



# Local Control Accountability Plan (LCAP)

Presentation of LCAP Draft  
Thursday, June 8, 2023

by

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Parent Advisory Committee Members (PAC)

# Introductions:

## **Krystal Thomas, Executive Director**

- Background
- Currently serve in the Office of the Deputy Superintendent.

## SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

## SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

# Problem of Practice

We have failed to define and implement a coherent **professional learning model** focused on **high-quality tier-one instruction** within a **multi-tiered system of supports** for all students, resulting in unacceptably low achievement rates of 29% of students meeting standard in Math and 37% in ELA, and even lower among our most vulnerable students with significant racial disproportionality.

# Coherence

There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress, and continuous correction.

- Fullan, 2016

# SCUSD Strategic Priorities

**Strategic Priority 1:  
High Quality Instruction to Meet the Needs of All Students**

**Strategic Priority 2:  
Multi-tiered System of Supports (MTSS)**

**Strategic Priority 3:  
Culturally Responsive Professional Learning**

**Strategic Priority 4:  
Effective Talent  
Programs Focused on  
Recruitment and Retention**

**Strategic Priority 5:  
Network Upgrades  
and Centralized  
Workforce Processes**

## LCAP GOALS

**Goal 1:** Graduation and Post-Secondary Options

**Goal 7:** Graduate Profile

**Goal 2:** Educational Programming and Instruction

**Goal 8:** Instructional Materials, Facilities and Staffing

**Goal 3:** Climate/Culture and Social and Emotional Wellness

**Goal 9:** Special Education

**Goal 4:** Safety

**Goal 10:** Supporting Homeless Youth

**Goal 5:** Family and Community Engagement

**Goal 11:** Supporting Foster Youth

**Goal 6:** MTSS

# Potential Opportunities

## 5 Strategic Priorities:

1. High-Quality Instruction to Meet the Needs of All Students
2. Multi-Systems of Support
3. Culturally Responsive Professional Learning
4. Effective Talent programs focused on recruitment and retention in service of high-quality instruction
5. Network upgrades and centralized workforce processes; including HR enhancements of high-quality instruction.

***How do we embed the 5 Strategic Priorities within the LCAP and SPSAS?***

**LOCAL PLAN OF ACCOUNTABILITY  
(LCAP)**

**SCHOOL PLAN OF STUDENT  
ACHIEVEMENT AND SUCCESS  
(SPSA)**





# California State Department of Education

Legislative Information

LCAP and PAC

# Sacramento Unified Schools District

## New Board Member Briefing

What is the guidance from the California State Department of Education on the Local Accountability Plan (LCAP)

### **EDUCATION CODE - EDC**

**TITLE 2. ELEMENTARY AND SECONDARY EDUCATION [33000 - 65001]** ( Title 2 enacted by Stats. 1976, Ch. 1010. )

**DIVISION 4. INSTRUCTION AND SERVICES [46000 - 65001]** ( Division 4 enacted by Stats. 1976, Ch. 1010. )

**PART 28. GENERAL INSTRUCTIONAL PROGRAMS [51000 - 53303]** ( Part 28 enacted by Stats. 1976, Ch. 1010. )

**CHAPTER 6.1. Public Schools Accountability Act of 1999 [52050 - 52077]** ( Chapter 6.1 added by Stats. 1999, 1st Ex. Sess., Ch. 3, Sec. 1. )

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**ARTICLE 4.5. Local Control and Accountability Plans and the Statewide System of Support [52059.5 - 52077]** ( Heading of Article 4.5 amended by Stats. 2018, Ch. 32, Sec. 60. )

### **52059.5.**

(a) A single system for providing support to local educational agencies and schools pursuant to this article and for federal programs pursuant to the federal Elementary and Secondary Education Act (20 U.S.C. Sec. 6301 et seq.) is hereby established.

