Regular Board Meeting: LCAP Process Update

Erika Sanchez, Superintendent
April 26, 2022

Background Information LCAP

- 2020-2021 Spring
  District administration developed the LCAP
- June 22, 2021: LCAP Hearing
- June 30, 2021: LCAP Adoption
- August -October 2021: revisions to the adopted LCAP were made to meet the approval criteria
- October 8, 2021: revised LCAP was approved by the San Benito County Office of Education
- Mid-Year Review: Board Approved February 22, 2022
- Consultation process: March - May, 2022: community engagement, survey, community engagement meetings, meetings with employee groups. The consultation process is not finalized.

What is the Local Control and Accountability Plan (LCAP)? (Revised January 8, 2018)

The LCAP is intended as a comprehensive planning tool to support student outcomes and is an important component of the LCFF. Under the LCFF, all **LEAs including school districts, COEs, and charter schools are required to prepare an LCAP**, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *EC* sections 52060(d), 52066(d), and 47605.
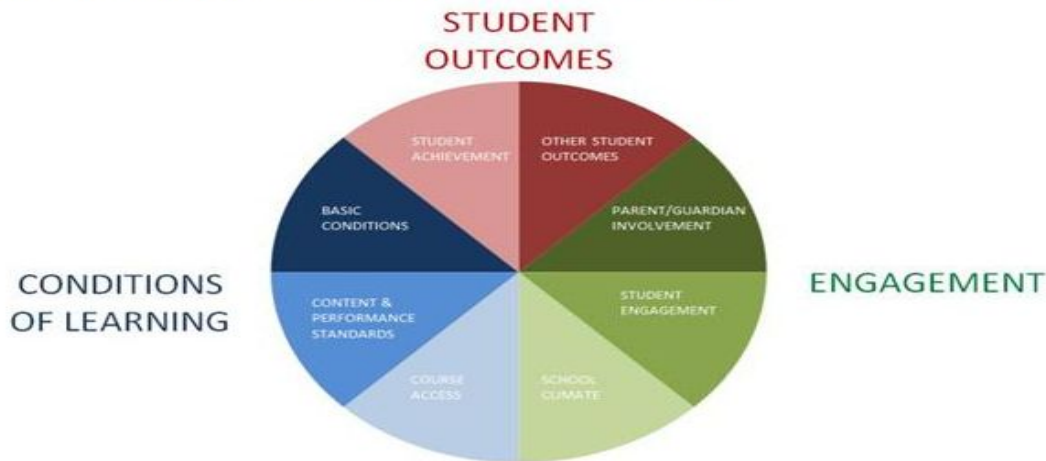
Background Information LCAP

Local Control and Accountability Plan

The governing board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education. The LCAP adopted by the governing board of a school district shall be effective for a period of three years, and shall be updated on or before July 1 of each year. The LCAP shall include 1) A description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to Education Code Section 52052, to be achieved for each of the eight state priorities (identified below) and for any additional local priorities identified by the governing board of the school district; and 2) a description of the specific actions the school district will take during each year of the LCAP to achieve the goals.

Eight state priorities established by California Education Code Section 52060:

STUDENT OUTCOMES

STUDENT ACHIEVEMENT

OTHER STUDENT OUTCOMES

PARENT/GUARDIAN INVOLVEMENT

BASIC CONDITIONS

ENGAGEMENT

CONDITIONS OF LEARNING

CONTENT & PERFORMANCE STANDARDS

STUDENT ENGAGEMENT

COURSE ACCESS

SCHOOL CLIMATE

The LCAP is a requirement of the 2013 California K-12 funding model, the Local Control Funding Formula (LCFF). LCFF Frequently Asked Questions.

Background Information LCAP

- LCFF funds: LCFF is funded through a combination of local property taxes and state aid, State aid is distributed through the Principal Apportionment.
  District administration developed the LCAP

How are "unduplicated pupils" defined for purposes of calculating supplemental and concentration grant amounts? (Revised 04-Dec-2015)

Supplemental and concentration grant amounts are calculated based on the percentage of "unduplicated pupils" enrolled in the LEA on Census Day (first Wednesday in October) as certified for Fall 1. The percentage equals:

- Unduplicated count of pupils who (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced-price meals under the National School Lunch Program, or (3) are foster youth. "Unduplicated count" means that each pupil is counted only once even if the pupil meets more than one of these criteria (*EC* sections 2574(b)(2) and 42238.02(b)(1)). Divided by total enrollment in the LEA (*EC* sections 2574(b)(1) and 42238.02(b)(5)).
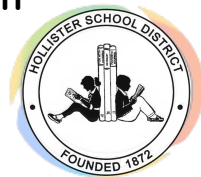
Background Information LCAP

- Q. Does a district have to spend the additional funds it receives on high-needs students?
- A. The law gives districts flexibility to spend their base grants as they choose. But districts must use the additional state funds—the supplemental and concentration grants—"to increase or improve services in proportion to the increase in funds" they receive for students targeted for extra money. If high-needs students are the majority, districts can use the additional money for districtwide purposes, such as extending the school day, but they must explain how the spending will principally benefit high-needs students.

