



2020-2021 SAUSD

***LCAP* STAKEHOLDER**

Listening Session

McFadden Intermediate School

Ignacio Muniz



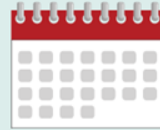


SITE STAKEHOLDER LCAP LISTENING SESSIONS

**SITE STAFF
MEETING**

**PARENT
MEETING**

**STUDENT
FOCUS GROUPS
SITE EXLD SUPPORT**



TIMELINE:

**Window Site Listening
Sessions and Thought
Exchange Window:**

Jan. 11th - Feb. 5th

**Facilitator Training on
Thought Exchange**

Jan. 7th - 8th



TODAY'S OUTCOMES:

1

Better understand the Local Control and Accountability Plan (LCAP)

2

Review **McFadden Intermediate goals, actions, data, budget, and progress on the current LCAP**

3

Participate in local control by providing input on student programs and funding decisions at **McFadden Intermediate**



2021-2024 NEW LCAP TIMELINE:

JULY/AUG 2020

- Implement LCAP/LCA Plan
- Implement new funding
- LCA Plan Board Approved

WINTER 2020-2021

- Site Listening Sessions and Thought Exchange Window: Jan. 11th - Feb. 5th
- Facilitator Training on Thought Exchange: Jan. 7th - 8th

EARLY SPRING 2021

- Review Stakeholder Feedback
- Presentation to the Board (March/April)

LATE SPRING 2021

- Create draft of plan

EARLY MAY 2021

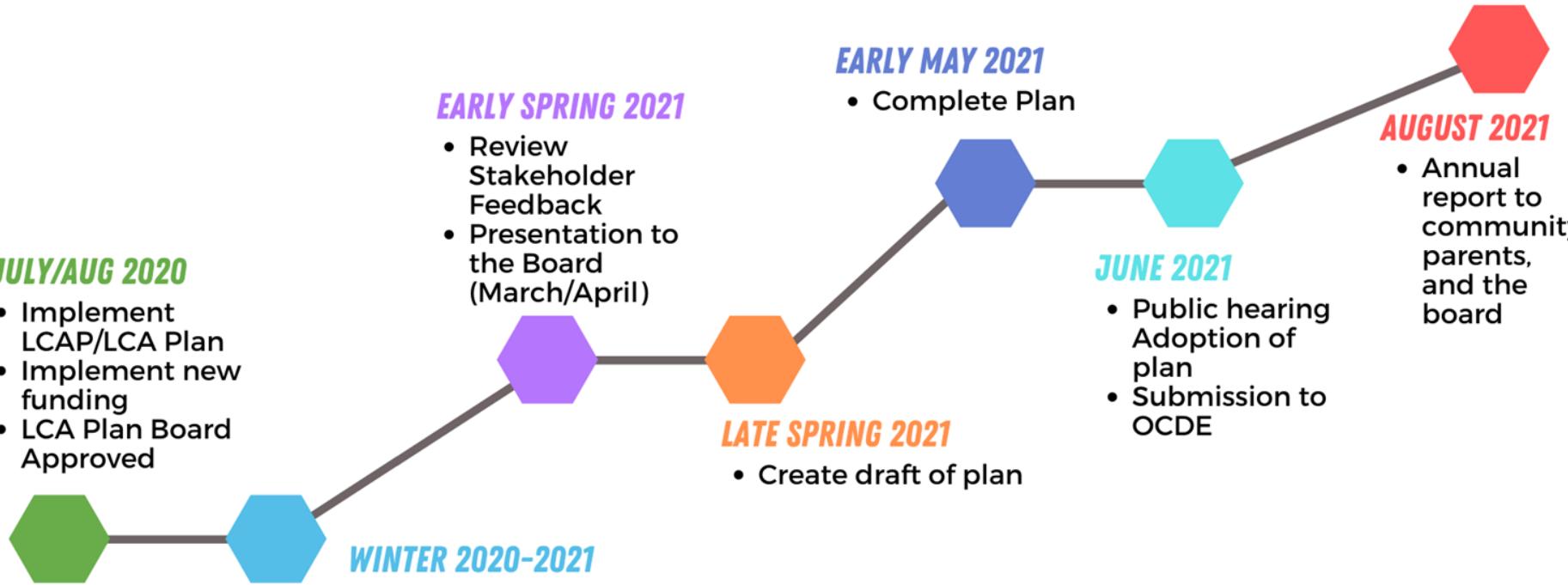
- Complete Plan

JUNE 2021

- Public hearing Adoption of plan
- Submission to OCDE

AUGUST 2021

- Annual report to community, parents, and the board





2020-2021 SAUSD

LOCAL CONTROL ACCOUNTABILITY PLAN





WHAT IS THE LCAP?

