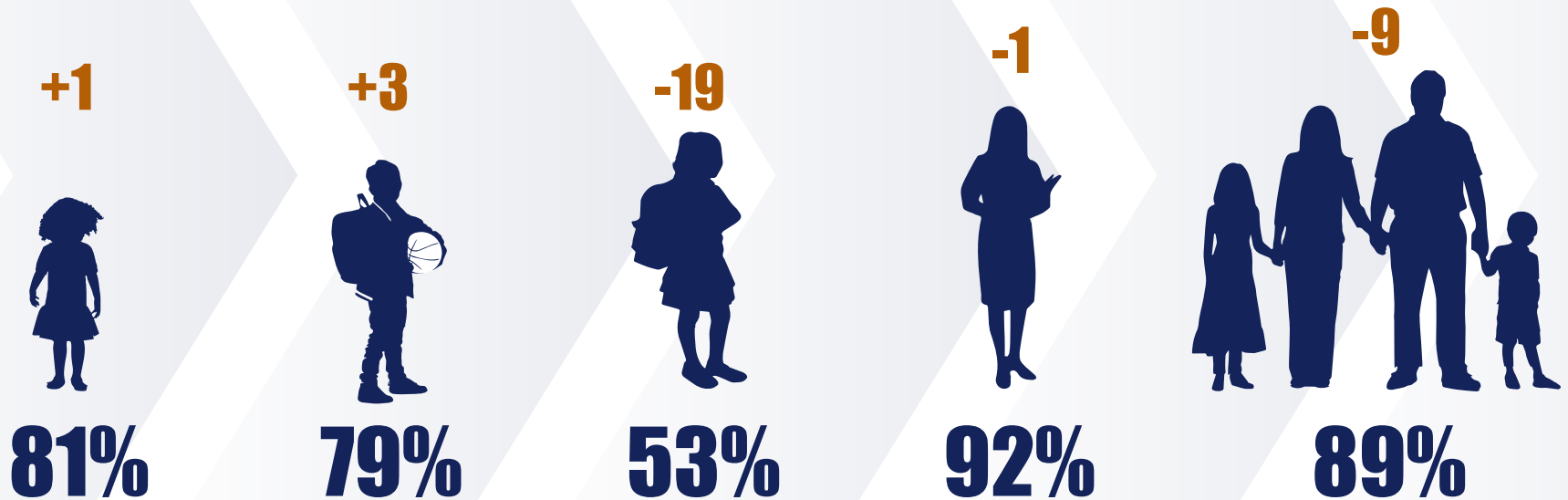


3rd and 5th grade: A parent or some other grown-up at home asks you about school "All of the time" & "Most of the time"
7th: Parents feel welcome to participate at this school; "Strongly Agree" & "Agree"
Staff: Parents feel welcome to participate at this school; "Strongly Agree" & "Agree"
Parents: Parents feel welcome to participate at this school; "Strongly Agree" & "Agree"



Student Safety at School

Middle school students feel much less safe this year, back at school, than they did during distance learning; many parents are also more concerned about their child's safety this year which may be a reflection of the continued pandemic.



3rd and 5th grade: I feel safe at school "All of the time" & "Most of the time"
7th: I feel safe in my school; "Strongly Agree" & "Agree"
Staff: This school is a safe place for students; "Strongly Agree" & "Agree"
Parents: This school is a safe place for my child; "Strongly Agree" & "Agree"



Student Connectedness to School

Elementary students feel more connected to school this year while middle school students feel less connected now that they have returned to in-person learning; staff are more concerned this year than last about student connectedness.