(b) The purpose of this statewide system of support is to build the capacity of local educational agencies to do all of the following:

- (1) Support the continuous improvement of pupil performance within the state priorities as described in Sections 52060 and 52066.
- (2) Address the gaps in achievement between pupil subgroups as described in Section 52052.
- (3) Improve outreach and collaboration with stakeholders to ensure that goals, actions, and services as described in school district and county office of education local control and accountability plans reflect the needs of pupils and the community, especially for historically underrepresented or low-achieving populations.

# Sacramento Unified Schools District

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**52063.** (c) *This section shall become inoperative on July 1, 2024, and, as of January 1, 2025, is repealed.*

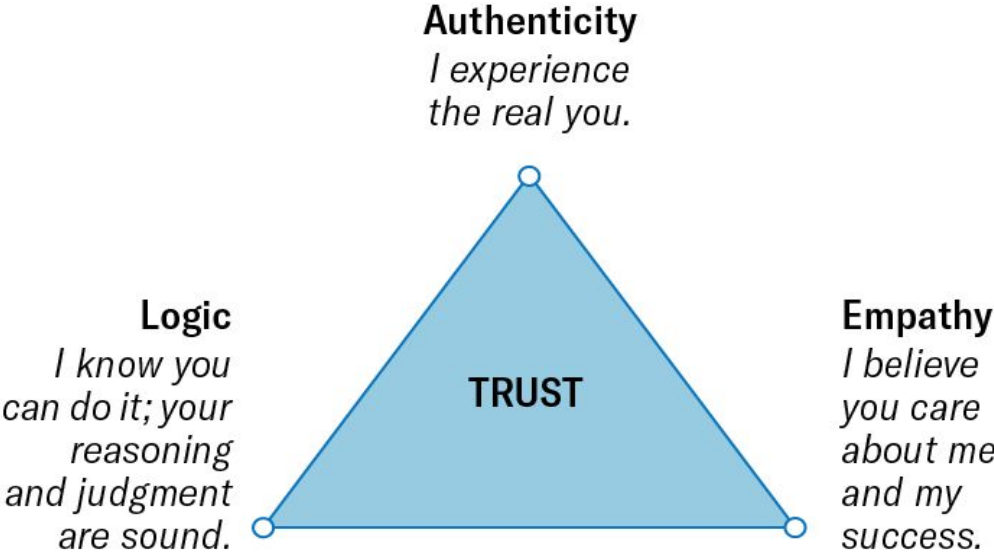
(a) (1) The governing board of a school district shall establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district regarding the requirements of this article.

(2) A parent advisory committee shall include parents or legal guardians of currently enrolled pupils in the school district to whom one or more of the definitions in Section 42238.01 apply, and parents or legal guardians of currently enrolled pupils with disabilities in the school district.

(3) This subdivision shall not require the governing board of the school district to establish a new parent advisory committee if the governing board of the school district already has established a parent advisory committee that meets the requirements of this subdivision, including any committee established to meet the requirements of the federal Elementary and Secondary Education Act, as amended by the federal Every Student Succeeds Act (Public Law 114-95),

