# LCAP Update

April 2020

# We had a detour...

The outbreak of COVID-19 placed the district into uncharted territory.

## Successes

**We had remote learning policies, platforms, and content in place BEFORE school closures ever occurred.**

- Allowed planning in a phased approach
- Gave planning time to instructional staff
- Support parents to reinforce learning gains
- Constructed a frame to scaffold supports to our most vulnerable families

## Challenges

**Prior contingency plans included providing internet hotspots and chromebooks as part of the plan to ensure equitable access to technology**

- Our students' need for hotspot devices outpaced our capabilities to provide them
- Providing continuity of services to students with IEPs

## Learnings

**This has highlighted that while we prioritize the needs of our most vulnerable students, we still have work to do in anticipating the needs and equity-gaps of our own policies and plans.**

- Strong family-communication channels are essential to us as a service provider/leader
- More strategic consideration are needed to modify and accommodate remote learning content for students with IEPs

# What this means for us now...

- Timelines for budget submissions and development may be delayed.
- LCAP timelines are dictated by state law, with no waiver/exception authority provided to the Governor’s office nor Department of Education.
- It is critical for use to maintain on-going conversations and learning around the needs and equity gaps our students and families are experiencing.
- This development period has a large amount of uncertainty for developing long term strategic plans.

Our general approach for now, is to minimize uncertainty by treating the 2020-2023 LCAP a rollover of the 2017-2020 LCAP to minimize structural changes.

# What we started with...

| LCFF Priorities | | State Indicator | Local Indicator |
|---|---|---|---|
| 1 | Basic Services | | Basics: Teachers, Instructional Materials, Facilities |
| 2 | Implementation of Standards | | Implementation of Academic Standards |
| 3 | Parent Engagement | | Parent Engagement |
| 4 | Pupil Achievement | Academic Indicator (Gr. 3-8, 11)<br>English Learner Progress Indicator | |
| 5 | Pupil Engagement | Chronic Absence Indicator (K-8)<br>Graduation Rate Indicator (HS) | |
| 6 | School Climate | Suspension Rate Indicator | Local Climate Survey |
| 7 | Course Access | | Access to a Broad Course of Study |
| 8 | Other pupil outcomes | College/Career Indicator (HS) | |

# The structure of an LCAP

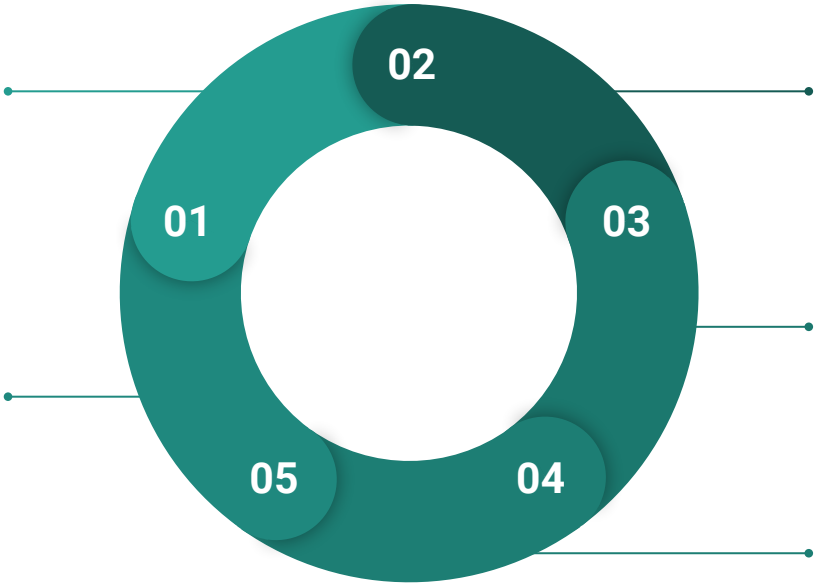
Data-Drive Needs Analysis/Assessment → Goals → Metrics → Actions → Monitoring and Updating

### Needs Analysis/Assessment

Informed by State Dashboard and compliance monitoring reports

### Monitoring and Updating

Review the impact actions had on the defined metrics to determine effectiveness of the overall plan to inform adjustment.