+13



72%

+12



71%

-16



52%

-8



89%

+3



68%



3rd and 5th grade: I feel like I am part of this school “All of the time” & “Most of the time”

7th: I feel like I am part of this school; “Strongly Agree” & “Agree”

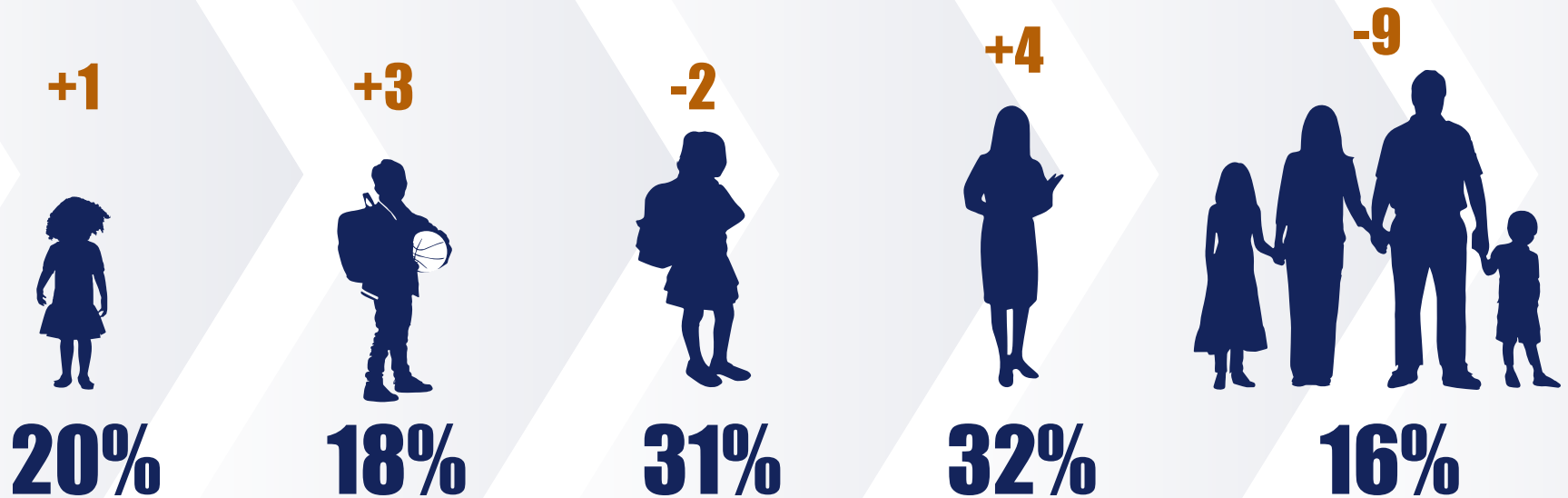
Staff: Students get along well with one another; “Strongly Agree” & “Agree”

Parents: My child has opportunities to connect and interact with classmates during remote learning; “Strongly Agree” & “Agree”



Student Well-Being & Mental Health

Elementary students feel more sad this year than last but middle school students feel less sad now that they are back to in-person school; parents are less concerned about student mental health this year, but staff are more concerned



3rd and 5th grade: Do you ever feel sad; "All of the time" & "Most of the time"

7th: During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities; During the past 12 months, did you ever seriously consider attempting suicide? "Yes"

Staff: Student depression or other mental health issues are a problem; "Severe problem" & "Moderate problem"

Parents: How concerned are you about your child's mental well-being; "Extremely concerned" & "Quite concerned"

