Local Control & Accountability Plan

Public Hearing: Local Control and Accountability Plan (LCAP)

June 10, 2021 Board of Education Meeting
Agenda Item No. 9.2

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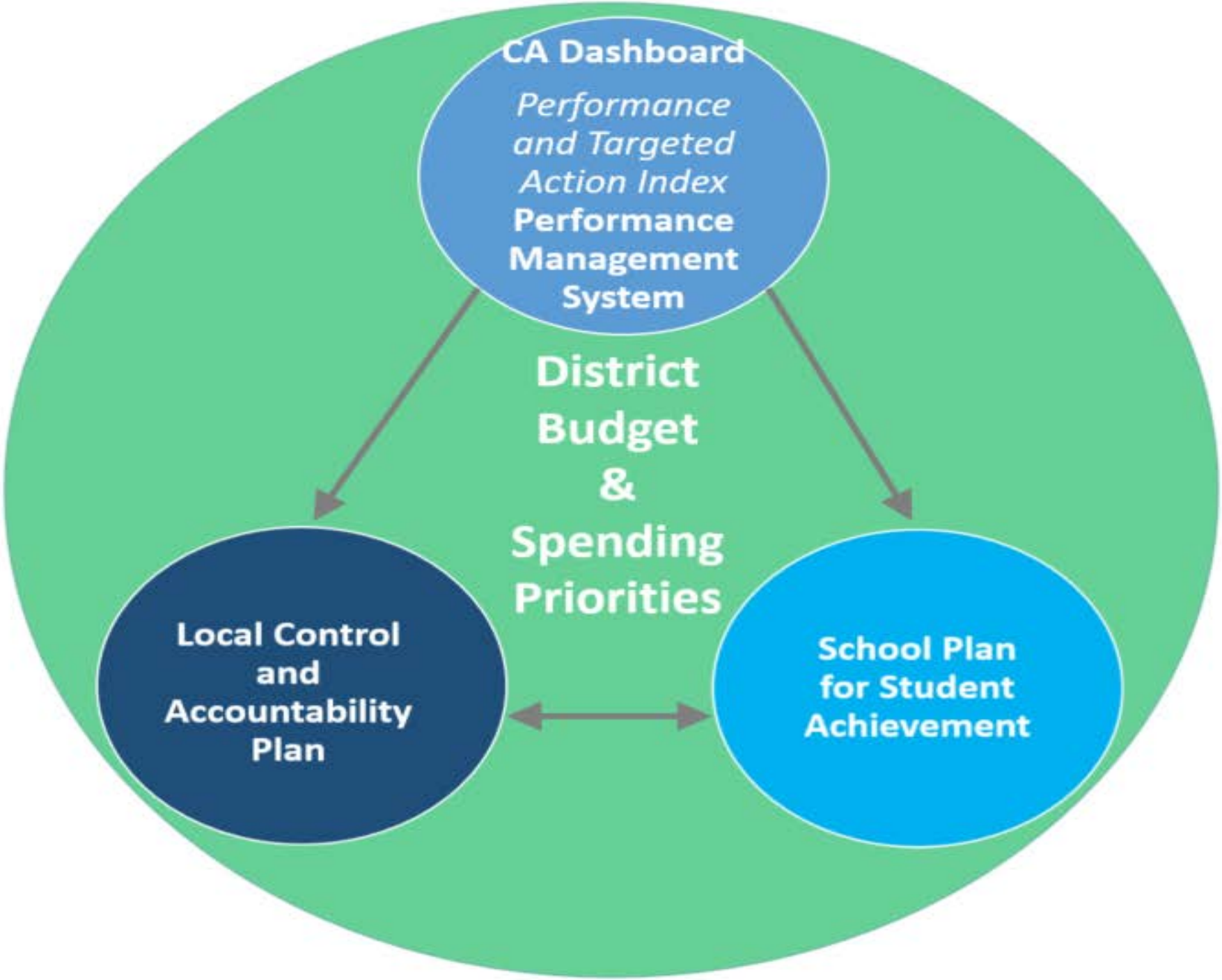
Sacramento City
UNIFIED SCHOOL DISTRICT

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.