- Q: How is the California School Dashboard related to LCFF and the LCAP?

- A: Rather than judging schools on a single test score, the Dashboard provides information about how local educational agencies and schools are meeting the needs of California's diverse student population based on a set of multiple state and local measures. The Dashboard features easy-to-read reports on multiple measures of school success, including test scores, graduation rates, English learner progress, and suspension rates.

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LCAP Goals

- **Goal 1 : Improved academic achievement for all students through quality instruction, effective assessments, timely interventions, and extended learning opportunities.** Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

- **Goal 2: Safe, engaging, and inclusive classrooms and schools that meet the social-emotional needs of all students.** Priority 5: Student Engagement; Priority 6: School Climate

- **Goal 3: Ensure equity for all students in academic programs, and social engagement.** State Priority 8 Other Student Outcomes, State Priority 5 Student Engagement, State Priority 7 Course Access

- **Goal 4: Develop high levels of parent involvement, parent education, and student engagement; where all parents are welcomed and expected to be involved in their child's education.** Priority 3: Parent Engagement

LCAP Goals

- **Goal 1 : Improved academic achievement for all students through quality instruction, effective assessments, timely interventions, and extended learning opportunities.** Priority 1: Basic (Conditions of Learning); Priority 2: State Standards (Conditions of Learning); Priority 4: Pupil Achievement (Pupil Outcomes); Priority 7: Course Access (Conditions of Learning); Priority 8: Other Pupil Outcomes (Pupil Outcomes)

- **Actions for Goal 1:**
  Teacher recruitment, assignment, and retention activities
  Supplemental Instructional Materials
  Professional Development for Staff
  Supportive Instructional Supervision
  Implementation of Footsteps2Brilliance
  Early Literacy Intervention
  Support for English Learners
  High-leverage instructional strategies
  Districtwide Formative Testing-Math
  Districtwide Formative Testing-English
  Rigorous Independent Study Education
  Summer School

247 Responses- Strongly Agree
97 Responses- Agree
26 Responses- Neutral
6 Responses- Disagree
4 Responses- Strongly Disagree

LCAP Goals

- **Goal 2 : Safe, engaging, and inclusive classrooms and schools that meet the social-emotional needs of all students. Priority 5: Student Engagement; Priority 6: School Climate**

    Actions for Goal 2:
- **Social and Emotional support positions to ensure 1:1 counseling, small group counseling, and mentorship**
- **Provide professional SEL development for administrators, teachers, and classified**

238 Responses- Strongly Agree
95 Responses- Agree
28 Responses- Neutral
10 Responses- Disagree
9 Responses- Strongly Disagree

LCAP Goals

- **Goal 3 : Ensure equity for all students in academic programs, and social engagement. State Priority 8 Other Student Outcomes, State Priority 5 Student Engagement, State Priority 7 Course Access**

  Actions for Goal 3:
- **Trauma Informed practices training**
- **Anti-discriminator disciplinary practices**

173 Responses- Strongly Agree
116 Responses- Agree
72 Responses- Neutral
10 Responses- Disagree
9 Responses- Strongly Disagree

LCAP Goals

- **Goal 4 : Develop high levels of parent involvement, parent education, and student engagement; where all parents are welcomed and expected to be involved in their child's education. Priority 3: Parent Engagement**

  Actions for Goal 4:
- **Provide parent engagement services through support staff positions at the district office.**
- **Parent engagement and education**

