# Local Control Accountability Plan
# Educational Partner Engagement

Sierra Sands Unified School District
May 2023

# Agenda

- Local Control Funding Formula (LCFF)
- Local Control Accountability Plan (LCAP)
- California School Dashboard and District Identified Needs/Priorities
- Differentiated Assistance
- 23-24 LCAP Considerations
- Educational Partner Input

# What is the Local Control Funding Formula?

The 2013 Local Control Funding Formula (LCFF) was the most significant change in California's K-12 funding system in 40 years. One goal of the LCFF is to improve academic outcomes by targeting more money to school districts that serve high-needs* students. Another goal is to give districts local control to decide how to spend education dollars, and hold them accountable for getting results.

**Base 2023-24**

- K-3rd $10,951
- 4th-6th $10,069
- 7th-8th $10,367
- 9th-12th $12,327

**Supplemental +20%**

For each grade span, Base Grant or Adjusted Base Grant per ADA**, times total funding ADA, times Unduplicated Pupil Percentage (UPP*), times 20%

**Concentration 65%**

For each grade span, Base Grant or Adjusted Base Grant per ADA, times total funded ADA, times portion (if any) of UPP that exceeds 55%, times 65%

*High-Needs/Unduplicated Students = English Learners, Socioeconomically Disadvantaged, Foster Youth

**ADA = Average Daily Attendance

# Local Control Accountability Plan

The Local Control and Accountability Plan (LCAP) is a critical part of the new Local Control Funding Formula (LCFF). The LCAP:

- Describes the overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.
- Addresses the needs of all students and specifically Low Income, English Learners, and Foster Youth.
- Must link the district plan with the district budget.
- Must address California's eight priority areas:

1. Basic Services
2. Implementation of State Standards
3. Parent Involvement
4. Pupil Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

Districts must “consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district , parents, and pupils” in developing  the LCAP.

# California School Dashboard Informs the LCAP

The California School Dashboard is the accountability tool that shows how districts and schools are performing on multiple indicators.

| The Dashboard | Local Data | The LCAP |
| --- | --- | --- |
| Identifies areas of strength/progress and areas of need. | Provides the district and educational partners with additional data to inform decision-making, prioritizing, and planning. | The vehicle for the district and educational partners to review progress and articulate plans to address areas of identified need and communicate the plan to educational partners. |

See Appendix A for Getting to Know the Dashboard resources.

# SSUSD Dashboard Success/Progress and Identified Needs

What does our Fall 2022 Dashboard data show? Which student groups may need more support? In what areas? UPP = ⬅, 🟢 = Relative Progress (as compared to All Students) , 🔴 = Identified Need

| Student Group | English Learner Progress | Chronic Absenteeism Rate | Suspension Rate | Graduation Rate | English Language Arts | Mathematics |
|---|---|---|---|---|---|---|
| All Students | 🔴 Low | 🔴 29.9% Very High | 8.5% 🔴 Very High | 81% 🔴 Medium | 🔴 -27.1 Low | 🔴 -69.4 Low |
| English Learners | ⬅ Low | Very High | Very High | No Performance Level | Low | 🔴 Very Low |
| Foster Youth | ⬅ N/A | Very High | 🟢 High | No Performance Level | No Performance Level | No Performance Level |
| Homeless | N/A | Very High | Very High | No Performance Level | 🔴 Very Low | 🔴 Very Low |
| Socioeconomically Disadvantaged | ⬅ N/A | Very High | Very High | 🔴 Low | Low | 🔴 Very Low |
| Students with Disabilities | N/A | Very High | Very High | 🔴 Very Low | 🔴 Very Low | 🔴 Very Low |
| African American | N/A | Very High | Very High | No Performance Level | Low | 🔴 Very Low |
| American Indian or Alaska Native | N/A | Very High | Very High | No Performance Level | No Performance Level | No Performance Level |
| Asian | N/A | 🟢 Medium | 🟢 Very Low | No Performance Level | 🟢 Very High | 🟢 Very High |
| Filipino | N/A | Very High | Very High | No Performance Level | 🟢 Medium | Low |
| Hispanic | N/A | Very High | 🟢 High | 🔴 Low | Low | Low |
| Native Hawaiian or Pacific Islander | N/A | No Performance Level | Very High | No Performance Level | No Performance Level | No Performance Level |
| White | N/A | Very High | Very High | Medium | Low | Low |
| Two or More Races | N/A | Very High | Very High | No Performance Level | Low | Low |

See Appendix B for more detailed information on the 2022 Student Group report.