GUIDING PRINCIPLE

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



A more coherent process for planning and monitoring to improve student outcomes!

Alignment Across District Plans

LCAP Goals	Framework for CARES Act Funding		Expanded Learning Opportunities (ELO) Grant Plan Categories
1: College/Career Readiness	Academics		Credit recovery support
2: Foundational/Tier 1 Educational Experience			
3: Integrated Supports	Well-Being	Attendance	• Extending instruction time • Accelerating progress/closing gaps • Integrated supports to address barriers to learning • Community Learning hubs • Additional academic services
4: Culture and Climate		School Climate	
5: Engagement and Empowerment			Training for staff to engage students and families

LCAP Context

A **community** document that continues to **evolve** over time.

Reflects the district's **vision** for improving student outcomes and the **concrete actions and expenditures** to be implemented in the coming year(s).

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 California Department of Education (CDE) LCAP web page*)

Intersectionality

Student Groups	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged Students	Students with Disabilities
African American	12.8%	0.3%	29.5%	40.4%	15.2%	19.9%
American Indian or Alaska Native	0.5%	0%	1.1%	2.6%	0.5%	0.9%
Asian	18.1%	33.4%	5.5%	4.0%	19.9%	10.7%
Filipino	1.5%	0.8%	0%	0%	1.2%	0.8%
Hispanic/Latino	40.1%	56.9%	26.8%	38.2%	44.9%	42.7%
Native Hawaiian or Pacific Islander	2.2%	4.5%	2.2%	1.8%	2.6%	1.4%
White	17.2%	3.6%	25.7%	7.4%	9.5%	16.1%
Two or More Races	7.7%	0.4%	9.3%	5.5%	6.2%	7.5%
English Learners	17.0%		6.6%	4.8%	22.0%	23.6%
Foster Youth	0.5%	0.2%		1.8%	0.6%	1.2%
Homeless Youth	0.7%	0.2%	2.7%		100%	1.1%
Socioeconomically Disadvantaged	71.6%	92.4%	97.8%	100%		77.3%
Students with Disabilities	15.1%	21.0%	37.7%	23.5%	16.3%	

*Enrollment data from 2020-21 California Department of Education DataQuest enrollment report (Does not include charter schools)

Disaggregation of Data

Student Group	2018-19	2019-20
SCUSD	85.7	87.3
English Learners	81.2	75.8
Foster Youth	66.7	81.3
Homeless Youth	75.3	72.9
Low Income	84.7	86.1
Students with Disabilities	66	70.4
African American	77.1	82.4
American Indian or Alaska Native	81.8	73.3
Asian	93.7	93.5
Filipino	100	95.2
Hispanic/Latino	84.2	84.6
Native Hawaiian or Pacific Islander	87	71.9
White	84.6	92.5
Two or More Races	88.1	87.8

Graduation Rate

Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade

Source: California School Dashboard

Note: Results do not include Charter Schools

Timeline

Month	Next Steps
JUN	• **LCAP Public Hearing (6.10.21)** • LCAP Adoption (6.24.21) • To include presentation of Dashboard Local Indicators • Selection and Appointment of new PAC members • LCAP submitted to Sacramento County Office of Education (SCOE)
Beyond	• Partner with Communications team to develop an outreach plan • Develop materials for stakeholders to share new LCAP • Outreach to inform community about new LCAP • Support alignment of site efforts to new LCAP • Implementation of LCAP Action and ongoing monitoring of progress • Ongoing stakeholder engagement and revision of the LCAP

Appreciations

Development of the LCAP is a collaborative effort and reflects the contributions of many departments:

- Academic Office including Curriculum and Instruction and Multilingual Literacy
- Business Services
- Communications Office
- Facilities Support Services
- Human Resources
- Nutrition Services
- Special Education
- Strategy and Continuous Improvement
- Student Support and Health Services including Foster Youth Services, Homeless Youth Services, Matriculation and Orientation Center (MOC), and Youth Development and Support Services
- Technology Services

Examples of Progress in the LCAP Process

Examples of ways in which the LCAP has evolved through this recent cycle:

- Increased disaggregation of student group data
- Incorporation of additional metrics to measure success and increase accountability
- Expansion and alignment of goals to reflect current district context
- Expanded description of actions to provide more detail
- Sharing of stakeholder recommendations earlier in the cycle
- Expanded description of stakeholder priorities/voice and influence

Components of the LCAP

The 2021-22 to 2023-24 LCAP includes the following components:

- 2021 Budget Overview for Parents (BOFP)
- Annual Update (2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan)
- 2021-22 to 2023-24 three-year LCAP
  - Plan Summary
  - Stakeholder Engagement
  - Goals, Actions, and Metrics
  - Increased/Improved Services
  - Expenditure Tables

Local Control Funding Formula (LCFF) Budget Overview for Parents (BOFP)

Projected General Fund Revenue for the 2021-22 School Year	Amount
Local Control Funding Formula (LCFF) Funds (All)	**$430,509,685**
-LCFF Supplemental and Concentration (S&C) funds	*$79,174,505*
Federal Funds (Title I, II, III, IV, Special Education)	**$76,180,092**
Other State Funds	**$6,385,645**
Local Funds	**$46,193,654**
Total	**$559,269,075**

Local Control Funding Formula (LCFF) Budget Overview for Parents (BOFP)

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	**$588,443,225**
Total Budgeted Expenditures in the LCAP	**$352,066,284**
Total Budgeted Expenditures for High Needs Students in the LCAP	**$89,729,829**
Expenditures not in the LCAP	**$236,376,941**

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	**$38,727,954**
Actual Expenditures for High Needs Students in the Learning Continuity Plan	**$35,231,807**

LCFF Supplemental and Concentration (S&C) Grant Funding

- SCUSD projects LCFF S&C revenue of $79,174,505 in S/C for 2021-22
- These funds are intended to principally benefit Low Income students, English learners, Homeless Youth and Foster Youth
- The Increased/Improved section of the LCAP describes how services for high need students are increased or improved. For 21-22, SCUSD percentage of increase or improve services for unduplicated students relative to all students is ~23%.

Plan Summary

- General Information about the district
- Reflections: Successes
- Reflections: Identified Needs
- LCAP Highlights

- Equitable and inclusive educational program for all students
- Implementation of an effective Multi-Tiered System of Supports (MTSS)
- Assessment and progress monitoring of students
- Improve Math and English Language Arts performance
- Decrease Chronic Absenteeism and Suspension Rates
- Increase Graduation and College/Career Readiness rates
- Close Performance gaps by accelerating progress for high-needs student groups

LCAP Goals

Goal Type	2021-22 to 2023-24 Goals
BROAD GOALS	College and Career Readiness
	Foundational Educational Experience
	Targeted Supports for Students
	Culture and Climate
	Engagement and Empowerment
FOCUS GOALS	MTSS Implementation
	Graduate Profile
MAINTENANCE OF PROGRESS GOAL	Basic Conditions and Services

Expenditures

The new LCAP template presents most of the projected expenditure data in a set of separate expenditure tables. A key shift in the new LCAP is the consolidation of all LCFF dollars into a single data point.

Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

SCUSD is committed to LCAP fiscal transparency and will incorporate an appendix that maintains a specific breakdown of funding by resource for each action. This will report LCFF base funding and LCFF Supplemental and Concentration Grant funding separately.

Key Contributors and Sources

Stakeholder Engagement includes:

- Meetings with district committees and groups
- Listening Sessions
- District Surveys
- Board Meetings and public comments
- Input on draft materials
- Public Hearing
- Learning Continuity Plan input

District Committees and Groups:

- African American Advisory Board (AAAB)
- American Indian Education Program (AIEP) Parent Committee
- Community Advisory Committee (CAC)
- District English Learner Advisory Committee (DELAC)
- LCAP Parent Advisory Committee
- Student Advisory Council (SAC)

Special thanks to the Sacramento Area Youth Speaks (SAYS) class at Luther Burbank for developing and submitting formal recommendations

