Local Control Accountability Plan

MAY 5, 2022

UPDATE
Local Control Accountability Plan

- Engagement with Educational Partners
- NEW TEMPLATE
- NEXT STEPS
- DISCUSSION
## Engagement with Educational Partners

### 2021-2022 Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>November 2021 – January 2022</td>
<td>LCAP Stakeholder Surveys and Focus Groups (Staff, Students, &amp; Parents)</td>
</tr>
<tr>
<td>January 2022</td>
<td>LCAP Committee &amp; Council Confirmation/Organization</td>
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<tr>
<td>January 17, 2022</td>
<td>Board Study Session</td>
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<tr>
<td></td>
<td>• Share progress-to-date</td>
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<tr>
<td></td>
<td>• Provide direction for amendments/additions</td>
</tr>
<tr>
<td>February 9, 2022</td>
<td>District English Language Advisory Council (DELAC) (3:00 – 5:00 p.m.)</td>
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<td>• Provide direction for amendments/additions</td>
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<tr>
<td>March 9, 2022</td>
<td>District Parent Advisory Committee (DPAC) (4:00 – 6:00 p.m.)</td>
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<tr>
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<td>• Provide direction for amendments/additions</td>
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<tr>
<td>March 16, 2022</td>
<td>LCAP Advisory Council (6:00 – 8:00 p.m.)</td>
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<tr>
<td></td>
<td>• Share progress-to-date &amp; Drafted Updates</td>
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<td></td>
<td>• Provide direction for amendments/additions</td>
</tr>
<tr>
<td>May 5, 2022</td>
<td>Board Meeting</td>
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<tr>
<td></td>
<td>• Share progress-to-date &amp; Drafted Updates</td>
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<td>• Provide additional direction for amendments/additions</td>
</tr>
<tr>
<td>April 22 – May 20, 2022</td>
<td>Educational Services Staff and Business Services to Revise Draft Updates Based on DELAC, DPAC, LCAP Advisory Council and Board Input</td>
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<tr>
<td>May 27, 2022</td>
<td>Post LCAP Draft on CUSD Website</td>
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<td>June 23, 2022</td>
<td>Board Presentation and Public Hearing on LCAP and District Budget</td>
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<td>June 24, 2022</td>
<td>Board Action on LCAP and District Budget</td>
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</tbody>
</table>

- Board updates
- Surveys
- Committee meetings
- Student Focus Groups
Board Updates

- **January 17, 2022: Study Session**
  - Mid-year update - Progress to date

- **February 17, 2022: Board Meeting**
  - LCAP Supplement to the LCAP - Progress to date

- **May 5, 2022: Presentation on Progress to Date**
  - Review engagement with educational partners & process
  - Overview of new template
  - Explain next steps
  - Provide direction for amendments/additions

Engagement with Educational Partners
### Engagement with Educational Partners

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Committee Meetings/Groups</th>
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<tbody>
<tr>
<td>• Parent/Community - 3,188 Responses (74% increase from 2021)</td>
<td>• LCAP Parent Advisory Committee</td>
</tr>
<tr>
<td>• Staff - 396 Responses (7% increase over 2021)</td>
<td>• LCAP Advisory Committee</td>
</tr>
<tr>
<td>• Certificated - 291 (15% increase)</td>
<td>• District English Language Advisory Committee</td>
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<tr>
<td>• Classified - 105 (12% decrease)</td>
<td>• Student Focus Groups (2021 &amp; 2022)</td>
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<tr>
<td>• Students - 3,792 Responses</td>
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<tr>
<td>• Grades 4-6 - 1183 (3% decrease)</td>
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<tr>
<td>• Grades 7-12 - 2609 (8% decrease)</td>
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</tbody>
</table>
Recurring Themes:

- Parents desire more relevant and frequent communication from their students' teachers, weekly principal updates, and communication from counselors.
- Provide training/instruction on diversity, equity, and inclusion for staff and students.
- Student restrooms are dirty, unsafe, and in need of regular maintenance and supervision throughout the school day.
- There is an increase in bullying and drug use at El Roble and CHS.
- Provide opportunities to build reading, writing, and mathematics skills. Offer tutoring outside of the instructional day.
- Provide mental health/socio-emotional supports during lunch and after school.
- Offer a greater variety of foods, less processed, more fresh fruits and vegetables, vegetarian/vegan, and plant-based options.
- Expand Career Technical Training and offer career building options.
2022 LCAP Staff Survey Results
(396 respondents comprised of 291 certificated and 105 classified staff)

Recurring Themes:

- Increase mental health/social-emotional supports for students beginning in elementary through high school.
- Ensure a competitive salaries (reflect cost of living increases) along with health benefits to ensure Claremont attracts and maintains high-quality teaching staff.

Provide professional development in the following areas (ranked in order of importance):
1. Behavioral Health
2. Differentiated Instruction
3. Mental Health/SEL
4. Diversity, Equity, and Inclusion (DEI)
5. Culturally Responsive Teaching
6. Educational Technology
7. Arts Integration/SEL
8. Writing and Mathematics
2022 LCAP Student Survey Results - Grades 4-6
(1,183 respondents)

96% feel safe on their school campus.

89% are able to do their homework on their own.

Over 93% believe they have learned new skills and improved in reading, writing, and math this year.

92% believe that what they are learning in school will help them in the future.

98% believe their school provides all students with the materials needed to learn.

