



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 8.3

Meeting Date: October 21, 2021

Subject: Local Control and Accountability Plan (LCAP) Quarterly Update

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

Division: Deputy Superintendent

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. In June 2021, the board adopted the 2021-22 to 2023-24 LCAP. During the 2021-22 school year, the district will engage in collaborative development of the 2022-23 LCAP and report on outcomes for the goals, actions, expenditures, and metrics for the 2021-22 plan. This item is the first in a series of quarterly reports to keep the board and community updated on changes to state requirements, status of plan development, and other LCAP-related issues.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 15 minutes Submitted by: Lisa Allen, Deputy Superintendent Steven Fong, LCAP/SPSA Coordinator Approved by: Jorge A. Aguilar, Superintendent</p>

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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).

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In June 2021, the board adopted the 2021-22 to 2023-24 LCAP. During the 2021-22 school year, the district will engage in collaborative development of the 2022-23 LCAP and report on outcomes for the goals, actions, expenditures, and metrics for the 2021-22 plan. This item is the first in a series of quarterly reports to keep the board and community updated on changes to state requirements, status of plan development, and other LCAP-related issues.

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.

New requirements that will impact the development of the 2022-23 LCAP include:

- Additional details required in the expenditure tables to demonstrate proportionality and % of increased/improved
- Required reporting of LCFF Supplemental and Concentration carryover from the prior year and description of how the unused portions will be used to increase/improve services for unduplicated students
- Establish a Goal specific to the student groups eligible for differentiated assistance (In SCUSD this includes HY, FY, SWD)
- Establish a Goal specific to addressing disparities in performance between consistently low-performing schools and the performance of the district as a whole

Additionally, statute requires the following reporting as part of a supplement that has been added to the LCAP Annual Update. This must be presented to the board prior to February 28, 2022:

- Description of community engagement for the use of funds in the Budget Act of 2021 that were not included in the LCAP
- Description of how additional Concentration Grant add-on funding was used to increase credential/classified staff providing direct services to students
- Description of community engagement in the use of one-time federal funds to support pandemic recovery and impacts of distance learning
- Implementation update for the Elementary and Secondary School Emergency Relief (ESSER) III

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Expenditure Plan

- Description of how 2021-22 resources are being used consistent with applicable plans and aligned to the LCAP

III. Budget:

SCUSD's Local Control and Accountability Plan (LCAP) includes projected expenditures for the actions and services aligned to each LCAP goal.

SCUSD's 2021-22 Budget Overview for Parents provided the following projections for the district:

- **Total projected revenue for 2021-22** **\$559,269,075**
 - LCFF Revenue \$430,509,685
 - LCFF S&C Revenue \$74,250,881
 - Other State Funds \$76,180,092
 - Local Funds \$6,385,645
- **Total budgeted expenditures for 2021-22** **\$589,976,725**
- Total budgeted expenditure in the LCAP \$357,609,521

IV. Goals, Objectives and Measures:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From CDE LCAP web page)

The key components of an LCAP include:

- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**
- Description of how **community input** was solicited, summary of key input, and how it influenced the plan

SCUSD's goals for the 2021-22 LCAP build upon the district's prior LCAP goals, strategic plan, and the current core value and guiding principle. The eight goals are:

1. 100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students,

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Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

2. Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.
3. Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.
4. School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.
5. Parents, families, community groups, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.
6. Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.
7. SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of community groups and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.
8. SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

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The LCAP must include measurable outcomes that enable the district to monitor progress across the eight state priorities. The eight state priorities and examples of required measurable outcomes within each include:

1. Basics (Teacher Assignments, Access to Instructional Materials, Facilities in good repair)
2. State Standards (Implementation of academic content and performance standards adopted by the state)
3. Parental Involvement (Efforts to seek parent input in decision making and promotion of parent participation)
4. Pupil Achievement (Performance on standardized tests, college/career readiness, English Learner reclassification and proficiency)
5. Pupil Engagement (Attendance rates, Chronic Absenteeism rates, Drop-out rates, Graduation Rates)
6. School Climate (Suspension rates, Expulsion rates, local surveys of safety and connectedness)
7. Course Access (Enrollment in a broad course of study)
8. Other Pupil Outcomes (Pupil outcomes in subject areas)

In addition to the above, the LCAP includes a range of state and local indicators that SCUSD uses to monitor progress towards the plan's goals. For each measurable outcome identified, specific target outcomes for 2023-24 are set.

