Local Control Accountability Plan

APRIL 15, 2021
Local Control Accountability Plan

1. Stakeholder Engagement
2. New Draft Goals
3. New Template
4. Next Steps
5. Discussion
Stakeholder Engagement

2020-2021 Timeline

Claremont Unified School District
Revised 2020-21 Timeline for 2021-2024 Local Control Accountability Plan (LCAP)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>November 2020 – January 2021</td>
<td>LCAP Stakeholder Surveys and Focus Groups (Staff, Students, &amp; Parents)</td>
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<tr>
<td>January 2021</td>
<td>LCAP Committee &amp; Council Confirmation/Organization</td>
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<tr>
<td>January 16, 2021</td>
<td>Board Study Sessions</td>
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<td></td>
<td>Share progress to-date</td>
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<td></td>
<td>Provide direction for amendments/ additions</td>
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<tr>
<td>February 25, 2021</td>
<td>District English Language Advisory Council (DELAC) (3:00 – 5:00 p.m.)</td>
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<td>Share progress to-date &amp; Drafted Updates</td>
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<td>Provide direction for amendments/ additions</td>
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<tr>
<td>March 11, 2021</td>
<td>District Parent Advisory Committee (DPAC) (4:00 – 6:00 p.m.)</td>
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<td>Share progress to-date &amp; Drafted Updates</td>
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<td>Provide direction for amendments/ additions</td>
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<tr>
<td>March 17, 2021</td>
<td>LCAP Advisory Council (4:00 – 6:00 p.m.)</td>
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<td>Share progress to-date &amp; Drafted Updates</td>
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<td>Provide direction for amendments/ additions</td>
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<tr>
<td>April 15, 2021</td>
<td>Board Meeting</td>
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<td>Share progress to-date &amp; Drafted Updates</td>
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<td>Provide additional direction for amendments/ additions</td>
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<tr>
<td>April 19 – May 21, 2021</td>
<td>Educational Services Staff and Business Services to Revise Draft Updates</td>
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<td>based on DELAC, DPAC, LCAP Advisory Council and Board Input</td>
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<tr>
<td>May 28, 2021</td>
<td>Post LCAP Draft on CUSD Website</td>
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<td>June 24, 2021 **</td>
<td>Board Presentation and Public Hearing on LCAP and District Budget</td>
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<tr>
<td>June 28, 2021 **</td>
<td>Board Action on LCAP and District Budget</td>
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* *Pending adoption of calendar changes by Board of Education on 4/15/2021.

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

- **January 16, 2021:** Study Session
  - Mid-year update - Progress to date

- **April 15, 2021:** Presentation on Progress to Date
  - Review stakeholder engagement & process
  - Review of new draft goals
  - Overview of new template
  - Explain next steps
  - Provide direction for amendments/additions
## Stakeholder Engagement

<table>
<thead>
<tr>
<th>Surveys</th>
<th>Committee Meetings</th>
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<tbody>
<tr>
<td>• Parent &amp; Community: 1,832 Responses - 86.4% increase from 2020</td>
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<tr>
<td>• Staff: 371 Responses - 55.2% increase over 2020</td>
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<td>• Certificated: 252 - 45.7% increase</td>
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<td>• Classified: 119 - 80.3% increase</td>
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<td>• Students (4,045 Responses)</td>
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<tr>
<td>• Grades 4-6: 1218 - 7.9% decrease</td>
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<td>• Grades 7-12: 2827 - 0.6% increase</td>
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<tr>
<td>• LCAP Parent Advisory Committee</td>
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<tr>
<td>• LCAP Advisory Council-Meeting</td>
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<tr>
<td>• District English Language Advisory Council</td>
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<tr>
<td>• Student Focus Groups (2021)</td>
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</table>
2021 LCAP Parent and Community Survey Results

(Total of 1832 respondents completed the survey: 42%)