### Goals

Developed in consultation with stakeholder groups including students, parents, teachers, administrators, staff, and community partners

### Metrics

Measurable outcomes that will be monitored over the course of the three-year LCAP

### Actions

Specific services, programs, expenditures which impact metrics

# Where we have already been?

Five broad goals defined general categories for PUSD's focus

- Student Achievement and Dashboard Results
- Teacher Capacity and Quality Curriculum
- Student Safety and School Climate
- Parent and Community Engagement
- District Systems and Processes

LCAP Task Force 6 work session periods

- Understand Priorities and Goals
- Refinement/Update LCAP Metrics
- Review/Refine Actions
- Review/Refine Stakeholder Surveys
- Look at new LCAP Template
- CSI case study and Dashboard input

# Where we were heading...

Five broad goals defined general categories for PUSD's focus:

1. Student Achievement and Dashboard Results
    - Embedding of narrower sub-goals to highlight English Learner and Foster Youth target student groups.
2. Teacher Capacity and Quality Curriculum/Instruction
3. Student Safety, School Climate, and Technology Capital
4. Parent and Community Engagement
5. Compliance Monitoring, Continuous Improvement, and Direct School Support

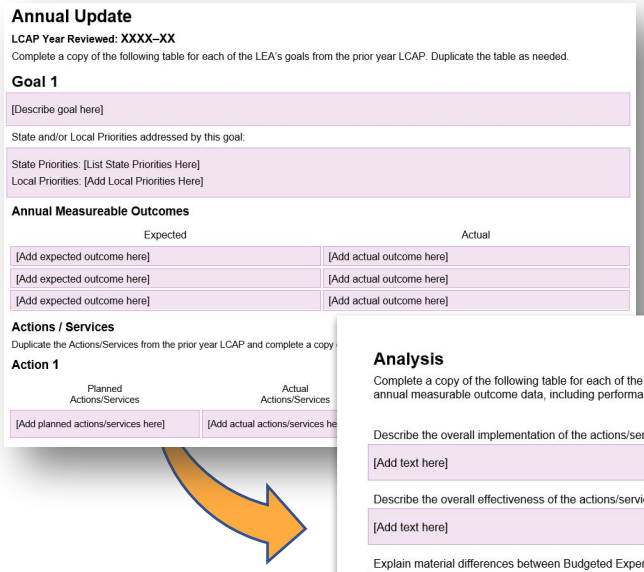
- The following is summary of Annual Update. The full version is available at https://www.pusd.us/Page/3679 once it is completed
- Then, we are providing a preliminary outline with simplified goals and actions to serve as a starting point for the 2020-23 LCAP
- Column on right indicates where item was located in previous 2019-20 LCAP.
- The next slide illustrates how these items would come together in the longer eLCAP template that will now be due in December 2020.

What we did

Annual Update *Review*

What we will do next

New LCAP Goals and Actions



## Annual Update

**LCAP Year Reviewed: XXXX–XX**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

### Goal 1

[Describe goal here]

State and/or Local Priorities addressed by this goal:

State Priorities: [List State Priorities Here]
Local Priorities: [Add Local Priorities Here]

### Annual Measureable Outcomes

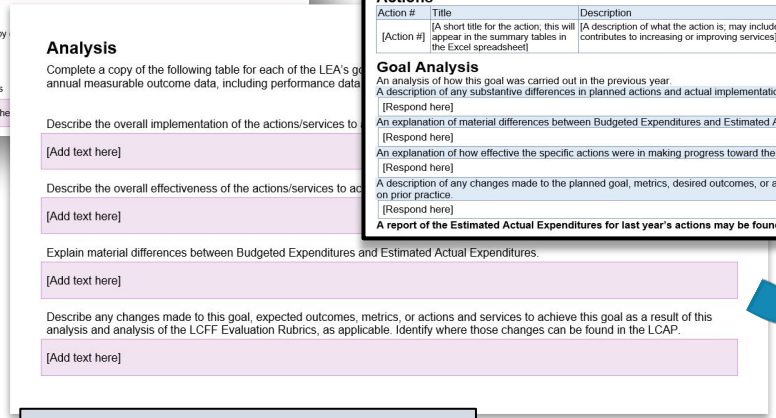
| Expected | Actual |
|---|---|
| [Add expected outcome here] | [Add actual outcome here] |
| [Add expected outcome here] | [Add actual outcome here] |
| [Add expected outcome here] | [Add actual outcome here] |

### Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy

### Action 1

| Planned Actions/Services | Actual Actions/Services |
|---|---|
| [Add planned actions/services here] | [Add actual actions/services he |



## Analysis

Complete a copy of the following table for each of the LEA's g
annual measurable outcome data, including performance data

Describe the overall implementation of the actions/services to

[Add text here]

Describe the overall effectiveness of the actions/services to ac

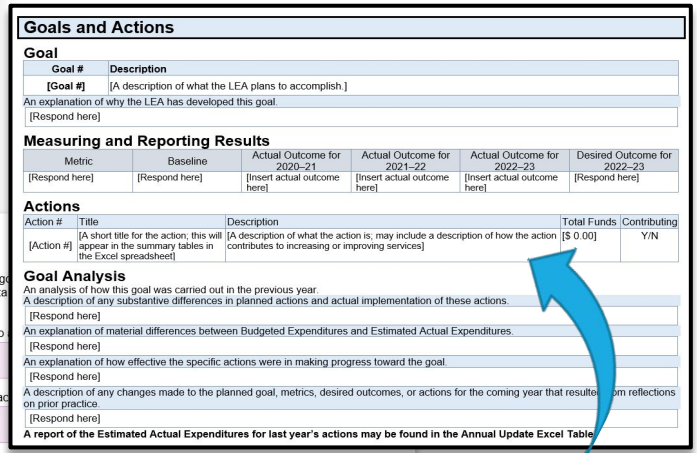
[Add text here]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Add text here]



## Goals and Actions

### Goal

| Goal # | Description |
|---|---|
| [Goal #] | [A description of what the LEA plans to accomplish.] |

An explanation of why the LEA has developed this goal.

[Respond here]

### Measuring and Reporting Results

| Metric | Baseline | Actual Outcome for 2020–21 | Actual Outcome for 2021–22 | Actual Outcome for 2022–23 | Desired Outcome for 2022–23 |
|---|---|---|---|---|---|
| [Respond here] | [Respond here] | [Insert actual outcome here] | [Insert actual outcome here] | [Insert actual outcome here] | [Respond here] |

### Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| [Action #] | [A short title for the action; this will appear in the summary tables in the Excel spreadsheet] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | [$ 0.00] | Y/N |

### Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulte om reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Excel Table**

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Annual Update Analysis

How it went

# Highlights from the Annual Update

| Key outcomes | What we've learned | Ideas moving forward |
|---|---|---|
| Learning gains in ELA across almost every target student group<br><br>Graduation rates have remained relatively flat<br><br>A-G rates risen for almost every student group. | Focus on Balanced Literacy in Elementary Grades is translating to gains in reading.<br><br>CTE pathways has diversified College/Career Readiness avenues<br><br>EL and FY achievement gaps persist | Continue to focus on early grades literacy<br><br>Embed target subgoals to highlight achievement inequities and gaps for target student groups.<br><br>Continue diverse instructional pathways |
| Provide instructional coaches at school sites<br>Quality curriculum implemented<br>Quality PD for instructional staff through CIPD | Strong infrastructure already exist for online learning. Equity issues are a challenge: access to technology and internet outside of school | Refine policies to specifically consider delivery needs/accommodations of online learning for student who are EL, SWD, and/or SED. |
| Chronic absenteeism remains a challenge<br><br>62% of students feel connected to their school<br><br>78% of school are rated "Good" or higher (FIT) | Custodians/safety officers contribute to security and basic conditions for learning<br><br>FY wrap-around services reduce dropout rates | Focusing on baseline quality of facilities<br><br>Articulating FY needs addressed by services<br><br>Integrating student voice in meaningful ways |
| Family engagement numbers increased 5%<br><br>Stakeholder input: how do you measure quality? | More strategic planning for gathering levels of engagement and quality of engagement needs to be completed | Defining/Refine baseline metrics for levels of engagement; research and develop measures of quality |
| 86% of staff agree data drives decision-making<br><br>All departments engage in internal reporting | Stronger practices for internal-review should be explored; Learning gains from improvement cycles could be better communicated. | Provide clearer purpose of Goal 5 as a school-supports goal to drive evaluations during improvement cycles |

# Your Ideas and Input