SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# <u>10.4</u>

Meeting Date: May 19, 2022

Subject: **Summary of Educational Partner Input to the LCAP**

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: None

Background/Rationale: Annually, districts must develop a Local Control and Accountability Plan (LCAP). The LCAP provides details of goals, actions, and expenditures to support identified student outcomes and overall performance. Significant and purposeful engagement of educational partners is critical to the development of the LCAP and the budget process. This item provides a summary of key themes that have emerged during the engagement process for the 2022-23 LCAP.

Financial Considerations: None

LCAP Goals: Goal 5: Engagement and Empowerment

Documents Attached:
1. Executive Summary

Estimated Time of Presentation: 15 minutes
Submitted by: Lisa Allen, Deputy Superintendent
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Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary
Continuous Improvement and Accountability
Summary of Educational Partner Input to the LCAP
May 19, 2022

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I. Overview/History of Department or Program

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, the Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP).

Significant and purposeful engagement of educational partners is critical to the development of the LCAP and the budget process. Educational partner engagement is an ongoing, annual process and should support comprehensive planning, accountability, and improvement across the state and local priority areas.

II. Driving Governance:

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. Education Code §52063 (a) (1) requires the establishment of a parent advisory committee, that shall include parents or legal guardians of unduplicated students (low income, English learner, foster youth and homeless).

III. Budget:

Educational partner recommendations include actions that, if actualized, would result in additional costs.

IV. Goals, Objectives and Measures:

The Educational Partner Engagement section within the LCAP requires districts to provide descriptions in three key areas:
1. A summary of the engagement process
2. A summary of the input provided by specific educational partner groups
3. A description of the aspects of the LCAP that were influenced by specific educational partner input.

The annual and ongoing engagement of educational partners is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The educational partner engagement process for the 2022-23 LCAP built upon the 2021-22 process as well as the fall 2021 engagement process for the district's ESSER III Expenditure Plan.

SCUSD's current LCAP includes a goal specific to the engagement and empowerment of parents, families, community partners, and students as partners in teaching and learning:

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Parents, families, community partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

This goal continues the district's long-standing commitment to educational partner engagement. Educational partner input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. In the previous year, the goal statement was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of educational partners during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for educational partners to build capacity, and authentic opportunities to provide input and engage in the decision-making process was more evident as the district faced disconnection and increased needs for support.

Goal 5 in the current SCUSD LCAP also includes details of the specific actions and measurable outcomes associated with improving engagement and empowerment.

V. Major Initiatives:

The educational partner engagement process for the 2022-23 LCAP has built upon the foundation established by the input informing the 2021-22 to 2023-24 LCAP and the ESSER III Expenditure Plan from fall 2021. A range of educational partner engagement activities occurred throughout 2021-22 including listening sessions, meetings with district committees/groups, district surveys, drop-in hours for staff and students, public comment on the posted draft, and public comment at the public hearing and related board presentations. The input received from these activities helped to further articulate the SCUSD community's priorities for the district and to inform the annual development of the LCAP.

During the summer and fall of 2021, educational partner engagement efforts focused on development of the ESSER III Expenditure Plan. These efforts are described in detail in the district's ESSER III Expenditure Plan adopted by the board on October 21, 2021. Following approval of the ESSER III Expenditure Plan, efforts shifted to the development of the LCAP Mid-Year Report (including the one-time supplement to the LCAP Annual Update) and development of the 2022-23 LCAP.

The district's key educational partner groups play a critical role in representing different parts of the SCUSD community. Key groups include:
- Black/African American Advisory Board (B/AAAB): The B/AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-

adopted Black/African American Task Force recommendations. LCAP staff supported B/AAAB membership in their alignment of recommendations to the LCAP through direct meetings with the B/AAAB facilitator and an Advisory Board learning session specific to the LCAP on 1.11.22. The B/AAAB presented their work to-date including their recommendations implementation framework, alignment, and refinement to the Board of Education on 2.17.22.