Stakeholder Input: Overarching Themes

- Effective Implementation of a Multi-Tiered System of Supports (MTSS)
- Individualized Supports based on Identified Student Needs
- Focus on Early Literacy and Developing a Strong Foundation
- Increased Mental Health Supports
- Improvement of School and Classroom Culture and Climate
- Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools
- Equitable Allocation of Resources
- Implementation Accountability
- Disruption of the Status Quo

Goal 1: College and Career Readiness

- Career and Technical Education (CTE)
- Academic and Career Counseling
- Central support for aligned master scheduling
- Credit Recovery options for students
- Exam Fee Support
- International Baccalaureate (IB) Program Support
- **Transition Planning for students with disabilities**

$16,762,441
4.8% of LCAP allocation

Goal 1: College and Career Readiness

Metrics:

- Graduation Rate (Dashboard Indicator)
- On-Track Graduation Status
- **College/Career Preparedness Rate (Dashboard Indicator)**
- A-G Completion and On-Track A-G Status
- CTE Pathway Completion and CTE Enrollment
- **A-G AND CTE completion**
- **FAFSA Completion**
- **Certification of Completion**
- **State Seal of Biliteracy and State Seal of Civic Engagement completion**
- IB Diploma Completion and **IB Exam Performance**
- ELA and Math 11th Grade performance on state assessments
- **Post-secondary outcomes (participation in higher education or competitive employment) for students with disabilities**

Goal 2: Foundational Educational Experience

- Professional Development for standards implementation
- Advanced Learning Programs (AP and GATE)
- Expanded Learning Programs
- **Multisensory Reading Intervention: Curriculum and Training**
- **Language Acquisition Programs for English Learners**
- **Professional Learning for Instruction for English Learners**
- **Pathways to Multiliteracy**
- Class Size Reduction and Additional Staffing for High-Needs Sites
- Weekly Collaboration Time for Staff
- Restructured Salary Schedule to increase recruitment and retention of staff
- Early Childhood Education: Preschool and Transitional Kindergarten
- Literacy, Research, and Project-based instruction: Secondary Librarians
- Visual and Performing Arts Opportunities

$84,211,940
23.9% of LCAP allocation

Goal 2: Foundational Educational Experience

Metrics:

- State Math, English Language Arts, and **Science** Assessment Performance
- English Learner Progress (Dashboard Indicator)
- Reclassification Rate and **Percentage of ELs who are Long-term ELs**
- Advanced Placement (AP) Pass Rates and Enrollment
- **GATE Identification and Enrollment Demographics**
- State Standards Implementation Rating
- **District Math and ELA Common Assessment Participation and Performance**
- **Third Grade Reading Proficiency (State and District assessments)**
- **Use of Collaboration Time to improve outcomes for unduplicated students**
- **Time spent in Least Restrictive Environment (LRE) for student with disabilities**

Goal 3: Targeted Supports for Students

- Supports for Foster and Homeless Youth – students and families
- School Psychologists to conduct assessments and recommend appropriate interventions and accommodations
- Instructional Assistants and Social Workers to provide supports to students with disabilities
- **Develop and approve a new English Learner Master Plan**
- **Intervention and Supports specific to English Learners**
- Mental and Physical Health Supports – School Nurses
- Attendance and Engagement Strategies
- Student Support Centers, Connect Center, and Enrollment Center
- **Summer programming to address learning loss**
- Grade Level Readiness Intervention (Title 1 Intervention)
- American Indian Education Program (AIEP) supports for students and families
- Tobacco Use Prevention Education (TUPE) Program
- **Data practices for students with disabilities**

$29,021,879
8.2% of LCAP allocation

Goal 3: Targeted Supports for Students

Metrics:

- Attendance Rate (Attending 96% of time or more)
- Chronic Absenteeism Rate (Absent 10% or more of total instructional days)
- Chronic Absenteeism Interventions provided
- Attendance Interventions provided
- **Provision of Responsive Services to students by Student Support and Health Services (SSHS)**
- High School Drop-out Rate
- Middle School Drop-out Rate

Goal 4: Culture and Climate

- Social Emotional Learning (SEL) Integration into schools and classrooms to support safe, positive, inclusive, and welcoming learning communities
- Positive Behavioral Intervention and Supports (PBIS) implementation and ongoing support with emphasis on prevention and instruction rather than discipline
- Bullying prevention – training, intervention, and response
- **Anti-bias/Anti-racism Professional Learning for all staff**