The Local Control and Accountability Plan (LCAP) is a three year plan for California school districts. 2021-2022 will be **year 1**.*



Each district's LCAP must include:

- Goals
- Actions
- Measures
- Related Expenditures



LCAP provides services for student subgroups:

- Racial/ethnic subgroups
- Low-income students
- English learners
- Students with disabilities
- Foster youth
- Homeless youth



LCAPs must address the 8 State Priorities:

- Basic Services
- Implementation of standards
- Parental engagement
- Student achievement
- Student engagement
- School climate
- Access to courses
- Other student outcomes

*Due to COVID-19, the new LCAP three-year timeline was pushed back from 2020-21 to 2021-22.



WHY IS LCAP IMPORTANT?



Designed to address the needs of ALL students, including specific student groups such as English learners, foster youth, and low-income students



Aims to improve student outcomes



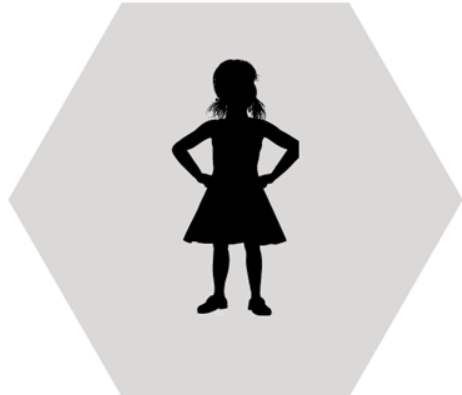
Aligns district goals, actions, and outcomes with California's 8 priorities





HOW DOES LCFF FUND DISTRICTS?