# 2022 Differentiated Assistance Eligibility

One Student Group meets criteria in two priority areas on 2022 Dashboard.

| Priority 4 Student Achievement Indicators | | Priority 5 Student Engagement Indicators | | Priority 6 School Climate Indicator |
|---|---|---|---|---|
| CAASPP | EL Progress | Chronic Abs. | Grad Rate | Suspension |
| Very Low in ELA & Math | Very Low | Very High | Very Low | Very High |

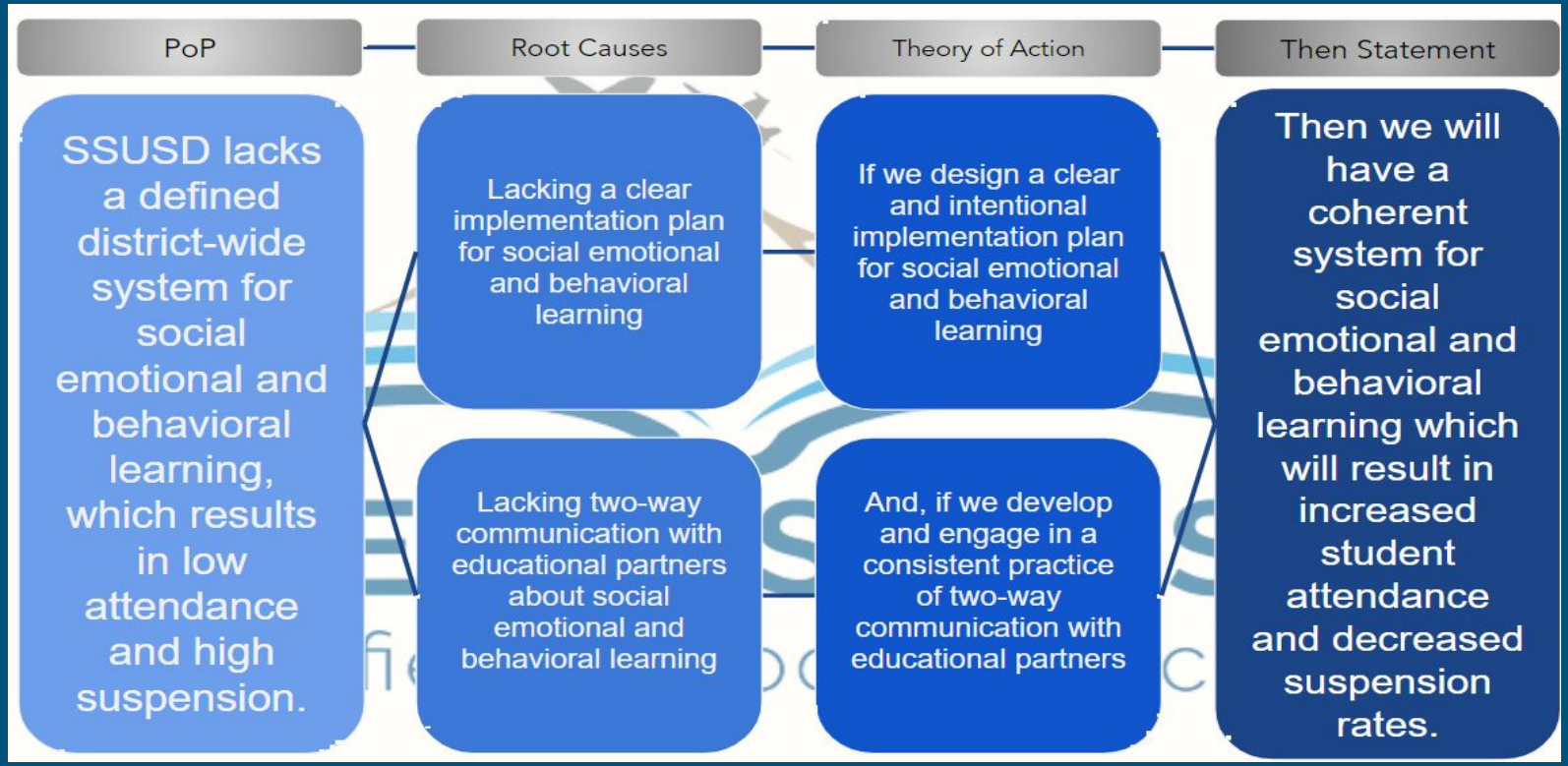
| Qualifying Scenarios for one student group | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1. | Priority 4 | + | Priority 5 | | | |
| | 2. | Priority 4 | + | Priority 6 | | | |
| | 3. | Priority 5 | + | Priority 6 | | | |
| | 4. | Priority 4 | + | Priority 5 | + | Priority 6 | |