Trends

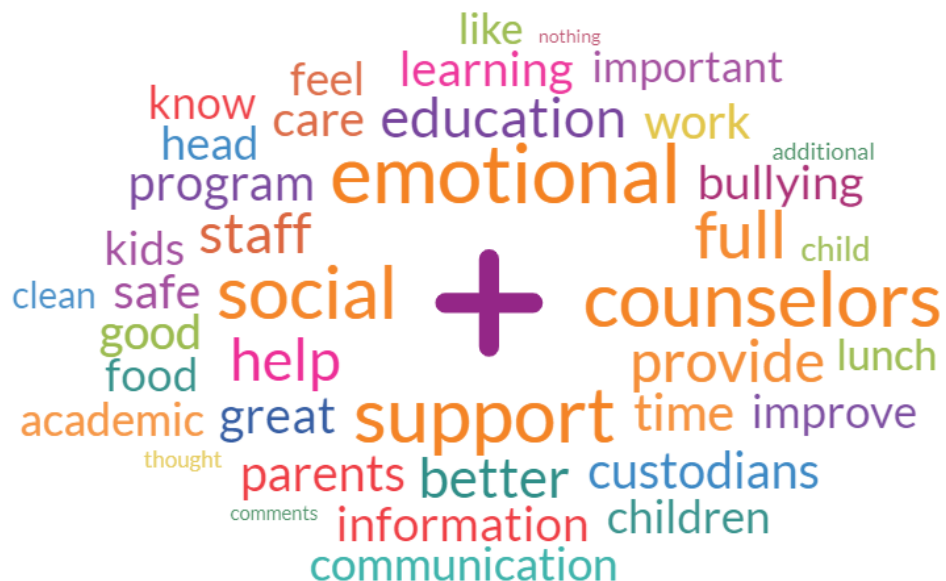
- Most people believe teachers and adults on campus have high expectations for students and this measure remained stable in comparison to last
- Elementary students believe parents are more involved in school this year, but parents and staff report lower parent involvement
- Elementary students feel a little more safe and much more connected to school this year
- Middle school students, staff, and parents are more concerned about student student safety
- Middle school students feel less connected to school this year and staff agree
- Students feel about the same levels of sadness this year as last year, but parents report lower levels of mental health issues for their children



ThoughtExchange

“Schools are prioritizing student mental health. Continuing to provide this focus as a priority will help us improve opportunities for all students. A strong foundation for learning is built upon students feeling safe and therefore fully engaged.” Staff Member

“Good teachers, Covid testing site, supporting parents with information. Parents and students need much support from schools and vice versa. Students are the main priority and we need to become a team.” Parent/Guardian