**PER STUDENT
BASE AMOUNT**



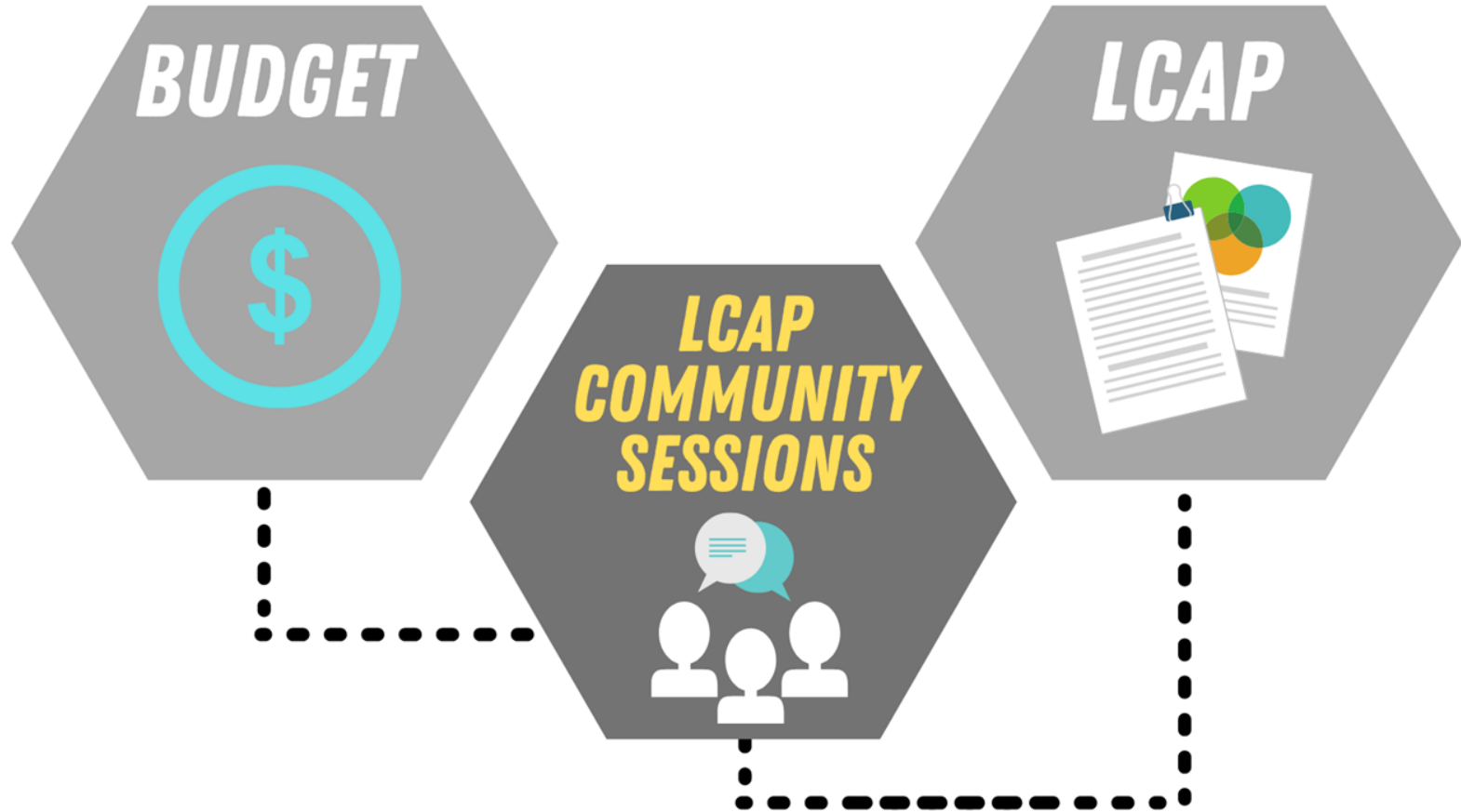
ADJUSTMENTS



Grade level
High Need Demographics
(Low income, English Learner,
and/or Foster Youth)



2020-2021 SAUSD LCAP SUMMARY





2020-2021 SAUSD

CURRENT LCAP GOALS AND PROGRESS INDICATORS





DISTRICT LCAP GOALS

In developing the LCAP for the 2021-2024 cycle, SAUSD will adjust the current LCAP goals to support all students in SAUSD, to improve teaching and learning, and close the achievement gap.



GOAL 1: TEACHING AND LEARNING

All students have equitable access to a high quality curricular and instructional program.



GOAL 2: STAKEHOLDER COMMUNICATION & ENGAGEMENT

Establish collaboration and communication across all levels of the district among students, staff, families, and communities.



GOAL 3: SAFETY & WELLNESS

Embrace and maintain a healthy, safe, secure, and respectful school and working environment for everyone.



GOAL 4: MULTI-TIERED SYSTEMS OF SUPPORT

Implement a system of support that provides responsive support to targeted students within subgroups to meet individual academic, behavioral and social-emotional learning needs.



LCA PLAN ACTIONS

In March, 2020, our community, was impacted by the COVID-19 pandemic. SAUSD took action to address the California priority areas.



IN-PERSON LEARNING

All students have safe and equitable access to a high quality curricular and instructional program during in person learning.



DISTANCE LEARNING

All students have equitable access to a high quality curricular and instructional program during distance learning.



STAKEHOLDER COMMUNICATION AND ENGAGEMENT

Gather input from all stakeholder groups in order to adjust the LCA Plan to meet the needs of students and their families.



HEALTH, WELLNESS, & NUTRITION

- Mental health and social and emotional well-being of pupils and staff
- Student and family pupil engagement, outreach
- Nutritious meals access for all pupils