# Sierra Sands 2022 Differentiated Assistance Eligibility

Nine SSUSD Student Groups meet criteria in two priority areas on 2022 Dashboard.

| Student Group | Student Achievement | Student Engagement | Student Engagement | School Climate |
|---|---|---|---|---|
| African American | | Chronic Absenteeism | | Susp Rate |
| American Indian | | Chronic Absenteeism | | Susp Rate |
| English Learner | | Chronic Absenteeism | | Susp Rate |
| Filipino | | Chronic Absenteeism | | Susp Rate |
| Homeless | CAASPP | Chronic Absenteeism | Grad Rate | Susp Rate |
| Soc. Econ. Dis. | | Chronic Absenteeism | | Susp Rate |
| Students w/ Dis. | CAASPP | Chronic Absenteeism | Grad Rate | Susp Rate |
| Two+ Races | | Chronic Absenteeism | | Susp Rate |
| White | | Chronic Absenteeism | | Susp Rate |

# Sierra Sands 2022 Differentiated Assistance Work



# 2023-24 LCAP Expenditure Considerations

**LCAP Expenditure Requirements**:

- Funding shall be used to improve or increase services for unduplicated pupils as compared to the services provided to all pupils.
- An LEA (District):
  --shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas
  --must describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and local priority areas.

**LCFF Budget Overview**

2022-23 $5,679,301 Estimated Expenditures

2022-23 $5,273,757 Actual Expenditures (-$405,544)

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2023-24 $6,238,916 Projected LCAP Apportionment*

2023-24 $7,513,675 Estimated Expenditures

*Based on the enrollment of English Learner, Socioeconomically Disadvantaged, and Foster Youth (Unduplicated Pupil Percentage/UPP)

# 2023-24 LCAP DRAFT ACTIONS

Goal 1: Provide a rigorous academic program which promises college and career readiness.

| Action | Action Title | Estimated Expenditures |
|---|---|---|
| 1.1 | Provide home to school transportation services. | $2,285,000.00 |
| 1.2 | Maintain class size averages below Education Code maximums to increase individualized education supports | $625,000.00 |
| 1.3 | Sustain AVID in grades 7-12. | $170,000.00 |
| 1.4 | Provide career readiness courses and Pathways that can be articulated with community colleges. | $680,000.00 |
| 1.5 | Additional secondary math teachers to increase individualized support and instruction. | $365,000.00 |

# 2023-24 LCAP DRAFT ACTIONS

Goal 2: Maximize student engagement and achievement.

| Action | Action Title | Estimated Expenditures |
|---|---|---|
| 2.1 | Maintain counseling services for Grades TK-8. | $1,386,500.00 |
| 2.2 | Maintain student achievement data analysis programs. | $84,000.00 |
| 2.3 | Provide academic intervention support for middle school and comprehensive high school students. | $37,000.00 |
| 2.4 | Provide transition course to at-risk 9th grade students, METS (Math, English, Technology Skills). | $80,000.00 |
| 2.5 | Provide District EL Coordinating Services. | $103,000.00 |
| 2.6 | Offer ALAS (ELA/ELD middle school intervention courses). | $95,000.00 |
| 2.7 | Supplemental, Tier II high school ELD intervention course. | $76,000.00 |

# 2023-24 LCAP DRAFT ACTIONS

Goal 2: Maximize student engagement and achievement.

