LCAP Presentation

Board Presentation
May 26, 2021

Three plans

District Design 2022		
Local Strategic Plan	Articulates DMUSD vision, mission, and long term objectives.	Five-year plan. Priority actions related to objectives selected annually
Required State Plans		
Local Control Accountability Plan (LCAP)	Identifies targeted supports related to 8 state priorities, with special focus on English learners, low income students, foster youth, and those experiencing homelessness.	Three year plan, updated annually by June 30
Expanded Learning & Opportunities Grant Plan (ELO)	Funds targeting students experiencing learning loss and those that have been disproportionately affected by pandemic.	One-time funds, must be approved by School Board by June 1, 2021

What is the LCAP?

☐The Local Control Accountability Plan (LCAP) is an important component of the Local Control Funding Formula (LCFF). Under the LCFF all Local Education Agencies (i.e. DMUSD) 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* Section 52060(d).

The LCAP Must Address California's Eight State Priorities for Improving Student Outcomes

Conditions for Learning

- Basic Services
- Implementation of State Standards
- Course Access

Engagement

- Student Engagement
- Parent Involvement
- School Climate

Student Outcomes

- Student Achievement (State Assessments)
- Other Student Outcomes (Local Measures)

Informing Proposed Actions - Stakeholder Input

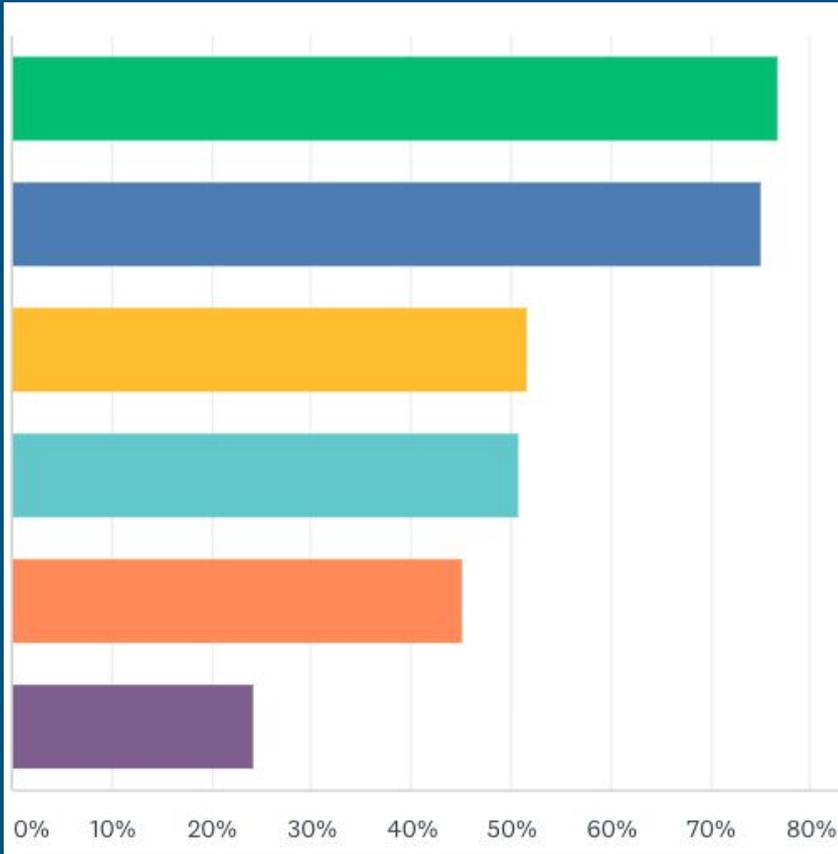Proposed actions are developed according to the following:

- Data analysis of state and local assessments

- Observational data from school visits by site and district leadership

- Parent and staff feedback via surveys, focus groups, and district committees

- Student survey and focus groups

Stakeholder Input Survey, Spring 2021

- More than 1000 Respondents
- Respondents included:
  - Parents/Guardians including parents of:
    - English learners
    - Students receiving Special Education services
    - Students receiving free and reduced lunch
  - Staff Members
  - Community Members

Students will experience high-quality standards-based learning applied to real-world contexts using multi-modal methods to create, communicate, and think critically. Students' experiences will build upon their passions, interests, and strengths.

Question 1: When you think about the academic needs of all students, what is most important for our district to think about as we plan for the future?