- American Indian Education Program Parent Committee (AIEPPC): The AIEPPC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families. The committee is supported by a Youth Services Specialist from the Youth Development and Support Services (YDSS) department and a brief update document summarizing the key outcomes of each meeting is provided to the district.

- Community Advisory Committee (CAC): The CAC meets monthly and acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and supports individuals with exceptional needs and their families. LCAP-specific sessions were held with the CAC on 1.18.22 and 3.8.22, with the latter focused on providing input towards the development of the new goal specific to Students with Disabilities (Goal 9). The CAC also provided input during their September meeting to support the ESSER III development process.

- District English Learner Advisory Committee (DELAC): The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success. LCAP-specific agenda items were included at meetings of the DELAC on 11.10.21, 2.16.22, and 5.18.22. Additional input was provided by the DELAC to support the ESSER III development process in the fall.

- LCAP Parent Advisory Committee (PAC): The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other educational partner input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students. The LCAP PAC met monthly throughout the 2021-22 school year. The LCAP also held 'small group meetings' between each full meeting to debrief the previous meeting and plan for the following meeting. There were 1-2 of these small group meetings held between each full meeting. Additional meetings were held to prepare for board presentations and during the summer to on-board new members. The LCAP PAC presented their initial recommendations for the 2022-23 LCAP and district strategic planning to the board during the March 3, 2022 board meeting. These recommendations are discussed further in the following section.

- Student Advisory Council (SAC): SAC meets weekly to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. During the current year the SAC have worked to implement surveys to gauge student experiences with sexual health education and college access.

Presentations to the board that provided opportunities for board member input and public comment included:

- ESSER III Expenditure Plan Development Update (10.7.21)
- ESSER III Expenditure Plan Adoption (10.21.21)
- LCAP Quarterly Report (10.21.21)
- LCAP Quarterly Report (1.13.22)
- LCAP Mid-Year Report and One-Time Supplement to the Annual Update (2.17.22)
- LCAP Parent Advisory Committee Recommendations (3.3.22)
- Presentation of LCAP Draft (5.5.22)
- Summary of Educational Partner Input (5.19.22)
- LCAP Public Hearing (6.9.22) *Forthcoming*

A series of five listening sessions were held in March and April 2022 and were open to all students, staff, parents/caregivers, and community members. These included a brief overview of the LCAP and provided attendees the opportunity to share their input on how to best support students with the highest needs. Participants were invited to share what they thought was working and should be continued/expanded, what was missing, and where improvements were needed. Simultaneous interpretation was provided in Spanish, Hmong, Chinese, and Vietnamese. All sessions were held via zoom and were open to the public.

Key surveys informing LCAP development included:

- Spring 2022 School Climate Survey in February-March 2022 (Students, Staff, and Families)
- LCAP Annual Survey in March-April 2022 (Students, Staff, Families, and Community Members). Surveys were available in Spanish, Hmong, Chinese, and Vietnamese. Participants were able to complete the survey online (google forms) or via a hard copy picked up from their school site or the district office.

New to the 2021-22 engagement process were 'drop-in' sessions for staff and students respectively. These sessions included a brief introduction to the LCAP, with the majority of time reserved for open sharing of input by all attendees. Three staff sessions were offered in April and were open to all staff including members of all bargaining groups, non-represented, or temporary staff. Two student sessions were offered in April and were open to all students.

An additional and important source of engagement with educational partners is the ongoing collaboration with the California Collaborative for Educational Excellence (CCEE), Sacramento County Office of Education (SCOE), and additional partners through the Systemic Instructional Review (SIR) and Differentiated Assistance (DA) processes. In 2021-22, this collaboration involved regular monthly meetings with additional planning meetings to co-develop agendas. During meetings SCUSD shares progress made towards specific SIR actions and reflects on ongoing district efforts such as the implementation of a Multi-Tiered System of Supports (MTSS). CCEE and SCOE leadership serve both as reviewers of the district's SIR and DA work and

also as critical friends, posing questions and making observations to prompt further SCUSD reflection and analysis. All parties share the mutual goal of supporting SCUSD to engage in positive systems change and improve student outcomes – and especially those student groups who have underperformed over time. The DA and SIR processes were specifically catalyzed by outcomes of Foster Youth, Homeless Youth, and Students with Disabilities.