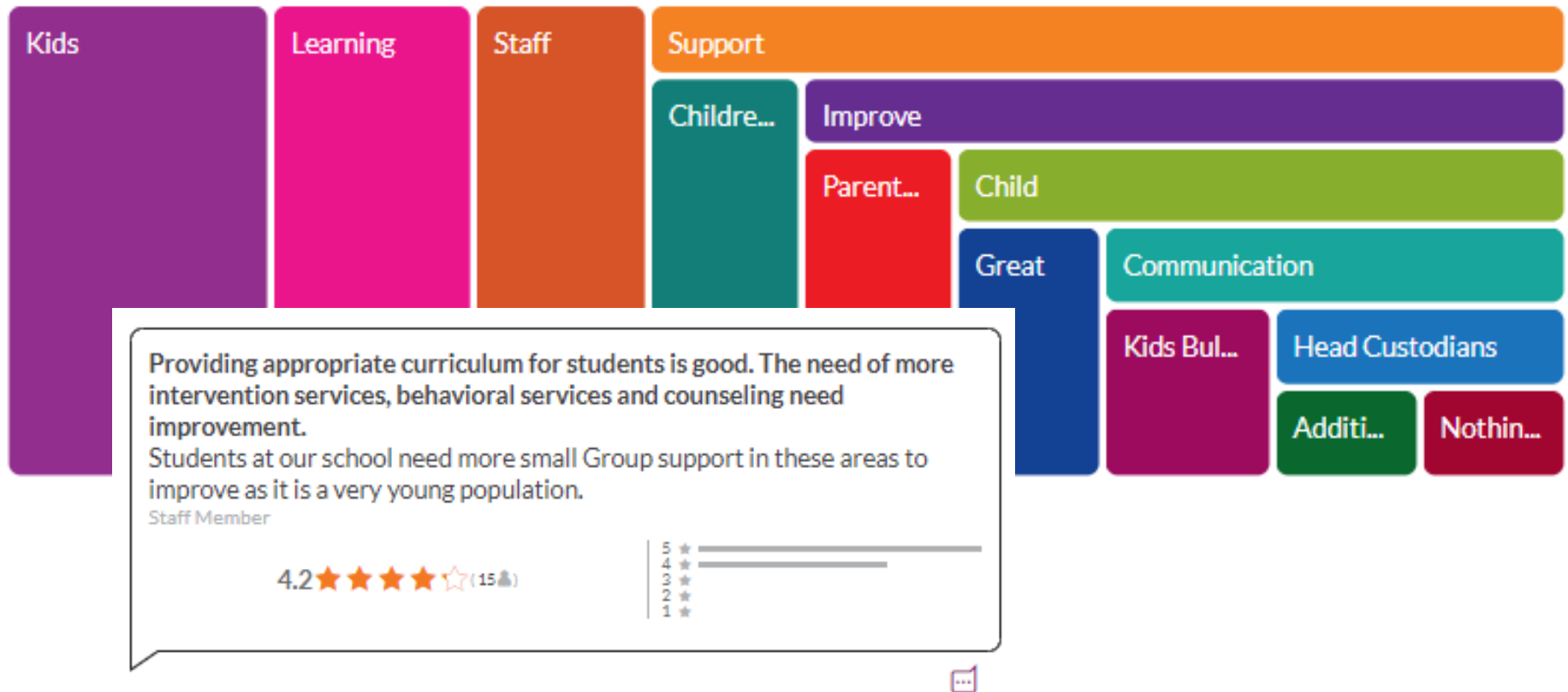
446 Participants

430 Thoughts

6,080 Ratings



ThoughtExchange



446 Participants

430 Thoughts

6,080 Ratings

2021-2022 Action Themes

1. High-quality First Instruction
2. Strategic and Intensive Intervention
3. Special Education
4. Preschool
5. Assessment System
6. STEAM
7. District-wide AVID
8. Teacher Resources
9. Expanded Learning Opportunities
10. Technology
11. Professional Development
12. Equity, Access, and Inclusion
13. Learning Hubs
14. Extended School Year

Goal 1

Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career.