Continue to examine systems and structures for high-quality STEAM+ learning. **76.82%**

Continue high-quality professional learning in order to equip teachers with the skills necessary to meet the needs of diverse learners. **75.06%**
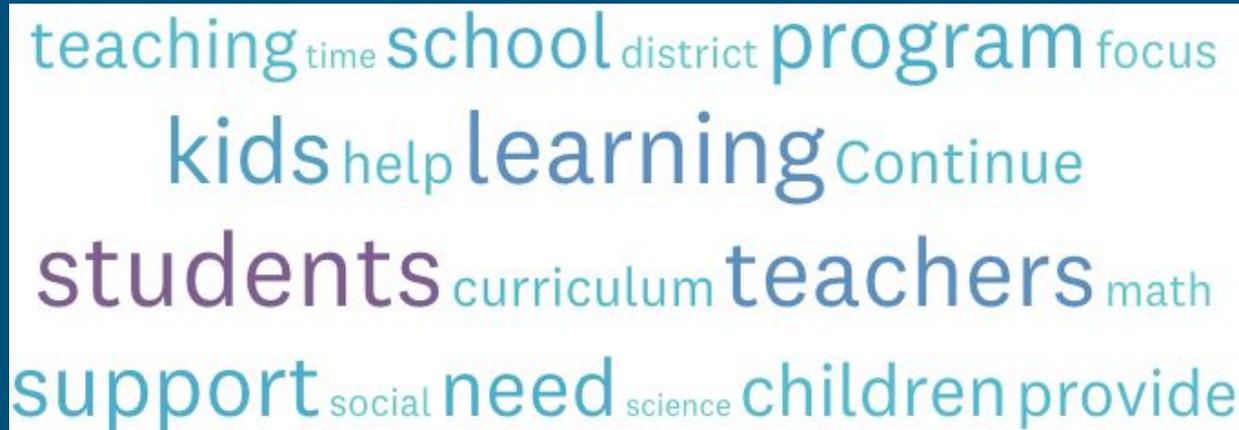
Provide districtwide support to address student academic needs.   **51.75%**

Explore options that provide personalized learning experiences for students and adults. **50.75%**

Support all teachers in the use of the newly adopted science curriculum (Amplify Science).   **45.24%**

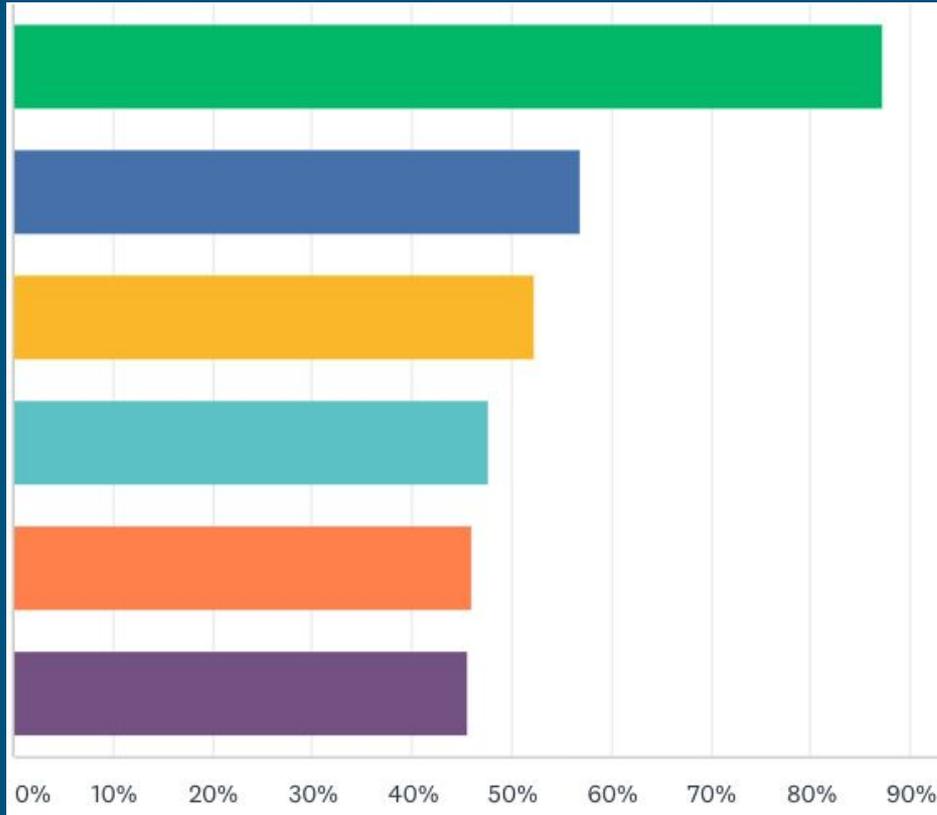Continue to develop the K-6 Spanish Immersion program. **24.19%**