154 Responses- Strongly Agree
129 Responses- Agree
69 Responses- Neutral
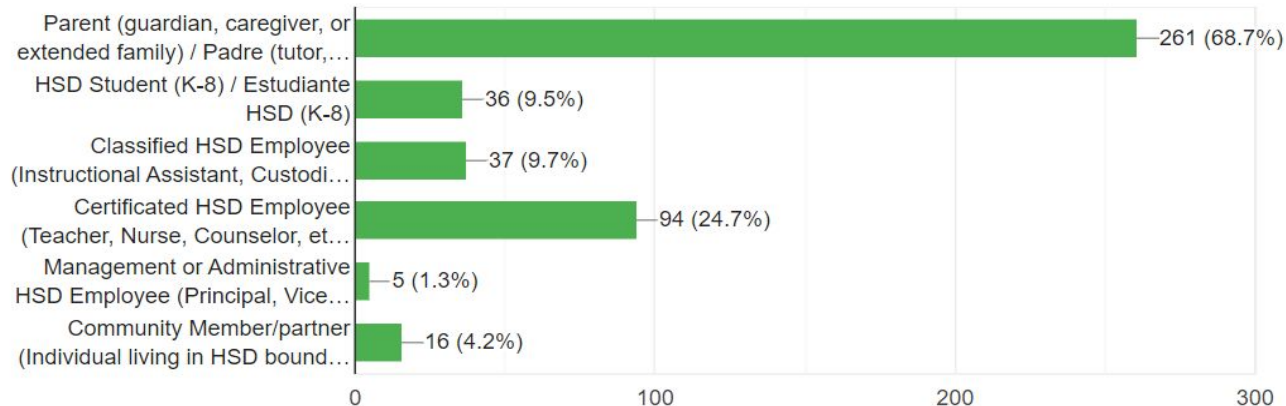14 Responses- Disagree
14 Responses- Strongly Disagree

Survey Results: In progress

Respondent Information / Información del encuestado

How are you associated with Hollister School District? (Please select all that apply.) / ¿Cómo está asociado con el distrito escolar de Hollister? (Por favor seleccione todas las respuestas válidas.)
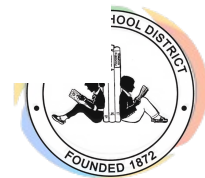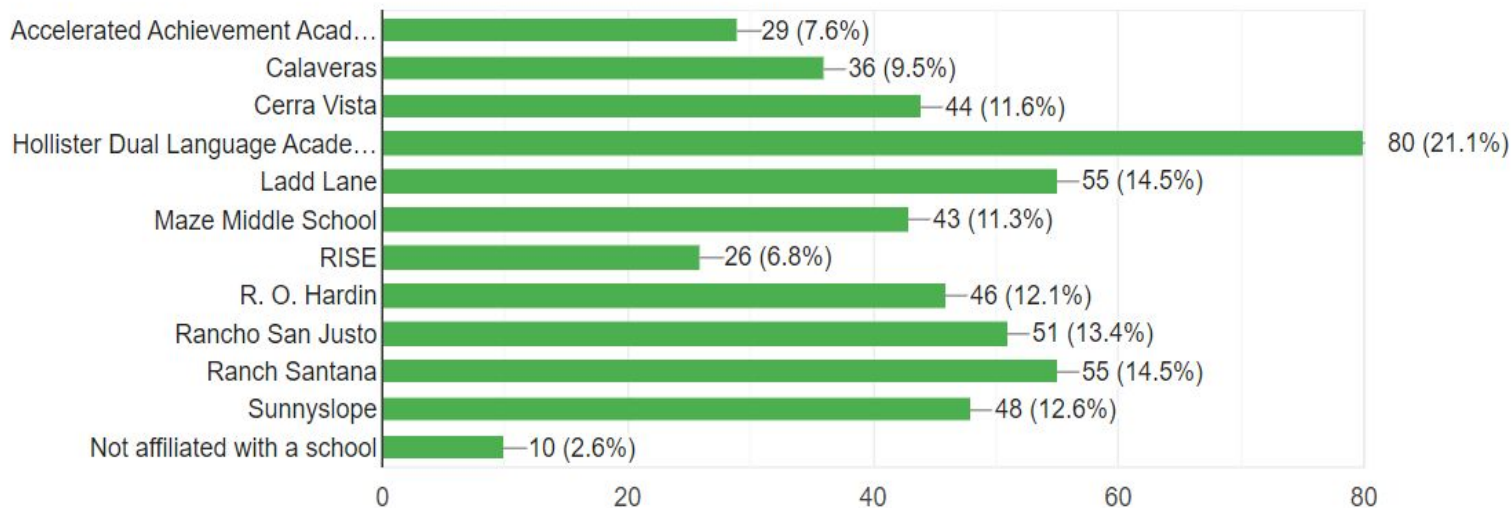
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380 responses

Survey Results: In progress

Which school(s) will your responses reflect? Choose all that apply. / ¿Qué escuela(s) reflejarán sus respuestas? Elija todos los que correspondan.