- 90.6% of respondents feel that the school campuses are safe (up 3.1% from 2019-2020).
- 89.2% of respondents believe that staff responds quickly to parent phone calls and/or emails safe (up 0.3% from 2019-2020).
- 89.5% of respondents believe the schools teach students to positively embrace diversity (down 1.6% from 2019-2020).
- 85.9% of respondents believe the schools provide students with a strong foundation for their future college and/or careers (up 0.4% from 2019-2020).
- 83.4% support having a school resource officer on the school campus (question was not asked last year).
- 80.9% of respondents believe that teachers keep parents well-informed about how their child is doing in school (up 3.2% from 2019-2020).
2021 LCAP Parent and Community Survey Results

(Total of 1832 respondents completed the survey: 42%)

Recurring Themes:

• Improve communication between the school, teachers, counselors, and parents.

• Address bullying and provide intervention programs.

• Address vaping and drug use (especially at El Roble and CHS).

• Offer healthier food options — less processed food, more fresh fruits and vegetables, vegetarian, gluten-free, and ethnic options.

• Very specific thoughts on diversity and inclusiveness in schools.
2021 LCAP Staff Survey Results

(Total of 371 respondents completed the survey: 43%)

- 91.9% of staff members believe the school campuses are safe (up 1.5% from 2019-2020).
- 88.1% believe a rigorous, relevant and coherent curriculum is accessible to all students (down 0.3% from 2019-2020).
- 84.1% believe the school implements academic support programs to ensure students are meeting all requirements (down 1.3% from 2019-2020).
- 81.7% believe the school has an effective system to monitor all students’ progress toward meeting the academic standards (down 3.7% from 2019-2020).
- 60.7% of staff members feel they have adequate curriculum for the effective implementation of the California Standards (down 12.9% from 2019-2020).
2021 LCAP Staff Survey Results

(Total of 371 respondents completed the survey: 43%)

Recurring Themes:

• Need for new Science and Social Science curricula.
• Need for better support for Special Education students and more meaningful professional development for those working with our students.
• Raise teacher pay scale to be comparable to surrounding districts to ensure Claremont attracts and maintains high-quality teaching staff.
• The top three State Priorities that staff felt should be the focus of district resources were:
  • Basic Services (Teacher credentials, instructional materials, and facilities) - 59.3%
  • Pupil Engagement (Student attendance, absenteeism, drop-out rates, and graduation rates) - 55.5%
  • School Climate (Student suspensions, expulsions, safety, and school connectedness) - 47.7%
2021 LCAP
Grades 4-6 Student
Survey Results

(Total of 1,218 respondents completed the survey: 92%)

• 97.3% believe their teachers care about them (up 2.3% from 2019-2020).

• 92.0% believe that the work they do in school challenges them or makes them think (up 0.7% from 2019-2020).

• 91.3% believe that what they’re learning in school will help them in the future (up 1.4% from 2019-2020).

• 90.8% believe their school is a place where they “belong” (up 7.6% from 2019-2020).

• 86.1% have a trusted adult at school who they feel comfortable talking to (up 6.5% from 2019-2020).
2021 LCAP Grades 4-6 Student Survey Results

(Total of 1,218 respondents completed the survey: 92%)

Recurring Themes:
• Students overwhelmingly like their schools, staff, and teachers.
• Students want to return to school!
• Students want more class-related interactions on Zoom.
• Students would like opportunities to be challenged.

Favorite Comment: “Easy stuff doesn't make you a better person, but challenging things help you grow and feel better.”
2021 LCAP Grades 7-12 Student Survey Results

(Total of 2,827 respondents completed the survey: 81%)

- 91.2% feel that their school provides them with strong academic instruction (down 0.8% from 2019-2020).
- 89.9% believe their teachers care about them (up 5.8% from 2019-2020).
- 83.7% believe there is at least one adult at their school that they can reach out to for help (down 0.3% from 2019-2020).
- 80.0% believe that their school is preparing them for their future college and/or careers (up 5.3% from 2019-2020).
- 45.1% have participated in a school-sponsored extracurricular/co-curricular activity this school year (down 24.4% from 2019-2020).
2021 LCAP Grades 7-12 Student Survey Results