Priorities 1, 2, 4, 5, and 7

LCAP and ESSER III Expenditures Total \$154 Million

GOAL 1 \$108 Million

90% LCAP
10% ESSER III

70.1%

25.5%

4.4%

GOAL 2 \$39 Million

26% LCAP
74% ESSER III

GOAL 3 \$7 Million

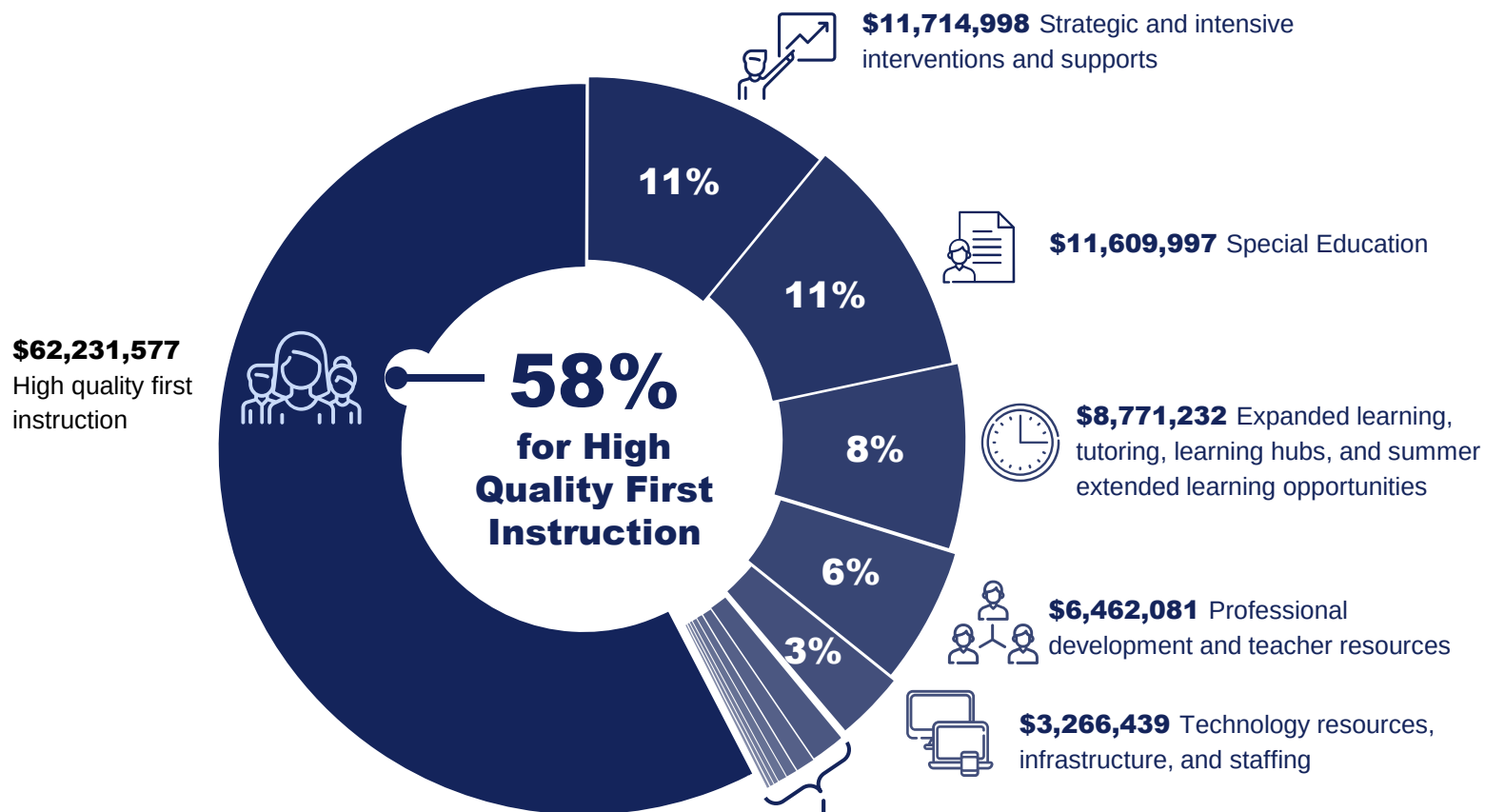
12% LCAP
88% ESSER III





GOAL 1: Increase the percent of students who meet Key Performance Indicators by providing an equitable guaranteed viable curriculum, reflective of student diversity, comprehensive assessments aligned to students' needs, and high-quality instruction to prepare students to successfully enter the next grade level, high school, college and career.

\$108 Million



4% for other supports including: **\$1,592,739** Science, Technology, Engineering, the Arts and Mathematics; **\$900,000** STEAM (Science, Technology, Engineering, the Arts and Mathematics); **\$500,000** Replenishing textbooks and other materials; **\$397,143** AVID (Advancement Via Individual Determination); **\$200,015** Preschool; **\$161,100** Student assessment system; **\$115,531** Equity, access, and inclusion

2021-2022 Actions

1. Multi-tiered System of Support (PBIS)
2. Safe Schools and Healthy Students
3. Student Wellness
4. Middle School Sports