# Greatest Departmental Strengths

## Rebuilding Trust



From: "Begin with Trust," by Frances Frei and Anne Morriss, May-June 2020



## PAC Recommendations for Moving Forward:

Increased Communication

Provide Status Updates/Reports

Execute Actions

Increase Partnership through PAC Member Co-host sessions

Plan thoroughly and engage in proactive/prevention activities

Answer questions

Make Practice Public

Implement Action

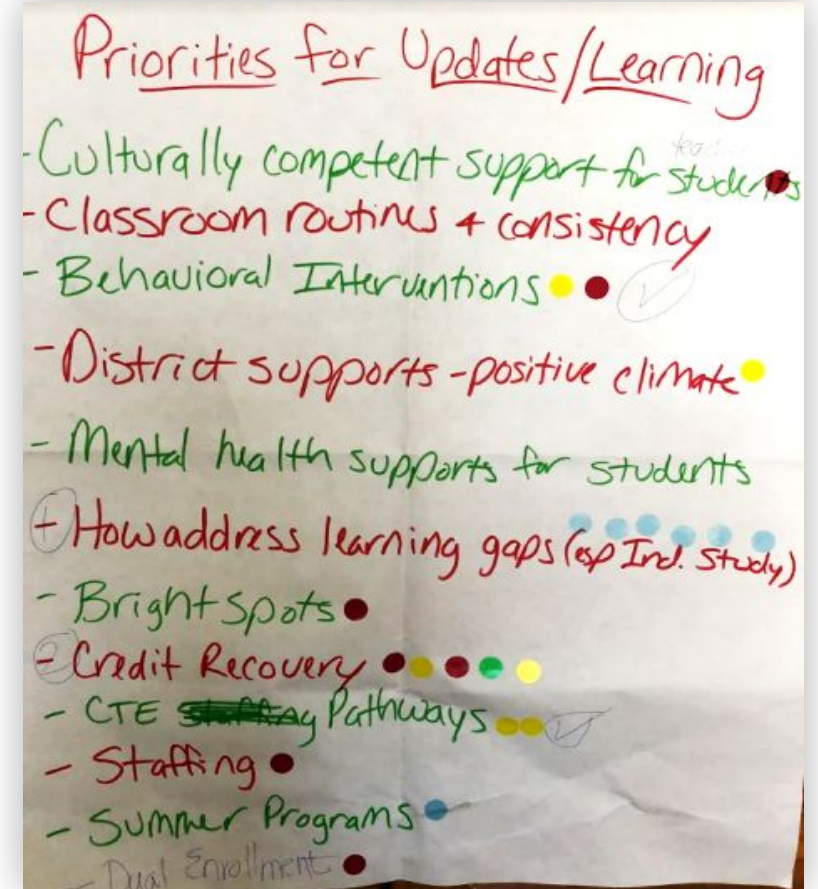
Make Systemic Change

Become Action-Oriented

# Greatest Departmental Strengths

## BRAG Strategy: Status Report/Updates and Making Practice Public

[BRAG Strategy](#)- aFor the purpose of progress monitoring our identified LCAP actions towards ensuring LCAP goals are met by color-coded indicators of red, amber (yellow) green. Green indicates the action has been completed or successfully ongoing in a way that will yield the expected outcome. Actions highlighted as green become our “bright spots” to share and brag to the community. Amber (yellow) identified actions which are in progress but maybe not complete. Red indicates the action is not in process and needs to be addressed. Blue indicates an action that has been dropped, replaced by another action item found to be more effective. **(Reviewing Goal 2 - Learning Gaps)**



# **Sacramento Unified School District Local Control Accountability Plan**

## A Brief Overview

# Local Control Accountability Plan Draft Presentation

## LCAP Structure and Key Features:

1. Budget Overview for Parents
2. Plan Summary
  - General Information about SCUSD
  - Reflections - Areas of Success and Areas of Growth
  - LCAP Highlights
3. Comprehensive Supports and Services to Schools
4. Increased or Improved Services for Socioeconomically Disadvantaged Students, Foster Youth and English Learners
5. Fiscal Reporting

# Local Control Accountability Plan Educational Partner Engagement

## **PAC Recommendations - Systems Change:**

1. Goals are written in SMART Language (Specific, Measurable, Actionable and Timely) and develop aim statement.
2. Metrics better align to the goals and ensure LCAP actions align to the identified goals.
3. Frequently scheduled interdepartmental to discuss progress towards goal attainment.
4. Departments Leads present to PAC by goals, instead of independent departments and work coherently at the district level to achieve goals and support sites.
5. Regular and ongoing communication regarding the status of actions, per goal.
6. Develop a system for progress monitoring and calendar dates.
7. Make practice public through regular engagement update activities.
8. Establish a mechanism for evaluation of effective actions; continuing with those that are effective and eliminating actions that prove ineffective.



# Local Control Accountability Plan Educational Partner Engagement

## **PAC Recommendations:**

### Goal 1: College and Career Readiness (Post-Secondary):

New Action/Recommendation - Combine Goals 1 and 7, aligning the actions and use interdepartmental collaboration to achieve the district's goals.

### Goal 2: Standards-Aligned Curriculum:

New Action/Recommendations - Administer common assessments to assist with the selection of interventions and supports for students.