VI. Results:

Overall, the feedback provided by educational partners reaffirmed and built upon many of the key priorities communicated in past input and the fall ESSER III Expenditure Plan process. The following summary outlines the themes that emerged across various input strands, specific recommendations and priorities that emerged from educational partner groups, and provides links to additional and more detailed educational partner feedback documents.

The themes that emerged across the various input strands included multiple topics that have surfaced in past engagement processes with the addition of new aspects:

A more personalized educational experience with individual supports and options for students
The educational experience needs to be individualized to each student's needs. Assessments and progress monitoring need to provide the necessary student-level information on which to base personalized supports such as differentiated instruction (including Universal Design for Learning (UDL) practices) and targeted intervention. Students need to be made aware of and encouraged to pursue all options. This includes building an awareness of career options and pathways in addition to 4-year college.

Recruitment, retention, and development of talent
There is a critical need to recruit and retain excellent staff, particularly in the face of staffing shortages. We need to be innovative in how we recruit and retain and maximize opportunities to be competitive in the hiring landscape and minimize classroom and other vacancies. Staff need to be supported with appropriate professional learning so that they can effectively implement identified programs and initiatives. Recruitment and retention need to focus on staff that match the demographics of the student population.

Equitable access to programs and resources
All students need to have full access to a breadth of programs and opportunities inside and outside the classroom. This should not involve a 'pay to play' requirement and includes, but is not limited to, sports, arts, music, clubs, libraries, vocational programs, college trips, and other field trips. Engaging in a range of activities that build skills and foster positive relationships is a powerful contributor to mental health and can improve various student outcomes.

Early Education to build a strong foundation
A strong academic and social-emotional foundation in the early years is a key lever for improving the outcomes for our highest-need students. Preschool and Transitional Kindergarten should be offered to all

students/families. Bringing all K-3 students to grade level in Reading and Math is a critical need for addressing inequitable outcomes.

Representation/diversity and anti-racism
Curriculum needs to reflect the experience and perspectives of student groups (e.g. Black/African American). Staff should reflect the linguistic, racial, cultural, and other diversity of the student population. Systems that result in disproportionate impacts on specific student groups (e.g. suspension disproportionality) need to be dismantled and progress monitored. Further anti-racism training is needed. The planned school renaming process needs to be addressed.

Community Partnerships
The district needs to increase its collaboration with community partners to provide additional supports that are not possible internally due to capacity limits or expertise. In addition to provided direct services, such partnerships can break down walls between school and community and build the capacity of schools to serve a broader range of needs.

The Annual Survey asked respondents to share their level of agreement for how highlight various strategic actions should be prioritized. These strategic actions were organized by LCAP goal. While most of the strategic actions listed received relatively high levels of agreement, the following were the most highly prioritized as indicated by the percentage of all respondents who selected 'Strongly Agree' or 'Agree':
- A safe, welcoming, and connected climate is present in all schools, classrooms, and learning spaces (85%)
- Support all students and families to effectively navigate the path to college and career (82%)
- Maintain, foster, and strengthen community partnerships (82%)
- Empower students to take charge of their own learning and ensure that student voice is heard (82%)

The following were the actions that received the highest percentage of 'Strongly Disagree' or 'Disagree' from all respondents:
- Ensure that all students are enrolled in and complete an academic program that makes them 4-year college-eligible (18%)
- All levels of the district system are engaged in cycles of continuous improvement (17%)
- Effectively use data to identify needs, monitor progress, and make equity-based decisions (17%)
- Recruit and retain staff who are representative of the district's student population (17%)
- Building toward a future that is fiscally and logistically sustainable (17%)

Students had overall levels of agreement and disagreement lower than the other two groups. This was due to a higher frequency of 'don't know' responses.