| Action | Action Title | Estimated Expenditures |
|---|---|---|
| 2.8 | High school credit recovery programs including summer school. | $191,241.00 |
| 2.9 | EL Support Teacher for high school credit recovery programs including summer school. | $6,175.00 |
| 2.10 | Coordinator of Student Services (75% Contributing Funds) to support improved student engagement and school climate outcomes. | $230,000.00 |
| 2.11 | Secondary Student Support Center Instructors (3 FTE) to support improved student engagement and school climate outcomes. | $545,000.00 |
| 2.12 | Elementary PBIS Coaching stipends (6) to support improved student engagement and school climate. | $15,000.00 |

# 2023-24 LCAP DRAFT ACTIONS

Goal 3: Grow family and community partnerships that benefit students.

| Action | Action Title | Estimated Expenditures |
|---|---|---|
| 3.1 | Maintain two-way school-to-home communication programs to promote parent participation. | $55,000.00 |

Goal 4: Develop, value, and retain a high-quality diverse educational team.

| Action | Action Title | Estimated Expenditures |
|---|---|---|
| 4.1 | Maintain three professional development days to prepare teachers to meet the needs of students. | $550,000.00 |

# 2023-24 LCAP INPUT

- Consider deepening implementation of current actions (with a focus on social emotional and behavioral supports) to align to the Differentiated Assistance Theory of Action.
- Consider future additional actions such as social emotional and behavioral counselors at Burroughs High School to improve Tier 1 (“all” students) and Tier 2 (“some” students/groups) support.
- Increase community partnerships to develop mentoring relationships with students (past programs: Cerro Coso athletes, Community Support Programs: Navy Region Southwest/Partnership in Education (PIE), etc.)
- Provide supplemental supervision and student engagement opportunities during recess

# Appendix A: Getting to Know the 2022 Dashboard

**General California School Dashboard Resources**

2022 Dashboard Summary
Getting to Know the 2022 Dashboard
Getting to Know the 2022 Dashboard Measures

**State Indicator Resources**

Academic Indicators
Chronic Absenteeism
College/Career Indicator
English Learner Progress Indicator
Graduation Rate
Suspension Rate

# Appendix B: 2022 Detailed Student Group Report

| Student Group | ELA | Math | Graduation | Chronic Abs. | Suspension |
|---|---|---|---|---|---|
| All Students | Low -27.1 | Low -69.4 | Medium 81.0% | Very High 29.9% | Very High 8.5% |
| English Learner | Low -61.4 | Very Low -108.2 | ---------- 65.2% | Very High 29.3% | Very High 8.1% |
| Foster Youth | ---------- -138.7 | ---------- -160.3 | * | Very High 27.8% | High 7.5% |
| Homeless | Very Low -100.3 | Very Low -130.4 | ---------- 62.5% | Very High 54.3% | Very High 10.8% |
| Soc. Ec. Dis. | Low -53.6 | Very Low -95.8 | Low 77.9% | Very High 37.5% | Very High 10.8% |
| SWD | Very Low -112.5 | Very Low -140.3 | Very Low 58.2% | Very High 38.0% | Very High 12.5% |
| African Am. | Low -67.5 | Very Low -111.0 | ---------- 80.0% | Very High 41.8% | Very High 13.2% |
| Am. Ind./Alaska Native | ---------- +15.1 | ---------- -63.2 | * | Very High 44.4% | Very High 17.6% |
| Asian | Very High +59.4 | Very High +37.6 | ---------- 77.8% | Medium 7.4% | Very Low 0.8% |
| Filipino | Medium -3.3 | Low -25.1 | ---------- 100.0% | Very High 21.8% | Very High 9.3% |
| Hispanic | Low -49.5 | Low -93.4 | Low 79.5% | Very High 33.7% | High 8.0% |
| Native Haw./Pac. Isl. | ---------- -62.7 | ---------- -130.6 | * | ---------- 36.8% | Very High 19.4% |
| White | Low -17.3 | Low -58.4 | Medium 81.9% | Very High 26.7% | Very High 8.1% |
| Two + Races | Low -15.4 | Low -62.7 | ---------- 72.7% | Very High 31.8% | Very High 8.3% |

* = N-size less than 11 students --- = No Performance Level