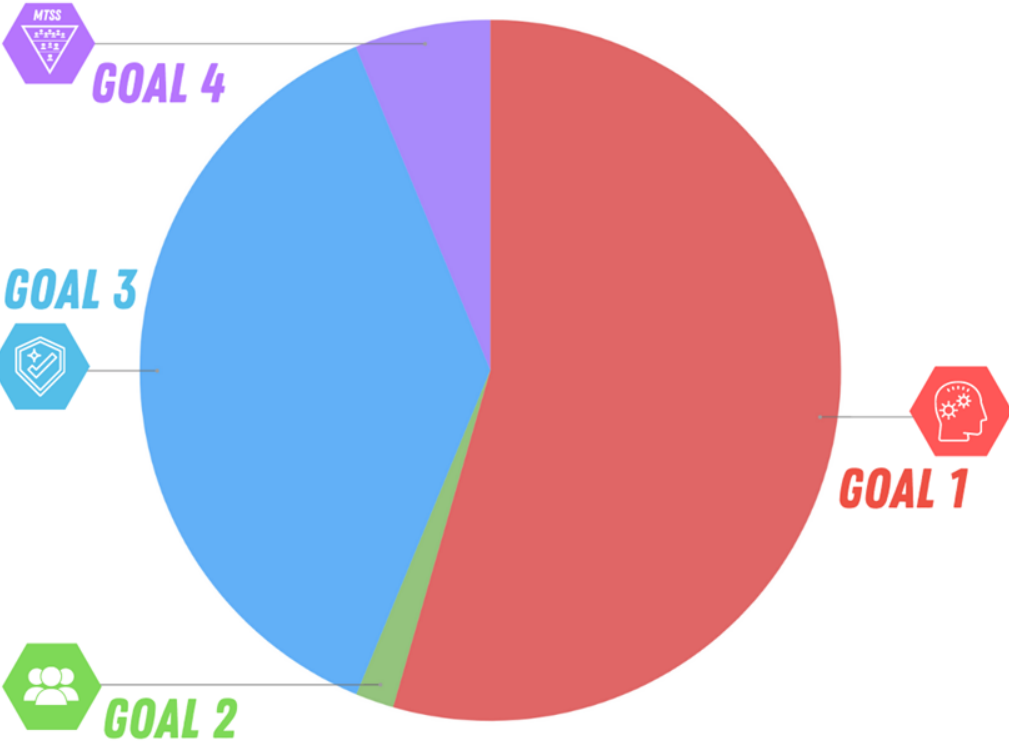
LEARNING LOSS MITIGATION

Identify learning loss and accelerate learning progress for all students as needed.



FINANCIAL POSITIONS - LCAP ACTIONS

Financial Positions Santa Ana USD Districtwide



GOAL 1	\$464,354,811
GOAL 2	\$15,080,819
GOAL 3	\$319,574,791
GOAL 4	\$53,482,238
LCA PLAN *	\$194,355,511

***NOTE: LCA PLAN TOTALS ARE INCLUDED IN LCAP GOALS 1-4**



FINANCIAL POSITIONS - LCAP ACTIONS

McFadden Intermediate School

GOAL 1

\$224,943.50

GOAL 2

\$14,598.50

GOAL 3

\$92,244.85

GOAL 4

\$25,493.77



TEACHING AND LEARNING

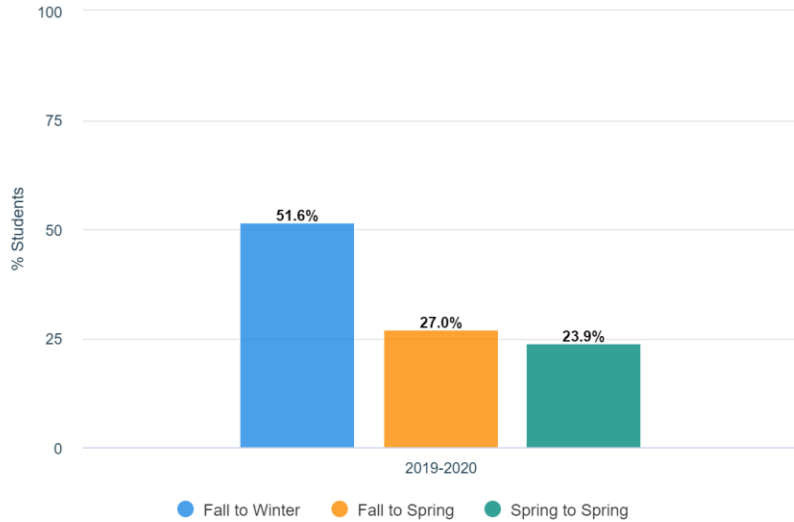
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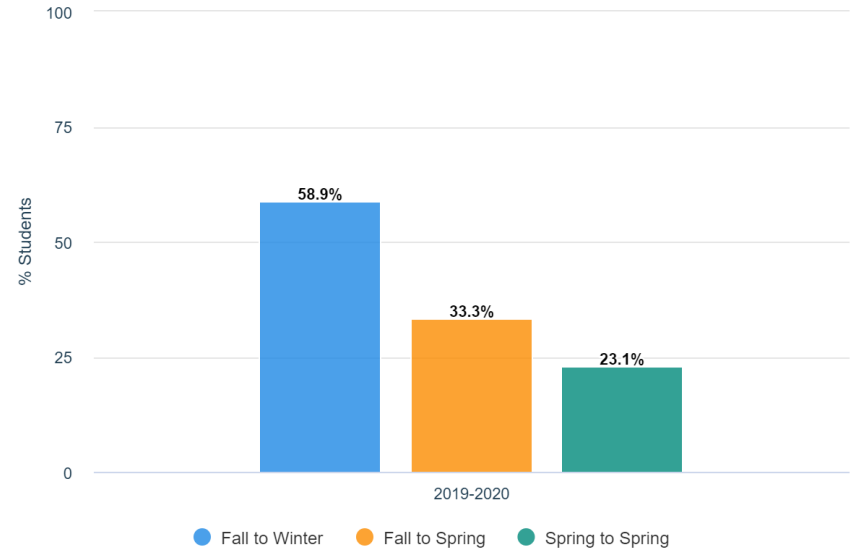
ALL STUDENTS HAVE EQUITABLE ACCESS TO A HIGH QUALITY CURRICULAR AND INSTRUCTIONAL PROGRAM.