Goal 2

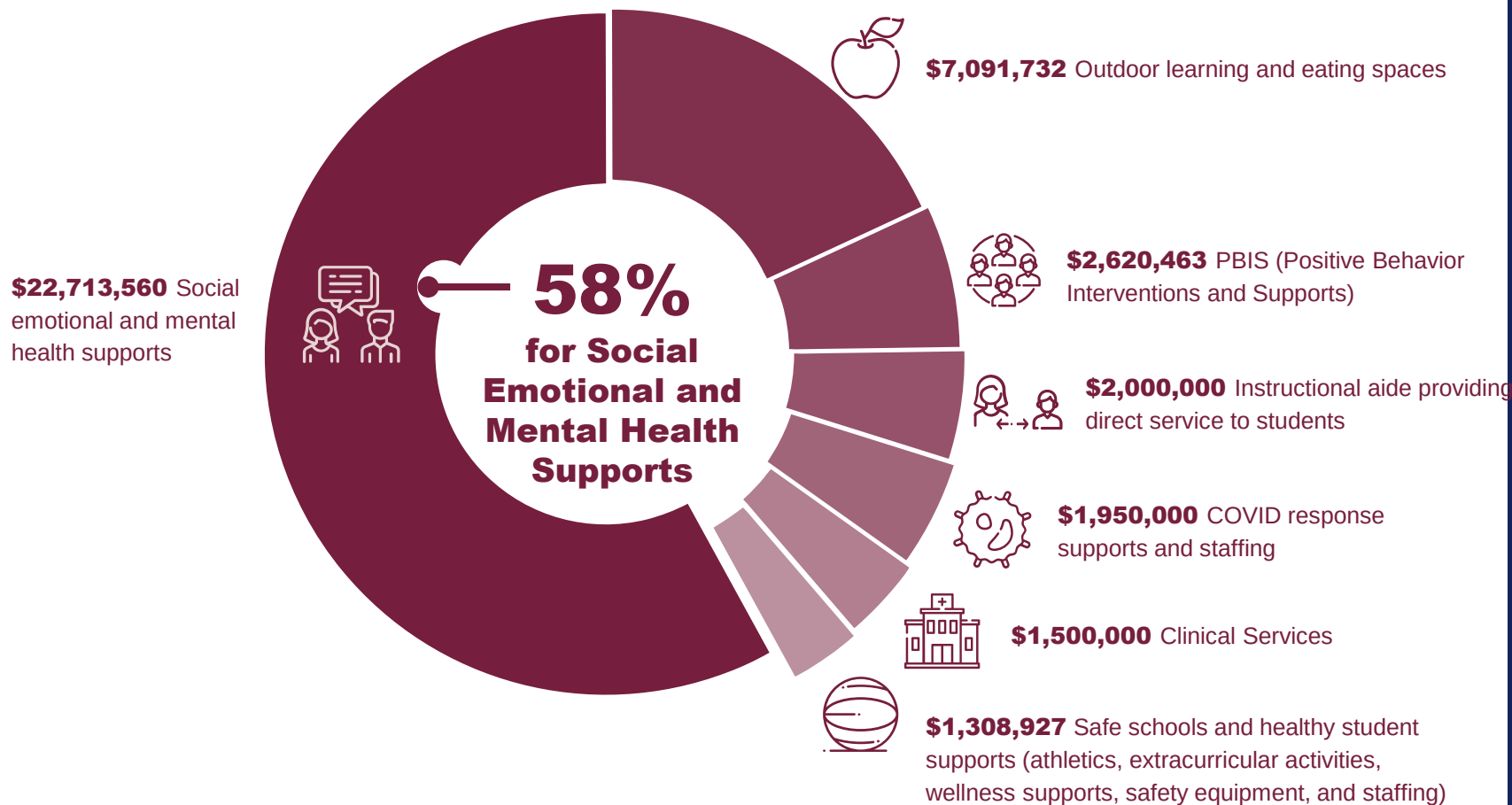
Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning.

Priorities 5 & 6



GOAL 2: Provide a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning.

\$39 Million



2021-2022 Actions

1. Community Outreach and Llation Staff
2. Communication
3. Family Education

Goal 3

Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

Priorities 3 & 6



GOAL 3: Empower families and community stakeholders to become full partners in the education of students to ensure all students excel academically, build character, and are productive members of our community.