### Goal 3: Social and Emotional Supports:

3.3) Incentivize special education teachers or speciality teachers.

3.4) Track special education assessments to ensure students needs are being met.

New Action/Recommendation - Define minimum IEP needs to parents.

# Local Control Accountability Plan Educational Partner Engagement

## **PAC Recommendations:**

### Goal 4: Climate and Culture/Social Emotional Wellness:

4.1,4:4) Track professional learning attendance, by site.

4.2) Implement PBIS with fidelity and provide classroom management professional learning.

4.3) Expand bullying preventionists positions.

Action/New Recommendation - Transportation needs to students for students feel safe.

### Goal 5: Family and Community Engagement:

5.1.) Expand opportunities for educational partner engagement.

5.4.) Pay for fingerprinting services for all to reduce barriers to participation. Enlist mobile fingerprinting option, longer hours for fingerprinting services, more funding for fingerprinting to allow more volunteers to participate. Provide consistent information for parents and families by significantly reworking the Infinite Campus visual data interface and end user experience, emphasizing the ability of a parent to visually track their student's progress over time, easily, and quickly. Use of dashboard graphics, graphs with student data and cohort trendlines to enable at-a-glance comparisons of a students daily, weekly, and school term progress (or lack thereof). \*Develop uniformed website template for all schools so information is quickly and easily found.

# Local Control Accountability Plan Draft Presentation

## **PAC Recommendations:**

### Goal 6: MTSS:

New Recommendation/Action: Systems approach to revamping this goal as described in the systems change section of PAC recommendations.

### Goal 7: Graduate Profile

7.1) Expand the educational partners, outside of traditional committees to represent the student populations served. Select dates for committees meetings that accommodates the schedules of the community to increase participation.

7.4) Provide clear communication around the status of graduate profiles; reflective of graduation rates, and actions listed in Goal 1. Develop a clear definition of Defense of Learning.

# Local Control Accountability Plan Educational Partner Engagement

## **PAC Recommendations:**

### Goal 8: Instructional Materials, Facilities and Staffing:

- 8.1) As facilitates plans are developed, ensure that students' safety is at the forefront.
- 8.4) Conduct needs assessment of how to retain teachers.

### Goal 9 : Supporting Students with Disabilities Remain the same.

### Goal 10: Supporting Homeless Youth:

- 10.1) Training should be mandated to better support homeless youth.
- 10.2) Clearly identify the support services provided for homeless youth and monitor for effectiveness.

### Goal 11: Supporting PAC Recommendations:

- 11.1) For information on tutoring companies, make sure they have access to in-person tutoring and a caring adult in the building.
- 11.2) Develop mentorship programs for foster student, district mentorship (i.e district mentorship of students).

# LCAP Structure and Features

## Opportunities for Collaboration:

Action #	Title	Description	Total Funds Projections SY23-24	Contributing
1.4	Master Scheduling	Coordinate district-wide scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, and maximize overall scheduling efficiency. Continued engagement in partnership with Linked Learning Alliance to audit master schedules and achieve increased efficiency with use of staffing FTE. Implemented by 1.0 FTE Director of Master Scheduling.	\$388,695.00	Yes
1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based)	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high school sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed within the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework.	\$2,914,356.00	Yes