$3,512,634
1% of LCAP allocation

Goal 4: Culture and Climate

Metrics:

- Suspension Rate
- Suspension Disproportionality
- Expulsion Rate
- **Anti-bias/Anti-racist Professional Learning completion**
- School Climate Survey – Perception of Safety and Belonging

Goal 5: Engagement and Empowerment

$2,120,303
0.6% of LCAP allocation

- Capacity-building opportunities and resources through District Parent Resource Center
- Parent Teacher Home Visits (PTHV) to facilitate home visit experiences
- Translation and Interpretation services
- Fingerprinting support for parent and community volunteers
- **Family outreach tools to support attendance communication**
- **Student Advisory Council (SAC) to promote student voice and advocacy**
- **Men's and Women's Leadership Academy (MWLA) to engage students in leadership development and meaningful mentorship**

Goal 5: Engagement and Empowerment

Metrics:

- Parent Teacher Home Visits (PTHVs) – Number of visits conducted and **percentage of participating sites reaching a 10% participation threshold**
- Representation of ELAC members at DELAC
- **Evidence of ELAC operations at school site**
- Attendance at CAC meetings
- School Site Council (SSC) Training for sites
- Parent Leadership Pathway Workshop (PLPW) participation and **evidence of increased engagement by participants**
- **District committee impact survey**
- **Parent/Caregiver Experience (Annual Survey Questions)**

Goal 6: MTSS Implementation

- Central leadership for the implementation of the cohort training model and ongoing support to sustain MTSS
- Professional Learning for school site leadership teams – Three years of training for each team to build capacity and support installation of a sustainable MTSS
- Ongoing support (including coaching) to sustain effective MTSS implementation at school sites
- Peer mentoring between school sites of different cohorts to support implementation.

$170,601
0.05% of LCAP allocation

Goal 6: MTSS Implementation

Metrics:

- Multi-Tiered System of Supports (MTSS) Implementation – Self-Assessment of MTSS (SAM) implementation tool ratings
- Evidence of regular MTSS Team Meetings
- Evidence of clear data sources that are universally used across the school site
- Evidence of providing differentiated, tiered interventions

Goal 7: District Graduate Profile

- Convene stakeholders to review and revise the existing graduate profile (previously adopted 2014) in 2021-22
- Develop implementation plan for 2022-23 to roll-out new graduate profile to community and sites
- Build awareness of graduate profile purpose and elements through communication to staff and community
- Support alignment of school site planning to graduate profile, including implementation of Defense of Learning practices

Actions for this goal are being funded through existing department budgets already accounted for in other LCAP goals

Goal 7: District Graduate Profile

Metrics:

- Documentation of convening stakeholders
- Board adoption of graduate profile
- Demonstrated awareness of graduate profile by stakeholder groups
- Evidence of school site alignment to graduate profile

Goal 8: Basic Conditions and Services

- Maintain safe and clean facilities in good repair – facilities support services staffing and services
- Board-adopted instructional materials for core instructional program
- Base classroom staffing to provide core instruction
- New Teacher support for beginning teachers and interns to complete credentialing requirements

$216,266,486
61.4% of LCAP allocation

Goal 8: Basic Conditions and Services

Metrics:

- Facilities Condition: Annual evaluation of ‘repair status’
- Instructional Materials Sufficiency
- Percentage of teachers fully credentialed
- Number of teachers misassigned
- Number of classroom teacher vacancies

Opportunities for Growth Moving Forward

Key opportunities to improve and expand efforts in the coming year:

- Integration/alignment of plan to CCEE Systemic Instructional Review (SIR) and plans such as the Expanded Learning Opportunities (ELO) Plan.
- Increased alignment of the LCAP to school site plans.
- Follow through on planned collaboration with the Communications team to develop and implement plan to educate community about LCAP and collaborate to implement LCAP.
- Continue to improve outreach to stakeholders.
- Build upon ongoing efforts to align budget and LCAP processes.

Conduct Public Hearing