\$7 Million

\$6,000,000

Independent study and remote learning supports for families and students



88%
for independent
study and
remote learning
supports



\$464,414 Community Outreach

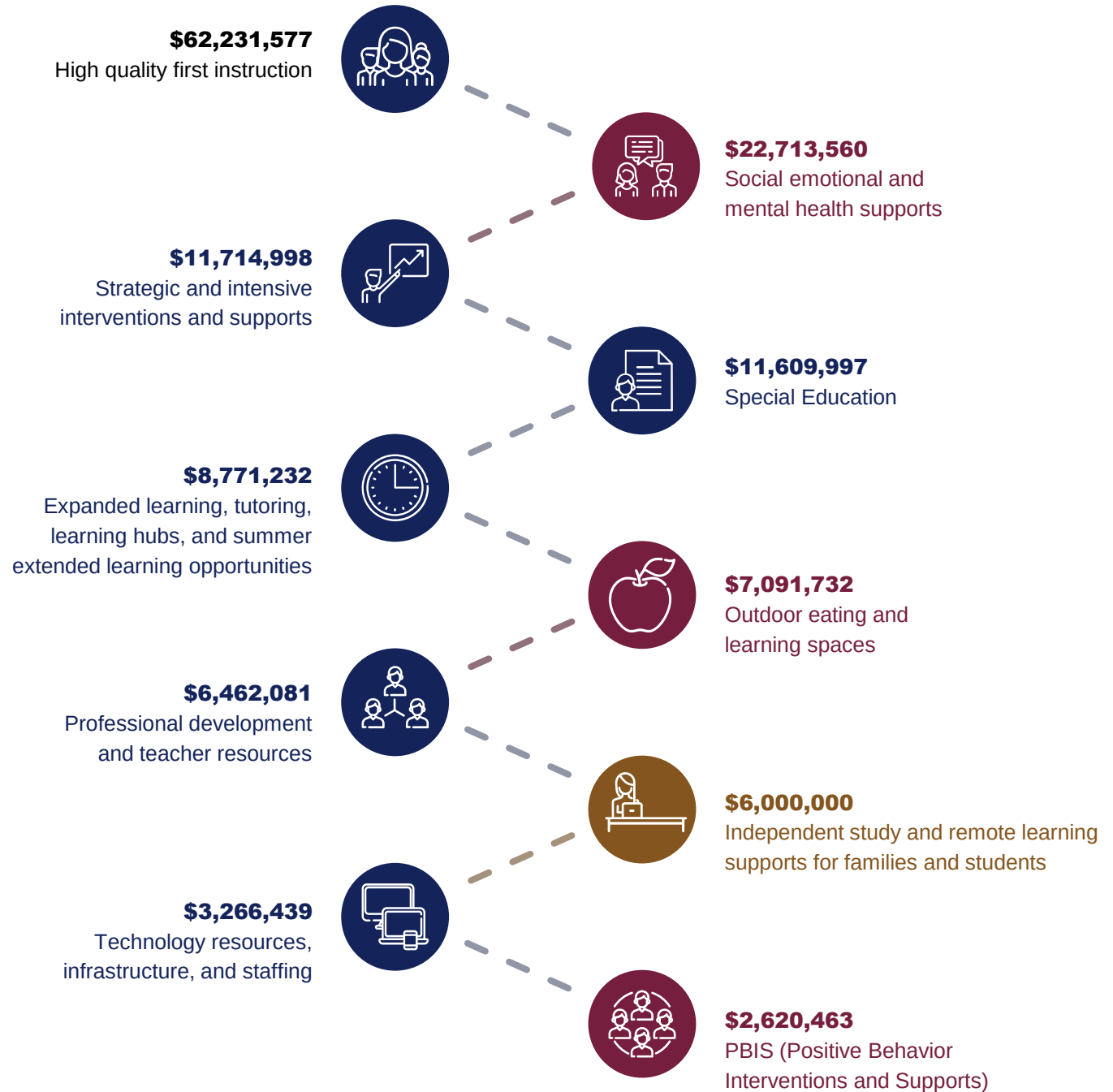


\$226,905 Communication



\$136,828 Family education

Largest Investments



Feedback 12:00-1:00 PM English Forum



Written submissions about LCAP goals and actions can be submitted by visiting our website or submitting a Google form:



LCAP

Local Control Accountability Plan

[English Form](#)

[Spanish Form](#)

[Hmong Form](#)



Feedback 1:00-2:00 PM Spanish Forum

[English Form](#)

[Spanish Form](#)

[Hmong Form](#)



Feedback 2:00-3:00 PM Hmong Forum

[English Form](#)

[Spanish Form](#)

[Hmong Form](#)