# Potential Opportunities

## Needs Assessment:

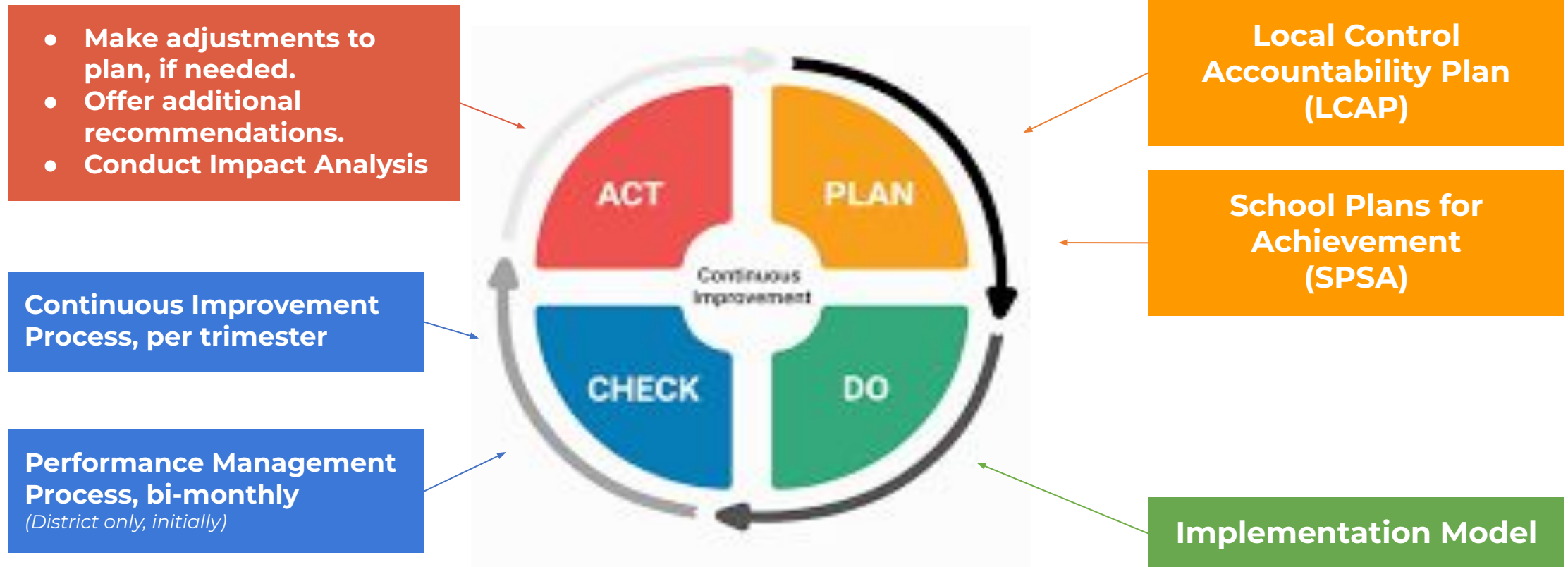
**Rationale:** Based on the presentation provided by our partners at CCEE, we have a unique opportunity to leverage the California State Code on LCAP to bring forth change needed to successfully manifest SCUSD Core Values and our Guiding Principle. Since the first recommendation from CCEE would be to make changes to the LCAP, it is from there that this presentation proceeds. It is an opportunity to position ourselves at the forefront of the changes needed to make a difference in the lives of our students.

## Considerations:

- There is a need for systems and process to drive the work forward and monitor progress towards goal attainment.
- Systems and processes must be designed and implemented in a way that promotes equity.
- Performance Management can be used to drive a cycle of inquiry and monitor the effectiveness of identified LCAP actions on student outcomes which must be progress monitored at regular intervals of time.
- Narrow the number of goals/actions so the main thing is the main thing. Select high leverage actions that cross goals.
- Calendar dates of Continuous Improvement and Performance Management sessions.
- Leverage PLC process in continuous improvement model.

# Strategic Priorities, Continuous Improvement and Cycles of Inquiry

***How do we utilize cycles of inquiry to monitor progress towards LCAP goal attainment?  
Continuous Improvement Model - Plan Do Check Act***



# LCAP Departmental Goals

- Work to ensure that LCAP becomes the district strategic plan.
- Establish new educational partner relationships for broader input/feedback from underserved and underrepresented communities.
- Develop Joint Committee Meetings, representative of SCUSD committees (i.e, B/AAA, American Indian, DELAC, PAC)
- Increase educational partner engagement opportunities (i.e, townhall meetings)
- Align LCFF budget allocation to identified LCAP to better ensure goals are achieved.
- Ensure structures and systems are established to support LCAP goal attainment to include the development of SMART Goals, the identification of metrics aligned to goals, recommendations for high leverage actions for and a mechanism for progress monitoring.



# Department Questions & Answers