As you think about the academic needs of all students, what else is important for our district to think about as we plan for the future? **342 Comments**

teaching time school district program focus
kids help learning Continue
students curriculum teachers math
support social need science children provide

- Academic Support **12%**
- Critical thinking skills and challenging learning environments **13%**
- Social-emotional learning and support **14%**

Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Question 2: As you think about the social-emotional needs of all students, what is most important for our district to think about as we plan for the future?

Support students' social-emotional and behavioral development. **87.25%**

Ensure a focus on appropriate mental health interventions. **56.82%**

Develop and implement a multi-year Diversity, Equity, and Inclusion Plan. **52.40%**

Provide support to students and their families in the responsible use of technology devices and software, the internet, and social media. **47.73%**

Engage with industry experts with real-world connections as part of the extraordinary school experience. **45.96%**

Increase focus on civic literacy as part of students' academic experience. **45.71%**

As you think about the social-emotional development of all students, what else is important for our district to think about as we plan for the future? **252 Comments**
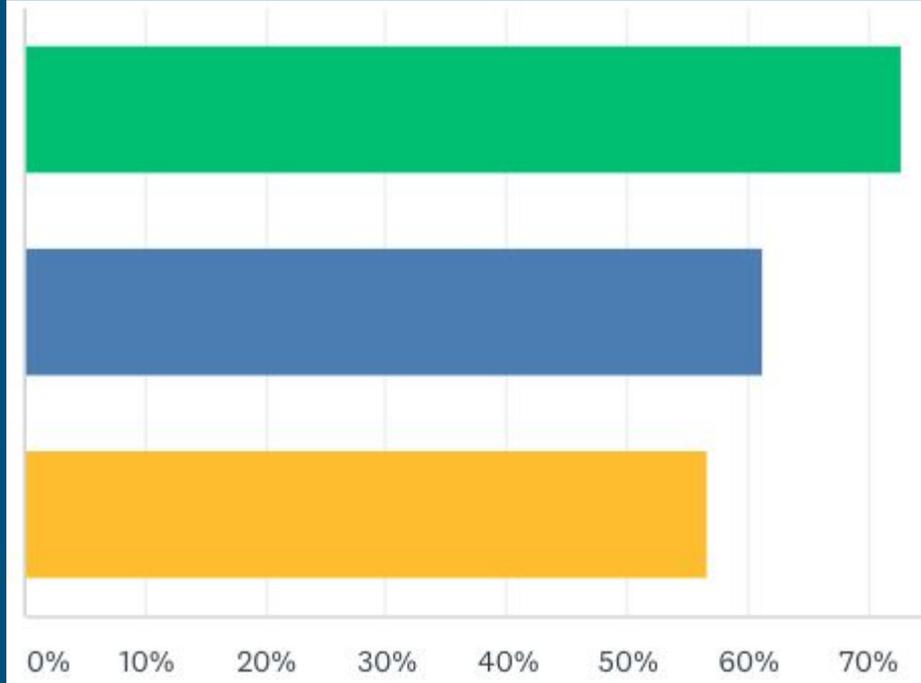

help important kids social support diversity need teaching students parents teachers address school think learning children

- Mental Health Needs and Counseling Staff **16%**
- Diversity, Equity and Inclusion **20%**
- Social-emotional learning **31%**

The learning environment of a school or classroom will influence how individuals interact, their behaviors, and their performance. It is the "third teacher." The physical space should inspire the work of groups and individuals.