- **What our school did last year:**
 - Smaller class sizes for EL students
 - Expanded Elective options
 - ALEKS math program
 - Introduce Achieve 3000
- **What are we doing this year?**
 - New Social Science curriculum
 - Distance Learning strategies
 - Learning labs
 - Virtual Tutoring
- **How are we doing so far?**

Results from MAP 2020



ELA



MATH



STAKEHOLDER COMMUNICATION & ENGAGEMENT #2



ESTABLISH COLLABORATION AND COMMUNICATION ACROSS ALL LEVELS OF THE DISTRICT AMONG STUDENTS, STAFF, FAMILIES, AND COMMUNITIES.

- **What our school did last year:**
 - AVID School wide
 - VAPA courses
 - iPad 1:1
 - STEM Pathways
 - FACE Liason
 - Parent workshops
- **What are we doing this year?**
 - AVID Demonstration School
 - VAPA CTE courses
 - Global Pathways
 - 6th grade Pathway elective Wheel
 - Virtual Parent Meetings and FACE workshops
- **How are we doing so far?**

Building Global Pathways





EMBRACE AND MAINTAIN A HEALTHY, SAFE, SECURE, AND RESPECTFUL SCHOOL AND WORKING ENVIRONMENT FOR EVERYONE.

- **What our school did last year:**
 - Intramural Sports
 - Summer programs-Summer of Success and Summer Bridge
 - 21st Century Classrooms
 - PBIS Platinum recognition
- **What are we doing this year?**
 - Virtual PBIS- programs
 - Expanded Virtual Mental Health training
 - Virtual student activities
 - Trauma Informed training for teachers
- **How are we doing so far?**



Summary

Topic Description	Results	Comparison
<p>Climate of support for academic learning</p> <p>Students and teachers feel that there is a climate conducive to learning and that teachers use supportive practices, such as encouragement and constructive feedback; varied opportunities to demonstrate knowledge and skills; support for risk-taking and independent thinking; atmosphere conducive to dialog and questioning; academic challenge; and individual attention to support differentiated learning.</p>	<p>73% 0 since last survey</p>	<p>76% Middle 76% Santa Ana Unified</p>
<p>Knowledge and fairness of discipline, rules and norms</p> <p>Clearly communicated rules and expectations about student and adult behavior, especially regarding physical violence, verbal abuse or harassment, and teasing; clear and consistent enforcement and norms for adult intervention. NOTE: The questions for this topic area were updated in 2018, so no change over time data will appear between Spring 2018 and Spring 2019.</p>	<p>69% ▲1 since last survey</p>	<p>76% Middle 76% Santa Ana Unified</p>
<p>Safety</p> <p>Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.</p>	<p>67% ▲1 since last survey</p>	<p>68% Middle 74% Santa Ana Unified</p>
<p>Sense of belonging (school connectedness)</p> <p>A positive sense of being accepted, valued, and included, by others (teacher and peers) in all school settings. Students and parents report feeling welcome at the school.</p>	<p>55% ▼2 since last survey</p>	<p>61% Middle 60% Santa Ana Unified</p>



TIERED INTERVENTIONS & SUPPORTS

#4



IMPLEMENT INTERVENTIONS AND SUPPORT THAT PROVIDES RESPONSIVE SUPPORT TO TARGETED STUDENTS WITHIN SUBGROUPS TO MEET INDIVIDUAL ACADEMIC, BEHAVIORAL AND SOCIAL-EMOTIONAL LEARNING NEEDS.