V. Major Initiatives:

The state's accountability and continuous improvement system is based on a three-tiered framework, with the first tier made up of resources and assistance available to all local education agencies. Differentiated Assistance is the second tier of assistance that is required by statute to provide to districts that meet certain eligibility criteria. The Sacramento County Office of Education offers technical assistance to foster improvement for the identified student groups.

Eligibility for Differentiated Assistance under the California System of Support is defined as two or more student groups receiving a red indicator on two or more state priorities on the California School Dashboard (Dashboard). Based on the review of student group performance on the 2019 Dashboard, SCUSD was identified as eligible for Differentiated Assistance for these student groups in these State indicators:

- Foster Youth: English Language Arts (ELA) and Math, Graduation Rate, Suspension Rate
- Students with Disabilities: English Language Arts (ELA) and Math, Graduation Rate
- Homeless Youth: English Language Arts (ELA) and Math, Chronic Absenteeism

Due to COVID-19, the state of California did not publish a full Dashboard in 2020 and will not publish a full dashboard in 2021. Prior eligibility for Differentiated Assistance will maintained through 2021-22.

The performance of these student groups over time - Students with Disabilities, Foster Youth, and Homeless Youth - has resulted in the district's identification by the state for additional support. As a result of persistent performance issues for these student groups over several years, the district became eligible in fall 2019 for Systemic Instructional Review (SIR) support from the California Collaborative for Education

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Excellence (CCEE). In the SIR process, CCEE staff conducted a comprehensive assessment (academic and social emotional) of the district's instructional systems, progress of state requirements, and implementation of teaching and learning practices in order to successfully meet the needs of all learners. SCUSD is now in an ongoing process of Continuous Improvement supported by CCEE, partners at the Sacramento County office of Education, and CORE staff.

A key aspect of the LCAP is the requirement that districts describe how they have increased and improved services for the following students groups (collectively referred to as 'Unduplicated Students') as compared to all students:

- English language learners
- Students eligible for free and reduced price meals program (low income)
- Foster Youth
- Homeless students

Community engagement is a foundational part of the LCAP process and the input of community groups has shaped the LCAP in many ways from the structure of the overall goals to the inclusion of specific measurable outcomes. More information about the community engagement process from 2020-21 informing the development of the 2021-22 LCAP can be found at www.scusd.edu/pod/lcap-community-engagement

Note: The California Department of Education (CDE) will no longer be using the term 'stakeholder' based on feedback received from Native American communities:

- Feedback from Native American communities indicating that they find use of the term 'stakeholder' offensive, as it connotes the practice of "staking a claim" to land.
- The term 'stakeholder(s)' is being replaced by 'educational partner(s)' until an appropriate term is identified and recommended to the State Board of Education for adoption.
- Identification of an appropriate term will be informed by input from statewide educational partners from Tribes and the Superintendent's American Indian Education Oversight Committee.

(From California State Board of Education Item #03, September 2021 Agenda)

VI. Results:

The Local Control and Accountability Plan (LCAP) must be presented to the board in a public hearing and, in a subsequent meeting, for adoption prior to June 30, 2022. These steps must occur in alignment with the public hearing and adoption of the district's 2022-23 budget. Within 5 days of adoption, the LCAP must be submitted to the Sacramento County Office of Education (SCOE) for approval.

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The district's Dashboard Local Indicator data must also be presented during the same meeting at which the LCAP is adopted. Dashboard Local Indicators are self-reported by districts to the state and include:

- Basic Conditions: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

VII. Lessons Learned/Next Steps:

Key Checkpoints in the LCAP development and adoption process include:

- Oct 21, 2021: LCAP Quarterly Update
- Nov 2021: Anticipated approval of new LCAP template by State Board of Education
- Dec 16, 2021: LCAP Quarterly Update
- Feb 17, 2022: Presentation of LCAP Annual Update
- Feb 28, 2022: Presentation of Community Input Summary to Board
- May 2022: LCAP Quarterly Update
- June 2, 2022: LCAP/Budget Public Hearing
- June 14, 2022: LCAP/Budget Adoption and Presentation of Dashboard Local Indicators
- June 14, 2022: Board appointment of LCAP Parent Advisory Committee (PAC) members
- June 19, 2022: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Summer 2022: (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

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