Question 3: As you think about the physical environments supporting all children, what is most important for our district to think about as we plan for the future. Please check all that apply.
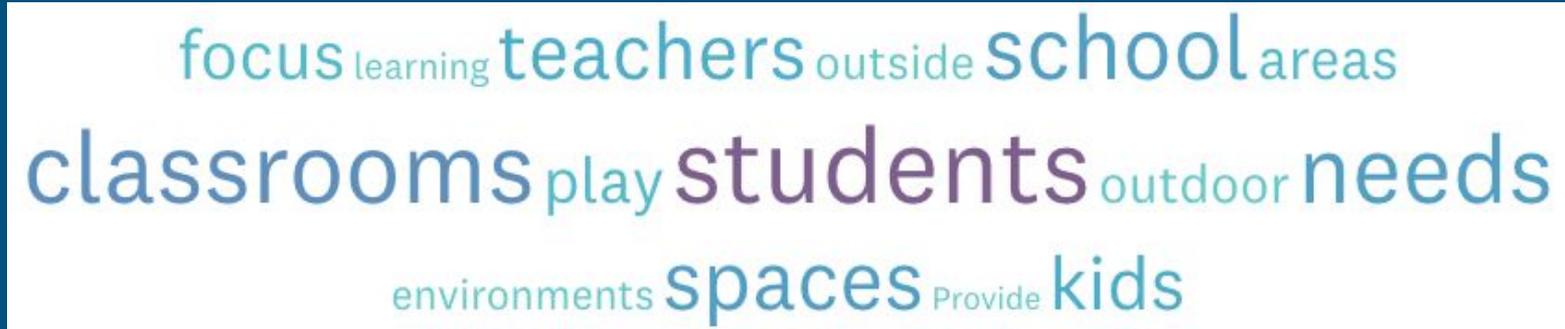
Improve outdoor learning environments. **72.70%**

Modernize interior learning environments across the district. **61.32%**

Update playgrounds and play spaces that support different age groups. **56.66%**

As you think about the physical learning environments supporting all students, what else is important for our district to think about as we plan for the future? **223 Comments**

focus learning teachers outside school areas classrooms play students outdoor needs environments spaces Provide kids

- Ensuring Updated Technology and Reducing Screen Time
- Modernizing Classroom Spaces
- Improving Outdoor Spaces, including Playgrounds

As you think about overall district needs, what else is important for DMUSD to think about as we plan for the future? **195 Comments**

district Continue children will school focus students

support teachers keep need programs kids think learning

parents

LCAP Goal 1

Students will experience high quality standards-based learning applied to real-world context using multi-modal methods to create, communicate, and think critically. Students' experiences will build upon their passions, interests, and strengths.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LCAP Goal 1: Proposed Actions

- Appropriately credentialed staff assigned to all classrooms (Ongoing)

- All students have access to standards-aligned materials (Ongoing)

- Professional learning to support implementation of Amplify Science

- Ongoing professional learning in Cognitively Guided Instruction, Creating Cultures of Thinking, and the Essential Elements of Instruction

- Continue to refine MTSS structures (academic) at all school sites

- Provide Imagine Learning and Literacy to all Level 1 and 2 English learners as a supplemental intervention tool

LCAP Goal 1: Proposed Actions Continued

- Develop a STEAM+ learning structure promoting student choice and differentiated opportunities based on grade

- Maintain lower class sizes (K-3)

- Reduce class size (grades 4-6) for 2021-2022 school year

- Expand co-teaching teams and provide necessary professional learning and coaching

- Hire academic support personnel for math and ELA

- Provide professional learning to refine ELD instruction and use of related materials

LCAP Goal 2

Students will demonstrate compassion and empathy by engaging with a sense of purpose in a collaborative school community that embraces diversity and promotes meaningful relationships.

Priority 5: Pupil Engagement (Engagement)   Priority 6: School Climate (Engagement)

LCAP Goal 2: Proposed Actions

- In collaboration with SDCOE, develop and implement a districtwide Diversity, Equity, and Inclusion plan.

- Hire school counselors to support the mental health needs of all students (MTSS, Tier I/II)

- Hire a licensed mental health clinician to provide support for students with intensive mental health needs (MTSS, Tier III)

- Identify and administer a developmentally appropriate wellness survey at grades K-2.

LCAP Goal 2: Proposed Actions Continued

- Continue to refine MTSS structures (Social & Emotional/Behavior) at all school sites.

- Inventory the consistent use of the Second Step curriculum across all school sites and at every grade level. Based on inventory, determine and implement next steps.

- Develop a parent education series to provide parents with tools to support their children.

Next Steps

1. Public hearing to invite stakeholder comment

2. Adoption of Final Plan

3. Posted on District Website & Submission to SDCOE

Thank you!