- **What our school did last year:**
 - Restorative Practices Training
 - Summer of Success program
 - School Based Mental Health
- **What are we doing this year?**
 - Targeted Virtual Tutoring
 - Virtual Saturday school follow up to Summer of Success
 - Restorative Practices Liaison
 - Trauma Informed Learning
- **How are we doing so far?**

Climate of support for academic learning

Your average

73%

706 responses

Change

0

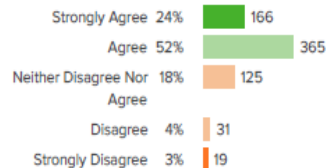
since last survey

District-wide Grade Spans average: **76%** Middle

District average: **76%** Santa Ana Unified

How did people respond?

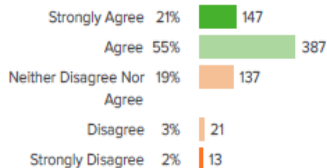
Q.1: Adults at this school encourage me to work hard so I can be successful in college or at the job I choose.



▲ 3 from last survey

Favorable: **75%**

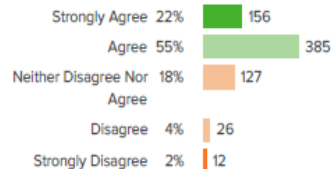
Q.2: My teachers work hard to help me with my schoolwork when I need it.



▼ 1 from last survey

Favorable: **76%**

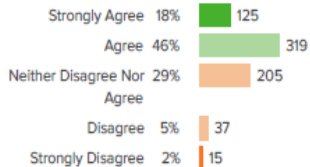
Q.3: Teachers give students a chance to take part in classroom discussions or activities.



▲ 4 from last survey

Favorable: **77%**

Q.4: Teachers go out of their way to help students.



▼ 6 from last survey

Favorable: **63%**

Knowledge and fairness of discipline, rules and norms

Your average

69%

706 responses

Change

▲ 1

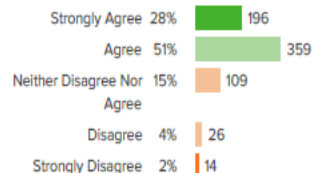
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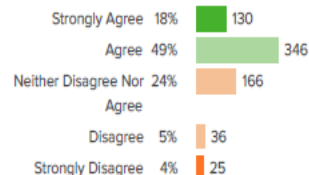
Q.1: This school clearly informs students what would happen if they break school rules.



▲ 6 from last survey

Favorable: **79%**

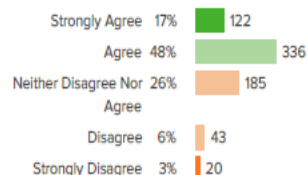
Q.2: Rules in this school are made clear to students.



▲ 1 from last survey

Favorable: **68%**

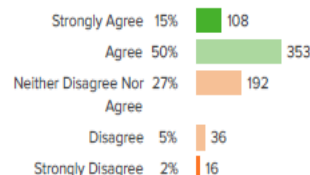
Q.3: Students know how they are expected to act.



▲ 1 from last survey

Favorable: **65%**

Q.4: Students know what the rules are.