Each of the survey sections associated with a key LCAP goal area included the option to provide additional comments. Within the feedback received for each section, some recurring comments emerged.

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Additionally, some overarching themes arose across multiple/all sections. Following is a brief summary of key input:

College and Career Readiness
- The district should not focus exclusively on college as the sole or best option for students
- Increased awareness and access to vocational training and career and technical education (CTE).
- Expanded range and equitable access to extra and co-curricular opportunities
- More course and enrichment options in the Arts
- Curriculum focused on life skills (e.g. financial literacy)
- Early Education (Preschool and early elementary) as a key lever for college and career readiness
- Dual Immersion programs as key college readiness programs
- Maintaining and increasing robust college preparatory offerings

Foundational Education Program (Tier 1)
- Early Education as a foundational part of the district's core program
- Assessment of student needs early and ongoing – especially screening for dyslexia
- Differentiated program options that serve the individual needs of students
- Lack of agreement or clarity on the definition of 'equity'

Integrated Supports (Tiers 2 and 3)
- Importance of regular assessments with caution to not over-assess and emphasis that assessment does not only mean standardized assessments
- Needs for increased mental health supports, with some concern about how this can be done effectively. Advocacy for more student support centers across the district
- Supports and processes for Students with Disabilities, particularly the provision of IEP-defined services

Culture and Climate
- Addressing inappropriate behavior through a consistent disciplinary process and the impact of behavior on instruction
- Both support for and concerns about the implementation of restorative practices/justice. Emphasis that training is needed for successful implementation.
- Emphasis on safety including need for more security on campus, addressing campus violence, and more specific articulation of the new safety plan.

Engagement and Empowerment
- Need for more communication and partnership as well as authentic engagement to truly hear the voice of educational partners
- Engagement in the form of capacity building and community building need to be provided including workshops/training for parents, encouraging volunteering, empowering those who don't feel they have a place, and providing more funding for school sites to implement engagement opportunities.

- Concern that parents/caregivers should not be positioned as 'equal partners' given that the district provides a professional, trained team.

Overarching Themes
- Frustration with the strikes – impacts on students and the overall need for more positive relationships between district and labor groups.
- Smaller class sizes as a supporting factor for implementing the range of strategic actions.
- Several related factors associated with staffing including:
- More staff - respondents noted the impacts of the staffing shortages and need to bring in more teachers, instructional aids, counselors, etc. to provide services to students
- More support for staff in the form of time to engage in the necessary work to support students and professional learning/training to effectively implement the desired programs
- Appropriate compensation for staff as a means of recruiting/retaining
- Improved hiring processes to ensure that staff can be recruited and brought into the district
- Need for more positive labor relationships

The section of the survey specific to the Graduate Profile indicates relatively low awareness (23%), experience with the district's Grad Profile (15%), and overall knowledge of Graduate Profile as a concept (25%). In general, staff demonstrated the highest levels of awareness in all three areas.

The section of the survey specific to parents/caregivers asked respondents to share their level of agreement with statements describing the parent/caregiver experience at schools.
- The percentage of parents/caregivers answering a combined 'Agree' and 'Strongly Agree' ranged from a low of 35% to a high of 61% across the individual statements.
- Two items had only 35% of respondents indicate agreement. These items also had the highest levels of disagreement:
- The items with the highest levels of agreement were:
  o I am able to meet with staff at my child's school to discuss their academic progress (61%)
  o My child's school helps me understand what areas my student needs to improve in. (55%)
- There is someone I can reach out to at my school to help me understand policies, procedures, and my rights as a parent. (55%)
- Overall, the rates of agreement were similar to the prior year, in which they ranged from 44% to 62%.

