



Local Control & Accountability Plan

Local Control and Accountability Plan (LCAP) Update: Summary of Educational Partner Input

May 19, 2022 Board of Education Meeting
Agenda Item No. 10.4

Acronyms and Definitions

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

CBO	Community Based Organization
CDE	California Department of Education
EEBG	Educator Effectiveness Block Grant
ESSER	Elementary and Secondary School Emergency Relief
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
SCOE	Sacramento County Office of Education
UDL	Universal Design for Learning

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

Engaging Educational Partners

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP ... engagement of educational partners is an ongoing, annual process.

*(from California Department of Education (CDE)
LCAP Template Instructions)*

Key Contributors and Sources

- Meetings with district committees and groups
- Listening Sessions
- District Surveys
- Board Meetings and public comments
- Input on draft materials
- Public Hearing
- ESSER III Expenditure Plan Input

Emergent Themes

Themes that emerged during the 2021-22 process reinforced past priorities, while adding nuance based on the current context:

- Need for a more personalized educational experience (individual supports and options)
- Recruitment, retention, and development of talent
- Equitable access to programs and resources
- Early Education to build a strong foundation
- Representation/diversity and anti-racism
- Community Partnerships

A Personalized Educational Experience with Individual Supports and Options for Students

Partners reaffirmed the need for an educational experience individualized to each student's unique needs:

- **Assessments and progress monitoring** to provide the necessary student-level information on which to base personalized supports
- **Differentiated instruction** (including Universal Design for Learning (UDL) and **targeted intervention**)
- **Build student awareness** of the wide range of **post-secondary options** including the **career pathways** that exist in addition to traditional, 4-year colleges

Recruitment, retention, and development of talent

Partners emphasized the critical need to recruit and retain excellent staff, particularly in the face of staffing shortages:

- **Innovative** recruitment and retention strategies
- Maximize opportunities to be **competitive in the hiring landscape**
- **Eliminate classroom and other staffing vacancies**
- Support staff with **professional learning to effectively implement** programs and initiatives
- Focus recruitment and retention to build a **staff that reflects student demographics**

Equitable Access to Programs and Resources

Partners reaffirmed the need for all students to access a breadth of programs and opportunities inside and outside the classroom:

- Ensure that there are **no ‘pay to play’** requirements
- Opportunities to include **arts, sports, music, clubs, libraries, vocational programs, college trips, and other field trips**
- Emphasis that engaging in such activities **builds skills, fosters positive relationships**, and positively contributes to **mental health** and other outcomes
- Supports for students in the **college application** process

Early Education to build a strong foundation

Partners emphasized that a strong academic and social-emotional foundation in the early years is critical:

- Especially benefits **students with the highest needs**
- Early education programs (Preschool and Transitional Kindergarten should be **available to all**)
- **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

Partner input affirmed that representation matters for students and the existing anti-racism efforts need to be continued and expanded:

- **Curriculum needs to reflect the specific experience** and perspectives of students (e.g. the Black/African American experience)
- Staff should reflect the **linguistic, racial, cultural, and other diversity** of the student population
- Further **anti-racism training** is needed and **systems** resulting in disproportionate outcomes need to be **dismantled**
- The planned **school renaming** process needs to be completed

Community Partnerships

Partners urged the district to leverage the expertise available in Community Based Organizations (CBOs) and through other partnerships:

- Increase collaboration to **provide additional support** that is not available internally due to capacity limits or expertise
- **Break down the walls** between school and community
- **Build the capacity of schools** to serve a broader range of student and family needs

Looking back: Themes from last year's process

The overarching themes from the 2020-21 engagement process were:

- Individualized supports aligned to identified needs
- Developing a strong foundation in the early grades
- Increased mental health supports
- Improvement of school and classroom climate and culture
- Coherence and consistency across schools and programs
- Equitable allocation of resources
- Implementation Accountability
- Disruption of the Status Quo

Impact of Input

- Development of new LCAP goals (9, 10, 11)
- Alignment to the ESSER III expenditure plan and other recent planning processes
- Incorporation of new actions
- Continued revision of action titles and descriptions
- Revision of metrics, including the development of new framing for setting desired outcomes

General Status Update

- Collaborating with colleagues in fiscal services to integrate the 3rd Interim/May Revised numbers – this will provide projected expenditure amounts
- Refining new goals specific to Students with Disabilities, Homeless Youth, and Foster Youth
- Updating measurable outcome data as it becomes available
- Ongoing engagement to solicit input

Next Steps

- Public Hearing (6.9.22)
- Adoption of Plan (6.23.22)
- Submission to the Sacramento County Office of Education (SCOE) (by 6.28.22)
- Revisions as directed by SCOE (Summer 2022)
- County Office of Education approval (Fall 2022)

Comments/Questions