▼ 3 from last survey

Favorable: **65%**

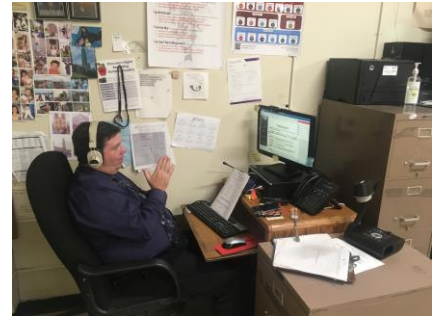
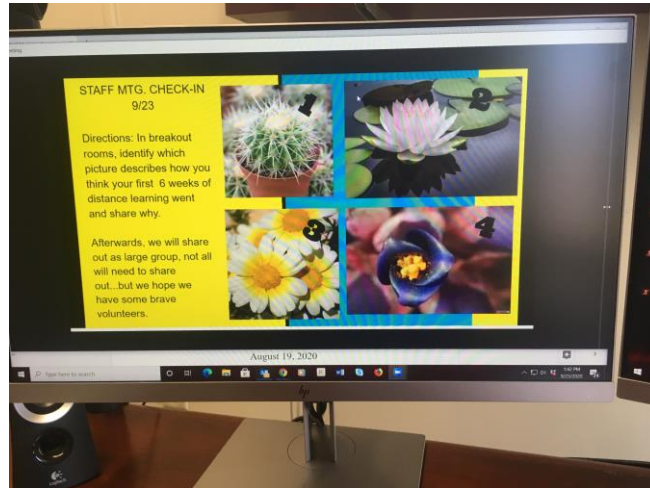
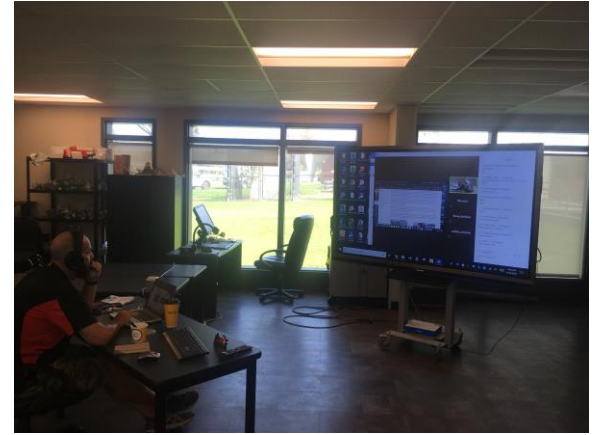
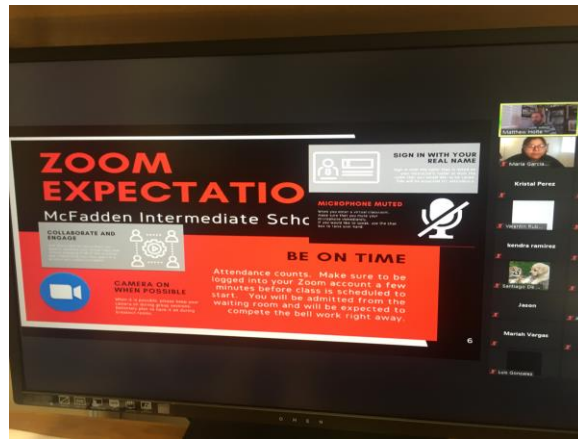


OUR RESPONSE TO COVID-19 PANDEMIC

#5

ENSURE ACCESS FOR ALL STUDENTS TO HIGH QUALITY INSTRUCTION THROUGH DISTANCE AND IN-PERSON LEARNING, NUTRITIOUS MEALS, AND PROVIDE SERVICES TO PROMOTE STUDENT AND FAMILY ENGAGEMENT AND SOCIAL EMOTIONAL WELLNESS.

- **What our school did last year:**
 - Packets for students who didn't have access to internet at home
 - Technology distribution for families
 - Supports for families- Mental Health, academic,
- **What are we doing this year?**
 - Technology distribution for distance learning
 - Modified curriculum and grading practices
 - School Based Mental Health Support
 - Seminar Daily to check in with students and teachers
 - Learning Labs
- **How are we doing so far?**





MEASURING LCAP PROGRESS

3,548,000
MEALS SERVED

90.4%
**GRADUATION
RATE**

76%
**POST SECONDARY
ENROLLMENT**

97%
**STUDENT
ATTENDANCE
RATE**

53%
**AP PASSAGES
FOR 12TH GRADERS**

15,030
1:1 DEVICES
22,400
**HOT SPOTS
INCREASED
CONNECTIVITY**

56
WELLNESS CENTERS



2020-2021 SAUSD

LISTENING SESSION





LOCAL CONTROL: WHAT IS ON YOUR MIND?

School Site Stakeholder Listening Session

- Facilitated discussions with parents and community members by trained and trusted members of the SAUSD community.**
- Each discussion is prefaced with a series of questions based upon one of the four LCAP goal areas. Each group will review all four questions.**
- Link to listening session directions [here](#)**



LOCAL CONTROL: WHAT IS ON YOUR MIND?