(Total of 2,827 respondents completed the survey: 81%)

Recurring Themes:
• Offer classes that focus on real-life skills.
• Students are stressed, making it difficult to concentrate on schoolwork.
• Students feel the workload is unmanageable.
• Students feel that school communication with parents is better than with them.
• Students would like additional opportunities for social emotional support from staff, especially counselors.
• There is still a lack of connectedness — students feel that some staff are rude and don’t care.
LCAP Student Focus Group Feedback
(El Roble, Claremont High School, San Antonio High School)

- Students enjoy hands-on learning, projects, and the ability to dialogue.
- Students like the ability to make mistakes and not be penalized for it.
- Students feel that caring teachers help them learn.
- Overwhelmingly, students said that they had someone on campus they could talk to if they needed help managing stress, anxiety, or depression.
  - They thought their peers might go to a dedicated mental health counselor on campus if one was available.
- Without hesitation all students felt that there was an adult on campus that they could go to if they did not feel safe.
- It means a lot to students when teachers try to connect with them, check on them, and take a personal interest.
- SAHS students love the small class size, sense of community, and block schedule.
- CHS students felt that the workload during remote learning was overwhelming.
- ER students would like the bathrooms kept open after school.

FAVORITE COMMENT
“I don’t feel caged in here. You can go to the park to hang out at lunch or use the YAC after school. It’s one thing I really enjoy about going to school here. The district deserves a lot of credit trusting the students and giving them the freedom.”
(CHS Junior)
Stakeholder Engagement

Topics Covered In Committee Meetings:

- LCFF-LCAP overview
- Review of CA School Dashboard
- Mid-Year update on Learning Continuity Plan
- Data “Talk”
  - CUSD Data
  - Dashboard Data - Graduation Rate and College Career Readiness
  - Survey Data
  - Student Focus Group feedback
- Emerging themes
- Committee input/recommendations
Feedback From Committee Meetings

Emerging Themes

- Additional inquiry-based learning
- Additional tutoring opportunities to address learning loss at all levels
- Open Library/Computer Labs after school
- Summer School opportunities
- Additional mental health/social emotional training for ALL staff members
- Additional mental health/behavior support for students and staff
- Professional development to staff on restorative practices
- Vaping and drug use education; early intervention
- Cultural diversity training and programs for staff
Stakeholder 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...
Draft Goal #1

- All CUSD students will receive instruction and have access to standards aligned materials and technology for effective implementation of the California State Standards from highly trained staff in school facilities that support student learning.
Draft Goal #2

- CUSD will provide parents with multiple opportunities for both decision-making as well as meaningful participation in school activities, educational opportunities, and strategies on how to support their students’ mastery of California State Standards.
Draft Goal #3

- CUSD will provide all students with access to a rich variety of programs, course of study, and supports that increase student achievement, develop the whole child, and prepare them for career, college, and post-secondary opportunities.
Draft Goal #4

- The district will provide students and the community with a positive physical, emotional, social, and academic environment that promotes and motivates student engagement and supports the whole child.
"Our goals can only be reached through a vehicle of a plan, in which we must fervently believe, and upon which we must vigorously act. There is no other route to success."

- Pablo Picasso
New Template

- **2021-2024 LCAP Redesign**
  - Streamline the content and format
  - Present information about actions that contribute to increased and improved services for unduplicated pupils
  - Revised Budget Overview for Parents to make it easier for stakeholders to see the full picture
  - Annual Update will include both 2019-2020 and 2020-2021 (Learning Continuity Plan)
April 20 - May 22, 2021: Draft 2021-2024 LCAP Year 1

May 28, 2021: Post LCAP draft to website and solicit feedback; email out to all stakeholder committee members

June 1-17, 2021: Modify plan based on stakeholder feedback

June 24, 2021**: Board Presentation & Public Hearing on LCAP

June 28, 2021**: Board Action on LCAP

**Pending change in calendar dates by governing board.
Discussion