The listening and drop-in sessions provided an opportunity to engage in more depth with individual voices and obtain their input for how to improve student outcomes. Key discussion topics and some of the ideas that emerged within those topics are summarized below.

Staffing and Related Supports
- The highest needs students need more adult support for their individualized needs. This includes keeping students with disabilities in the classroom and making sure they are only pulled out for the appropriate reasons.

Representation, Anti-racism, and Equity
- Need to recruit and retain more black and indigenous teachers of color and nurture them in our system.
- Need to take stock of our curriculum to ensure diverse representation.
- No matter who a student or their family is, they should feel loved, safe and connected.
- Supports systems for BIPOC and LGBTQ+ students are important

Early Childhood Education
- Key lever for improving outcomes for students with the highest needs.
- Regular needs assessments and partnership with families.
- Identify ways to increase the number of students served, both at low income and middle income ranges.

Equitable Access to Programs
- Libraries, music, and arts in schools are critical.
- Ensuring the students who are GATE identified have equitable access to appropriate class/course placements.

Supports for English Learners
- Ensure that targeted funds are being used specifically to serve ELs and increase the quality of their learning.
- Expand the focus to ELs in the early elementary grades to achieve success as early as possible.
- Recognize that ELs have different needs than the general population and often different access to resources at home.
- Improve communication with families regarding programs and services.
- Focus on measurement of English language acquisition.

Improved Data Use
- Look beyond the 'average students' in the data. Examine the outliers – those who are beyond the standard deviation.
- Need to reevaluate data and feedback – use survey and other collected data.
- Provide more technical support to school sites to think through questions of fiscal analysis, demographic, and equity.

Resource Allocation, including Targeted Use and Community Partnerships
- Provide school sites sufficient funds for core program – targeted funds can then be used for supplemental activities.
- Utilize good, better, best plans which allow for easy pivoting when circumstances dictate. Leverage community based organization to provide services.
- Target funding to specific student populations where they are most needed.

Engagement and Empowerment
- Build capacity of parents and allow them to bring that expertise as a resource on campus
- Expand support for PTAs and use PTAs and SSC to engage site leadership.
- Hold annual workshop to bring together key educational partner groups/advisory councils to learn from each other and about the overall process. Bring in PTA leaders and other leaders to learn about LCFF/LCAP and how to engage at the site level.
- Provide additional scaffolding for the most marginalized groups.
- District needs to go into spaces that already exist instead of just holding space and expecting people to come.
- Has to start with making parents feel welcome at the school site first.
- Clearly show community where they are able to provide input within each LCAP goal area.
- Break down the LCAP into understandable components to help community understand.

Communication
- Communication needs to clarify the alphabet soup of acronyms in education. Make things more digestible.
- Help parents understand what is important and how it impacts their child's specific education.

Mental Health
- Need to address Adverse Childhood Experiences (ACEs).
- Increase Student Support Center presence and the overall approachability of staff on campus.
- Utilize arts education as a tool to help student mental health.

Improvements to the System
- Determine how we can effectively implement across the system while also attending to the individualized student experience.
- Need to be innovative – reimagine what schools do, how they function, and how they support students.
- Need to support staff – our educators are amazing but also exhausted. They can't be at their best for students when they don't have what they need.