Breakout Protocol *(Recommended for groups over 20)*

- Divide participants into teams of 5-15 members**
- There should be enough facilitator/note takers to accommodate all of teams simultaneously.**
- Teams will engage in four 10-minute conversations (one for each LCAP goal) in Zoom breakout rooms.**
- Teams will stay in the same break out room for the duration of the process while facilitator/notetakers jump to the next breakout room to repeat the same goal**
- Facilitator/notetakers should take notes in the [Google Doc template](#) and transfer results into Thought Exchange for submission**



LOCAL CONTROL: WHAT IS ON YOUR MIND?

Whole Group Protocol (An option for groups under 20)

- A facilitator will lead the whole group through four 10-minute rounds of conversation (one for each LCAP goal) on Zoom.
- A facilitator/notetaker will be required
- Facilitator/notetaker should take notes on a Google Doc for next steps and transfer results into the Thought Exchange



LOCAL CONTROL: WHAT IS ON YOUR MIND?

Thought Exchange Process

- A district-wide survey will be sent out to all parents, students and staff for each of the four LCAP Goal Areas**
- The survey (via ThoughtExchange) will ask participants to share their thoughts on each LCAP area and rate their level of agreement with other respondents' thoughts**
- Results will be accessible district-wide as well as by site, stakeholder group, and grade-level spans**
- Link to a sample Thought Exchange:**
<https://my.thoughtexchange.com/#693698427/hub>



ACCESSING THOUGHT EXCHANGE

- **LCAP Goal Area 1:** <https://my.thoughtexchange.com/287380946>
- **LCAP Goal Area 2:**
<https://my.thoughtexchange.com/860344827>
- **LCAP Goal Area 3:** <https://my.thoughtexchange.com/401058813>
- **LCAP Goal Area 4:** <https://my.thoughtexchange.com/649510246>





QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 1: TEACHING AND LEARNING ENSEÑANZA Y APRENDIZAJE

What is the school doing well in academics and instruction? ***¿Qué está haciendo bien la escuela acerca de los estudios y enseñanza?***

What can the school do differently to improve academics and instruction (Is there something we need to add, change, or improve)?

¿Qué puede hacer diferente la escuela para mejorar los estudios y enseñanza? (¿Hay algo que agregar, cambiar o mejorar?)



QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 2: STAKEHOLDER COMMUNICATION AND ENGAGEMENT

COMUNICACIÓN Y PARTICIPACIÓN DE LOS COLABORADORES

What is the school doing well in its communication and engagement (emails, events, newsletters, etc.)?

¿Qué está haciendo bien la escuela para comunicarse con usted e involucrarse (emails, eventos, boletines, etc.)?

What can the school do differently to improve its communication and engagement (how can they get you more involved and share information with you)?

¿Qué puede hacer diferente la escuela para mejorar la comunicación y participación (Cómo pueden involucrarse más y compartir información con usted)?



QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 3: SAFETY AND WELLNESS

SEGURIDAD Y BIENESTAR

What is the school doing well to promote safety and wellness (programs, procedures, facilities)?

¿Qué está haciendo la escuela para promover con seguridad y bienestar (programas, procedimientos, instalaciones)?

What can the school do differently to improve safety and wellness (how can the school make students feel safer and improve its wellness program)?

¿Qué puede hacer diferente la escuela para promover la seguridad y bienestar (Cómo puede hacer la escuela que los alumnos se sientan más seguros y mejorar su programa de bienestar)?



QUESTIONS FOR LISTENING SESSIONS / PREGUNTAS PARA SESIÓN DE ESCUCHAR

GOAL 4: TIERED INTERVENTION AND SUPPORTS NIVELES DE INTERVENCIÓN Y APOYO

What is the school doing well to support student needs (social, emotional, behavioral)? *¿Qué le gusta de lo que está haciendo la escuela para apoyar las necesidades estudiantiles (sociales, emocionales, conductuales)?*

What can the school do differently to better support student needs? *¿Qué puede hacer la escuela diferente para mejorar cómo puede la escuela satisfacer mejor las necesidades estudiantiles?*



NEXT STEPS...



THANK YOU!