Recurring Themes:

- Students overwhelmingly like their schools, staff, and teachers.
- Restrooms are often dirty and need of regular maintenance throughout the school day.
- Address poor student behavior, name-calling, and bullying.
- Provide better tasting, more nutritional meal offerings.
- Maintain and replace sports equipment to provide more opportunities during recess.
- Concerns about open campuses and student safety.
- Overall, campuses are clean but there is an issue with students contributing to the trash issue.
- Make P.E. more interesting and fun — offer more team sports.
2022 LCAP Student Survey Results
Grades 7-12
(2,609 respondents)

• 69% of students enjoy attending school.
• 95% believe they know where to go for help with a problem.
• 88% feel safe on their school campus.
• 75% believe their school is preparing them for their future college and/or careers.
• 92% feel that their school provides them with strong academic instruction.

Recurring Themes:

• Address safety due to bullying, harassment, and fighting — both in-person and online.
• Food quality has deteriorated. Offer tastier, more nutritious selections along with vegan, vegetarian, and gluten-free options.
• Student restrooms are dirty, unsafe, and in need of regular maintenance and supervision throughout the school day. One gender neutral bathroom per campus is insufficient.
• Claremont High School students do not support Block Scheduling.
• Offer additional options for after-school individual and team sports and extra-curricular activities.
• Provide additional opportunities for social emotional support from staff, especially counselors.
• Students are concerned about COVID-19 exposure and its impact on instruction.
• 93% believe they are treated fairly by their teachers this year.
• 19% of students do not know the name of their counselor.
Students mentioned the need to continue to create inclusive environments, with a focus on ensuring that students in general education and students receiving special education services were not separated.

Accommodations and supports for students with IEPs and 504s need to be followed by all teachers.

Students need to be allowed to share their own thoughts in their own voices. A student receiving special education services mentioned that this was the first time they were asked to share. They also mentioned that they need to be allotted the time to share their thoughts without interruption.

Safe spaces for the LGBTQ+ community need to be ensured on campus.

Students mentioned that equitable treatment for students with diverse needs should be a priority.

Rules should not be made unless they are enforced, and there should not be preferential treatment for certain students.

Cultural respect and awareness is key to ensuring inclusive spaces.

Students shared that teachers actions both in formal and informal settings is noticed and that cultural awareness and respect should take place in both settings.

Inclusive language, and the interruption of racial and cultural slurs, needs to be a priority for staff.

The current Eurocentric curriculum needs to be revised to be more inclusive.
Educational Partner Engagement

Topics Covered In Committee Meetings:

- LCFF-LCAP overview
- Review of CA School Dashboard
- Mid-Year update
- Data Walk
- Emerging themes
- Committee input/recommendations
Feedback From Committee Meetings
Emerging Themes

• Food Quality
• Competitive Salaries
• Restrooms
• Open Campuses
• Increase in Communication
• After School & lunch opportunities (sports, extra-curricular)
• Additional mental health/SEL/behavior support for students and staff (and outside of school day)
• Drug use education; early intervention
• Cultural diversity training and programs for staff
• Additional Support for SPED Students
• Continue PBIS Training & Support
Feedback From Committee Meetings
Emerging Themes

• Maintain TOSAs
• Maintain Small Class size at SAHS/more options
• Block scheduling
• Expand CTE
• Maintain the arts
• Additional tutoring opportunities to address learning loss at all levels, especially in math, reading, and writing
• PD for classified staff
• PD for certificated
  • Behavioral Health
  • Differentiated Instruction
  • Mental Health/SEL
  • DEI, Culturally Responsive Teaching, Restorative Practices
  • Ed Tech
### Early Childhood Education Needs

- **Budget Act of 2021**
  - Universal Prekindergarten Planning and Implementation Grant Program
  - Extended Learning Opportunities Program (ELO-P)
    - Mandates
    - Needs

<table>
<thead>
<tr>
<th>Would be excellent support for families</th>
<th>Inclusive options for students with disabilities</th>
<th>After school sports programs for elementary age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different programs at different schools (all-day at one school, ½ day at another, etc.)</td>
<td>Extended care is so important</td>
<td>Play based should be maintained.</td>
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Educational Partners Engagement

CUSD Website:
- Revise & Update
- LCAP Information

Surveys
CUSD data
Presentations
LCAP documents

Additional Stakeholder Engagement:
- Presentations available for school-level engagement
- School Site Councils
- English Learner Advisory Councils
- Staff meetings
- And more...
Revised Template

• 2021-2024 LCAP Redesign

• That the summary table listing and describing all the specific actions and budgeted expenditures that contribute to the demonstration of how the LEA will increase or improve services for unduplicated pupils in the coming year be revised to include:
  • A demonstration that the LEA’s full proportionality obligation is being met annually through the actions and services listed in the summary table; and
  • Each action’s quantitative contribution toward the proportionality obligation as an expenditure or its qualitative contribution as a percentage of increased or improved services for unduplicated pupils.

• The inclusion of the calculations required by EC Section 42238.07(C)(1) and (2).

• A description of the specific actions and related expenditures to be implemented using any unused portion of the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils from the prior year, including a demonstration that the planned uses of those funds satisfy the requirements for specific actions to be considered as contributing toward meeting the increased or improved services requirement, if applicable to the LEA.
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<tr>
<td>May 2022:</td>
<td>Amend 2021-2024 LCAP Year 2</td>
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<tr>
<td>May 27, 2022:</td>
<td>Post LCAP draft to website and solicit feedback; email out to all committee members</td>
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<td>June 1-15, 2022:</td>
<td>Modify plan based on stakeholder feedback</td>
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<td>Board Presentation &amp; Public Hearing on LCAP</td>
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Discussion