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The LCAP Parent Advisory Committee presented a summary of their recommendations at the 3.3.22 Board Meeting. These were organized into five key categories and provided short and mid-term recommendations within each category. The key categories and examples of recommendations from each included:
Systems for accurately and regularly evaluating student performance and progress

- Short Term: Provide data on existing assessments and identify gaps – prioritize those students that have received zero assessments and administer accordingly
- Mid-Term: Create a cross-sectional educational partner group to analyze existing assessments being used across the district – develop a set of recommended best practices

Address learning loss and close gaps (academic and social)

- Short Term: Bring all K-3 students to grade level standard in Reading and Math
- Mid-Term: Effective implementation of strategies for differentiation, including Universal Design for Learning (UDL)

Strategic partnerships to build capacity, leverage expertise, and break down walls between school and community

- Short Term: Engage a cross-sectional group to identify strategic community partners and resources, inventory existing partnerships, and develop a vetting process
- Mid-Term: Expand community schools model

Increased adult support in classrooms and elimination of vacancies

- Short Term: Increase the number of adult support staff on campus, including the number of instructional aides in classrooms
- Mid-Term: Employee pipelines focused on increasing alignment/representation reflective of the district student population

Provide mental health and social-emotional supports

- Short Term: Increased and equitable extracurricular opportunities: Sports (interscholastic and intramural), art, music, clubs, vocational, college trips and field trips, and other adult-led, social activities
- Mid-Term: Increase staffing and capacity to provide mental health supports (Student Support Centers)

The recommendations can be viewed in full at: https://www.scusd.edu/sites/main/files/file-attachments/8.3-1_2021-22_lcap_pac_initial_recommendations_recd3-2-33.pdf

The Black/African American Advisory Board presented input and recommendations as part of their presentation to the board on 2.17.22. This included a reiteration of their existing recommendations as well as an overview of a revised framework for organizing their recommendations. This framework includes four key areas and some highlighted priorities within:

- Organizational and Infrastructure Development

- Improve Academic Achievement
    - Immediately identify, assess, monitor, and provide research-based, tiered intervention (remediation to acceleration) strategies to address the persistent learning gaps for its Black/African American student body.
    - Immediately address learning loss pre/during/after COVID-19 with all available resources for B/AA students

Monitor Discipline and Suspension Rates
- Monitor the established plans and provide quarterly progress updates on the school sites with over 5% variance on suspension rate disproportionality

Mandatory Culturally Relevant Professional Development
- B/AAAB will identify and recommend a list of vetted and qualified vendors able to provide professional development opportunities addressing inequitable disciplinary practices, pre-college and career planning, and curricular and programmatic resources reflecting Black/African experiences. The list will be presented to SCUSD leadership to act and integrate into the professional learning calendar.

The presentation can be viewed in full at: https://www.scusd.edu/sites/main/files/file-attachments/8.3_ppt_b_aaab_scusd_board_presentationupdatev22_17_22.pptx_.pdf

The American Indian Education Program Parent Committee (AIEPPC), over the course of their engagement throughout the year, highlighted several key issues. These included:
- Support for the creation of the position supporting the programs and expansion of services to include students who self-identify.
- Desire to see the new position and expanded services result in increased graduation rates and reduced suspension rates.
- Interest in developing and implementing a process for an official land acknowledgement for the district.
- Concern about the lack of progress on the planned renaming of specified school sites.
- Increased focus on recruitment for 9-12th grade students at the school sites.
- Reduce turnaround time to providing students tutoring services by the contracted tutoring agency.
- Develop partnership agreements with California Community Colleges.

The Student Advisory Council (SAC) focused efforts in the areas of sexual health education and college access. Key recommendations that emerged from their work included:
- More uniformity and standardization in sex ed curriculum across the district
- Improve instruction that addresses gender identify and sexual orientation
- Encourage the hosting of speaker from Planned Parenthood about specific topics
- Raise awareness about sex ed (including a resolution about National Sex Ed for All Month)

- Develop a structure for student representatives to serve as sexual health peer supports in addition to the existing staff resources
- SCUSD should offer support for or cover completely the payment of one college application to a California State University (CSU) and/or a University of California (UC) campus for all seniors who are eligible to apply

Key input provided during the spring 2022 Expanded Learning Opportunities Plan (ELOP) engagement process included:

- Focus on arts-based programming including visual, music, theatre, and dance programming
- Provide students access to the necessary materials to participate (e.g. musical instruments)
- More professional development opportunities for all staff, including front-line staff such as instructional aids and team leaders
- More technology-based programming (that is compatible for chromebooks) such as coding, gaming, and Math/Language.
- Field trip opportunities for students
- Address transportation needs for students
- Dedicated facilities to implement expanded learning programs

Feedback provided by educational partners during the ESSER III Fall 2021 engagement process served as foundational input for the year. Key themes from this process included:

- Increased mental health and general health staff/supports at each school site (e.g. social workers, counselors, nurses, health aides)
- Maintain access to nutrition resources for students/families including free school meals
- Increased access to enrichment and extra/co-curricular opportunities (e.g. gardening, sports, VAPA, field trips)
- Maintain and expand access to before and after school programs
- Provide more individualized supports (e.g. individual learning plans, individual tutoring/intervention supports, and more instructional aides/specialists)
- Increase efforts to recruit, retain, and support staff – including compensation for efforts
- Partner with Community-Based Organizations (CBOs) and other community groups to expand offerings to students that the district cannot provide alone
- Expand Social Emotional Learning (SEL) programs and resources
- Provide instructional supports for teachers including planning time, resources to purchase supplies, access to software programs, and a reimagined vision of instruction that fits our new educational context.

Additionally, community members emphasized the following for consideration in the ESSER III planning process:

- We should be funding/supporting actions that might ordinarily present obstacles to fully funding but can now be supported because we have these one-time funds (e.g. elementary sports expansion)

- Invest in actions that build long-term capacity beyond the life of the funds (e.g. develop in-house trainers to maintain/expand specific professional learning)
- Provide seed money/invest in Community Based Organizations (CBOs) that can implement actions more effectively than we can. (e.g. A $100,000 dollar investment into a CBO could yield far greater impact than a single employee for a single year)
- Provide funding that allows student/families to access community resources that may not be available in-district or cannot be provided due to lack of staffing (e.g. YM/WCA activities, CSUS opportunities)
- Use the existing priorities voiced by the community as a guide for planning

Educational partner input influenced the development of the LCAP in several important ways. This included the development of new LCAP goals, revision of the framing of desired outcomes, and continued improvement to the transparency and detail in measurable outcome and action descriptions.

The development of new LCAP goals specific to student groups (Goal 9, 10, and 11) were supported by input from educational partners. Input that had significant influence included:

- The development of Goal 9 by the district's Special Education Department was influenced by input form the district's Community Advisory Community (CAC). This included their ongoing discussions over the course of the year as well as a special meeting on 3.8.22 to provide input specifically towards the goal development. Their input had specific input on all aspects of the development process including the goal statement, rationale, measurable outcomes, and actions. In response to input, the goal statement is focused on the need to provide every student receiving Special Education services an inclusive instructional program, with the context of Least Restrictive Environment (LRE) as a key indicator, but not the purpose in and unto itself. CAC input similarly influenced the actions, which include several focused on professional learning for staff aimed at increasing inclusivity, measurable outcomes, and access to standards aligned instruction. The rationale for the goal also cites key CAC input regarding persistent inequitable outcomes at the intersection of race and disability, lack of access to inclusive environments, and empowering staff.
- The development of Goal 10 by the district's Homeless Youth Services staff was influence by input and thought partnership with colleagues from the Sacramento County Office of Education (SCOE) through a collaborative workshop on required goals as well as recurring input from educational partners in recent years. Collectively, these partners have consistently reaffirmed the need to improve the rate of identification of Homeless Youth as a necessary first step in improving outcomes for this student group. With a projected Homeless Youth population equal to 5-10% of the districts low-income population, SCUSD has significant room for improvement with an annual percentage of ~1% in recent years. Given the recurring partner input and SCUSD's own recognition of the need in this area, staff focused goal development toward the improvement of identification processes and overall rates. Specific input from educational partners resulted in the revision of the goal statement to include the word 'respectfully.' Educational partners noted that some families have had challenging experiences with the identification process in the past and that respect should be prioritized alongside efficiency and effectiveness in the implementation of the goal.