Copy

380 responses

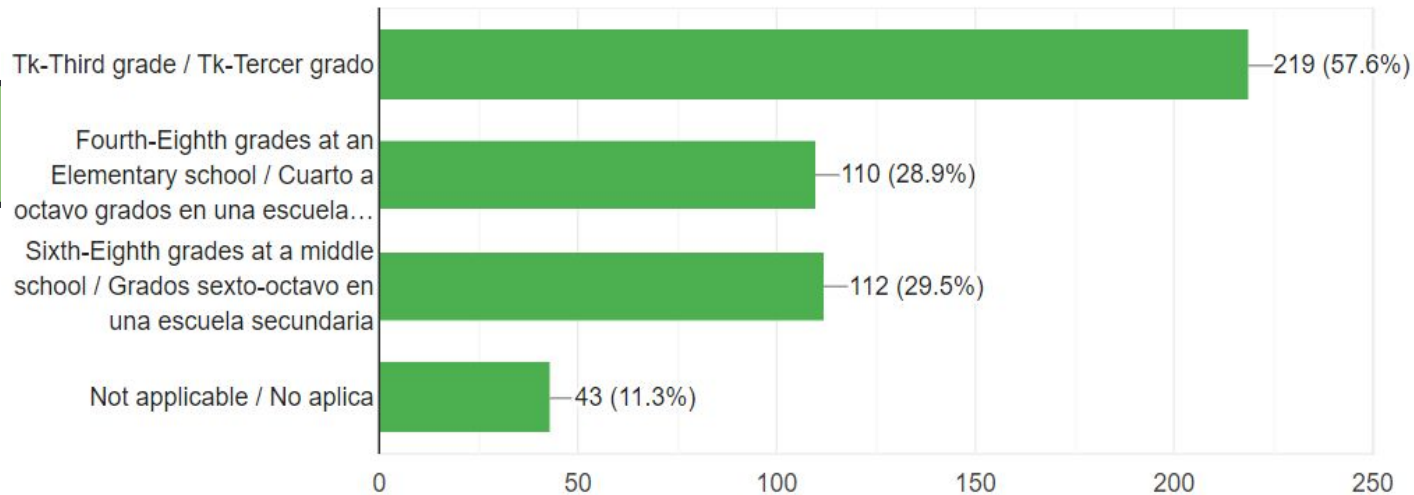| School	Responses
Accelerated Achievement Acad…	29 (7.6%)
Calaveras	36 (9.5%)
Cerra Vista	44 (11.6%)
Hollister Dual Language Acade…	80 (21.1%)
Ladd Lane	55 (14.5%)
Maze Middle School	43 (11.3%)
RISE	26 (6.8%)
R. O. Hardin	46 (12.1%)
Rancho San Justo	51 (13.4%)
Ranch Santana	55 (14.5%)
Sunnyslope	48 (12.6%)
Not affiliated with a school	10 (2.6%)

Survey Results: In progress

What grade level(s) is your student(s)? (check all that apply) / ¿Qué nivel(es) de grado tiene su(s) estudiante(s)? (marque todo lo que corresponda)

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380 responses

- Tk-Third grade / Tk-Tercer grado — 219 (57.6%)
- Fourth-Eighth grades at an Elementary school / Cuarto a octavo grados en una escuela… — 110 (28.9%)
- Sixth-Eighth grades at a middle school / Grados sexto-octavo en una escuela secundaria — 112 (29.5%)
- Not applicable / No aplica — 43 (11.3%)

Supplemental Services vs. Base Services

How to establish what base services are?

- Analysis of LCAP development for HSD since 2013 onward.
- Analysis of Board adopted staffing ratios: Board approved July 1, 2002 and current class size Memorandum of Understanding with HESTA, expires June 30, 2022
- Analysis of Board goals, District priorities, and local educational agency plans, 2013 onward
- Priority School Plan and Resolution for Calaveras, Board approved April 4, 2014
- Priority School Plan and Resolution for RO Hardin School, Board approved March 15, 2016
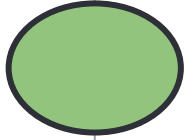
Next Steps

Continue to gather educational partner consultation data
Recommendations to Board of Trustees
May Regular Board Meeting Update Report
Public Hearing on LCAP and Budget
Board Approval of LCAP and Budget

- Plan Summary: General Information

- Plan Summary: Reflections

- Plan Summary: LCAP Highlights

- Plan Summary: Comprehensive Support and Improvement

- Engaging Educational Partners

- Goals and Actions 2022-23 Goal 1

- Goals and Actions 2022-23 Goal 2

- Goals and Actions 2022-23 Goal 3

- Goals and Actions 2022-23 Goal 4

- Increased or Improved Services

- 2022-23 Expenditure Table

- 2022-23 Contributing Expenditures Tables

- 2022-23 Annual Update Table

- 2022-23 Contributing Actions Annual Update Table

- 2022-23 LCFF Carryover Table

Questions?