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2021 - 2024 LCAP Planning Process

Excellence ● Equity ● Engagement ● Enrichment

Previous LCAP Goals as Seen in the Annual Update

1. Provide high quality classroom instruction (HQI) and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success.

2. End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

3. Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

4. Ensure that the Local Control Accountability Plan has in place a system for accounting for the LCFF Supplemental expenditures as well as the ongoing monitoring of student progress resulting from actions and services, and utilizing state and local indicators.

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Goal 1- HQI and Intervention: Actions

INTERVENTION
    Math Support Class
    Literacy Intervention
    Summer Literacy Program
    AVID
    RTI
    Extended School Day
    Bridge
    BTA Graduation Counselors
    EduClimber

PROFESSIONAL LEARNING
    Teacher Induction (Culturally Responsive)
    CCSS/NGSS
    TCRWP
    Math Coaches
    Literacy Coaches

CURRICULUM
    Constructing Meaning
    AVID for ELD
    STEM Super Science
    CTE Courses

Metrics

ACCESS
    Credentialed Teachers
    Standards-aligned instructional materials
    Facilities (SARC)
    PD Attendance
    Teacher Survey

OUTCOME
    3rd Grade TCRWP
    3rd Grade ELA SBA
    8th Grade Math
    AP Exam Passing
    UC/CSU Eligibility
    Graduation Rate
    Dropout Rate

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Goal 2 - End Racial Predictability: Actions

PROFESSIONAL LEARNING
- 3 seminars on cultural competence
- PD on cultural competence by Equity TL
- ELD TSA for coaching

STAFFING
- Consultant to recruit and retain teachers of color
- Classified to credentialed pathway
- ELD teachers

Metrics

ACCESS
- % of African American/Latinx teachers
- Retention rate of African-American/Latinx teachers

OUTCOME
- Decrease in LTELs
- Increase rate of EL Redesignation to RFEP

PROGRAM FIDELITY
- Teacher survey of equity strategies used
- Cultural Competency PD sign in

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Goal 3 - Inclusive Climate: Actions

INTERVENTION
        Behavioral Health Services
        BHS LEAP Class

PROFESSIONAL LEARNING
        SEL Toolbox training
        Restorative Justice training

STAFFING
        BHS Intervention counselors
        Behavior specialists
        Middle school RJ counselor
        Coordinator of school services for RJ, PBIS, etc.
        Positive School Climate TLs
        AA Success Manager
        AASP TSA at Longfellow

Metrics

ACCESS
        PAC demographics

OUTCOME
        SEL report card score
        CHKS School Connectedness
        Chronically absent rate
        Average Daily Attendance rate
        Suspensions/Expulsions of African-American students
        Family Engagement Survey

PROGRAM FIDELITY
        Family Engagement connections

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Goal 4 - LCAP/LCFF Accounting and Monitoring: Actions

Metrics

STAFFING
    LCAP Evaluator (1.0 FTE) to Monitor
    Indirect Costs

PROGRAM FIDELITY
    Annual Update

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The Six Core Principles of Improvement

1. Make the work problem-specific and user-centered.

2. Variation in performance is the core problem to address.

3. See the system that produces the current outcomes.

4. We cannot improve at scale what we cannot measure.

5. Anchor practice improvement in disciplined inquiry.

6. Accelerate improvements through networked communities.

From carnegiefoundation.org

Goals for the 2021 - 2024 LCAP

- Focus on Tier 1 Classroom Instruction in addition to Tier 2 Intervention
- Align actions and metrics
- Use multiple measures for key actions
- Bring coherence to various district initiatives through the LCAP process
- Develop improvement plans for each action in collaboration with teachers and administrators

Proposed Shifts in LCAP Goals

1. Provide high quality classroom instruction and curriculum that promote college and career readiness and end the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

2. Provide necessary and timely academic interventions to eliminate barriers to student success.

3. Ensure all school sites have safe, welcoming, and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

4. Develop plans, based in improvement science, to ensure key district programs, including those funded through LCFF Supplemental expenditures, use local and state measures to monitor and respond to metrics of student progress resulting from actions and services.

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Desired Data Categories and Examples

ACCESS
- Program/action plan to define criteria for student enrollment
- Demographic information of the students served
- Amount of time/service provided to groups of students in the program (Attendance)

OUTCOME
- Multiple metrics for each action
- Local assessments/indicators for progress monitoring and program improvement
- Valid and reliable metrics for progress monitoring and summative outcomes

PROGRAM FIDELITY
- Consistent use and reporting of data from observation tools, such as classroom observation tools
- Student, Family, and Educator engagement surveys

EXAMPLE: Aligning Goals, Activities and Metrics

ACTION: Assign RTI Teachers proportional to the number of students in the unduplicated count at each K-8 school. RTI staff are to provide direct intervention services to students for xx% of their contract hours. Students are enrolled in RTI services based on the predetermined criteria.

EXPECTED OUTCOME: Students receiving RTI services progress xx% more quickly than the district average on the accepted progress monitoring tools.

ACCESS
- # of students qualifying based on criteria compared to number enrolled, disaggregated by demographic groups
- # of sessions, type of session, type of intervention, and minutes per session for each participating students.

OUTCOME
- Student Benchmark assessment scores (Baseline and Outcome)
- Progress Monitoring Intervention embedded assessments
- CAASPP SBA ELA prior year to current year

PROGRAM FIDELITY
- COS Team observation of RTI intervention strategies
- Classroom teacher comment on student skill changes
- Student interview/survey responses
- Report comparing access data sources

Discussion Questions

1. How do proposed changes to the goals resonate with the Board?

2. Is our description of the metrics, including the example, in line with the Board's desires for the 2021 - 2024 LCAP?

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