Revisions to existing goals, measurable outcomes, and actions is annually influenced by educational partner input. Notable examples from this year's engagement cycle include:

- Increased disaggregation: A significant growth from the previous three-year LCAP to the current cycle was the increased disaggregation of student group data across the wide range of measurable outcomes in the LCAP. In response to input from Multilingual Literacy, who works in partnership with the DELAC, several measurable outcomes have been further disaggregated to include Migrant Youth. These include A-G completion rates, State Seal of Bilteracy Rates, High School Drop-out Rates, and Suspension Rates.

- Revised targets across key measurable outcomes: Following input from educational partners, most notably the LCAP PAC in their spring discussions, several measurable outcomes have revised targets that set a single goal for 2023-24 (rather than the previous disaggregated targets) for all student groups performing under the current 'All students' level. This shift occurred in response to the desire of partners to set target outcomes that are easy to understand, focus attention and effort on historically underperforming student groups, and are realistic. They noted that, as efforts are focused on these student groups and their growth is accelerated, the 'All students' rates will rise more rapidly than if small improvements are made for those groups who are already achieving above the 'All students' level.

- Revision of Action Titles and Descriptions: Educational partners shared in the past and have continued to emphasize the importance of action titles and descriptions that are easy for all community members to understand in terms of the key actions to be accomplished and that also clearly communicate how target student groups are being served. While this area of improvement will remain an area of focus over the coming years, this initial effort resulted in significant revision of action titles and descriptions.

- Alignment of LCAP action to ESSER III Expenditure Plan- and other key plans: Educational partners have continued to seek greater transparency in the use of funding and overall alignment of district efforts. In response to this advocacy, the 2022-23 LCAP includes references and – where applicable – new actions that reflect the aligned efforts of the ESSER III Expenditure Plan. An example of a new action is 1.11 (Establish college and career readiness labs at Middle Schools), which is a key piece of the districts College and Career Readiness efforts. Where ESSER III actions are supplemental to existing actions, a reference note has been included so the community can identify where multiple funding streams and plans are working together. An example of a reference note is Action 3.9 (Attendance and Engagement Strategies), which is supplemented by Action B7 in the ESSER III Expenditure Plan. The Expanded Learning Opportunities action (2.3) also includes specific alignment to the Expanded Learning Opportunities Plan (ELOP) and the new actions 8.5 (Employee Pipelines) and 8.6 (Recruitment and Retention) are aligned to both the ESSER III plan and the Educator Effectiveness Block Grant (EEBG) plan.

- Development of new LCAP Actions: A key example is the new Action 5.9 (Special Education Adult Professional Learning). This action was informed by input from the Community Advisory Committee (CAC) and will focus on the provision of adult professional learning regarding federal and special education law, multi-tiered system of supports, and alternative dispute resolution to SCUSD

Ombudspersons to expand their expertise in proving information and supports to guardians' requests for assistance in achieving resolution.

VII. Lessons Learned/Next Steps:

Remaining Checkpoints in the LCAP development and adoption process include:
- June 9, 2022:   LCAP/Budget Public Hearing
- June 23, 2022:   LCAP/Budget Adoption
- June 28, 2022:   Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Summer 2021:   (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

Local Control & Accountability Plan

Key Terms:

Local Control and Accountability Plan (LCAP)
A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes.

Local Control Funding Formula (LCFF)
The state's method for funding school districts

LCFF Base Funding
Uniform base grant based on grade span and average daily attendance

Unduplicated Pupils
English Learners, Foster Youth Homeless Youth, and Socioeconomically Disadvantaged students

LCFF Supplemental Grant Funding
Additional funding based upon unduplicated pupil percentage

LCFF Concentration Grant Funding
Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment