



Local Control & Accountability Plan

# Local Control and Accountability Plan (LCAP) Update

May 5, 2022 Board of Education Meeting  
Agenda Item No. 8.2



# Acronyms

A	Asian students	H/L	Hispanic/Latino students
AA	Black/African American students	HY	Homeless Youth
AI/AN	American Indian or Alaska Native students	LCA	Learning Continuity and Attendance Plan
BOE	Board of Education	LCAP	Local Control and Accountability Plan
CDE	California Department of Education	LCFF	Local Control Funding Formula
EEBG	Educator Effectiveness Block Grant	LEA	Local Educational Agency
EL	English Learner	MTSS	Multi-Tiered System of Supports
ELA	English Language Arts	PI	Native Hawaiian or Pacific Islander students
ELO	Expanded Learning Opportunities Grant	SCOE	Sacramento County Office of Education
ELOP	Expanded Learning Opportunities Plan	SED	Socioeconomically Disadvantaged students
ESSER	Elementary and Secondary School Emergency Relief	SWD	Students With Disabilities
F	Filipino students	TOM	Multiracial students (Two or more)
FY	Foster Youth	W	White students
FYS	Foster Youth Services		

# Presentation Goals

**Provide an update on the annual development process for the Local Control and Accountability Plan (LCAP) including:**

- Current status within the annual development timeline
- Continuity within the overall 3-year LCAP cycle
- Components new to the 2022-23 LCAP
  - New Goals specific to student groups
  - New/modified actions and measurable outcomes
- Next Steps

## 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

# LCAP Summary Statement

SCUSD recognizes that the system as it is currently operating is failing to serve many students. A significant number of students are not achieving the goal set out in the guiding principle – to graduate with the greatest number of postsecondary choices from the widest array of options. This is especially true for several student groups who have continued to demonstrate performance gaps over time.

Significant improvements are needed across the system if these outcomes are going to change. These improvements will need to include an equitable and inclusive educational program for all students regardless of zip code, school, classroom, or program choice; intensified services for students demonstrating the highest needs; the equitable allocation of resources through data-based decision-making; and disruption of the status quo.

# Purpose of the LCAP

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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](#))

# Components of the 2022-23 LCAP

Component	Status
<p><b>2022 LCFF Budget Overview for Parents</b></p>	<p>Pending final 2022-23 budget projections</p>
<p><b>Supplement to the Annual Update to the 2021-22 LCAP</b></p>	<p>Complete <i>(Presented to BOE on 2.17.22)</i></p>
<p><b>2022-23 Local Control and Accountability Plan</b></p>	<p>In Progress <i>Includes Plan Summary, Engagement, Goals/Actions, Increased/Improved Services, and Action Tables sections</i></p>

Note: Following several years of separate templates, the 2022-23 LCAP will include the 2021-22 Annual Update Components (Goal Analysis, Measurable Outcomes, and Estimated Actual Expenditures) within the main document.

# 2021-22 Development Process – Current Status

Note: A new LCAP is developed and adopted **every** year. This occurs within a recurring, 3-year cycle. The 2022-23 LCAP is the second year of the 2021-22 through 2023-24 cycle.



# Engagement of Educational Partners

- Engagement of Educational Partners has continued to build upon the foundation of input laid during recent planning processes from the past two years 
- Opportunities that will continue:
  - Meetings with district committees and groups
  - Listening Sessions
  - District Surveys
  - Board Meetings and public comments
  - Input on draft materials
  - Public Hearing

- Learning Continuity and Attendance Plan (LCA Plan)
- Expanded Learning Opportunities (ELO) Grant Plan
- 2021-22 Local Control and Accountability Plan
- ESSER III Expenditure Plan

# Continuity within the 3-year Cycle

As the second year in a 3-year LCAP cycle, the 2022-23 LCAP is proposing to maintain continuity for the overall structure of the 8 goals developed in 2020-21.

2021-22 LCAP Goals
College and Career Readiness
Foundational Educational Experience (Tier 1)
Targeted Supports for Students (Tiers 2 & 3)
Culture and Climate
Engagement and Empowerment
MTSS Implementation
Update SCUSD Graduate Profile
Basic Conditions and Services

# Elements new to the 2022-23 LCAP

- Development of three new LCAP Goals (9, 10, and 11) specific to Students with Disabilities, Homeless Youth, and Foster Youth
- Alignment of ESSER III and LCAP Actions
- Proposed reframing of desired outcomes for key metrics
- New/modified actions to reflect current and planned status of implementation

# New LCAP Goals

Beginning with the 2022-23 LCAP, districts eligible for Differentiated Assistance must develop an LCAP goal specific to the student groups that have been identified as consistently low-performing over multiple years.

Student Group	Indicators with RED Performance Level (By Dashboard Year)		
	2017	2018	2019
<b>Students with Disabilities</b>	Graduation, Suspension, ELA, Math	Graduation, ELA, Math, College/Career	Graduation, ELA, Math
<b>Homeless Youth</b>	Suspension, ELA, Math	Chronic Absenteeism, Suspension	Chronic Absenteeism, ELA, Math
<b>Foster Youth</b>	Graduation, Suspension, ELA, Math	Chronic Absenteeism, Suspension, College/Career, Math, ELA	Suspension, Graduation, Math

Due to the COVID-19 pandemic, dashboard performance results were not reported for 2020 and 2021 on the California School Dashboard.

# Goal 9: Specific to Students with Disabilities

## Goal Statement

Provide every SCUSD student eligible for special education support and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.

## Examples of Actions

- Preschool District Capacity Assessment
- Educational Technology for SWDs
- Expanded Special Education Staffing
- Team Engagement specific to the needs of SWDs

## Examples of Measurable Outcomes

- Rate of SWDs in regular class >80%
- Rate of SWDs in regular class <40%
- Rate of SWDs participating in a separate schools

# Goal 10: Specific to Homeless Youth

## Goal Statement

SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided the appropriate family, academic social/emotional, behavioral, health, and other services. The percentage of all socioeconomically disadvantaged students who are identified as homeless will increase and approach the expected 5-10% rate.

## Examples of Actions

- Professional development to build staff capacity to identify and support Homeless Youth
- Increase and improve referral processes for Homeless identification

## Examples of Measurable Outcomes

- Percentage of total low income student groups that are identified as Homeless Youth
- Number of referrals leading to identification by source

# Goal 11: Specific to Foster Youth

## Goal Statement

All Foster Youth demonstrating below-grade level academic proficiency will be offered 1 on 1 and/or small group tutoring services to support their accelerated progress toward grade-level standards.

## Examples of Actions

- Tutoring Services for Foster Youth
- Individualized Case Management for Foster Youth

## Examples of Measurable Outcomes

- Percentage of FY with below-grade level Math and/or ELA proficiency receiving tutoring services
- Percentage of FY that gain at least 1 month of academic growth for every month of tutoring support
- Percentage of FY who demonstrate 90% or greater attendance after receiving FYS supports

# ESSER III – LCAP Alignment

**Purpose:** Represent the aligned efforts of the ESSER III Expenditure plan by clearly explaining where the plan supplements existing LCAP actions or establishes new LCAP actions.

Axn #	Title	Description
1.11	Establish college and career readiness labs at Middle Schools (New)	Develop, build, and implement college and career readiness labs at the middle school level across the district. Planned enrollment of the first group of students in grades 7 and 8 by 2022-23 (Will C. Wood, Sam Brannan, Sutter, and Einstein Middle Schools), and expansion of sites, sections and grade levels in 2023-24 (Fern Bacon and California Middle Schools). <b>Reference: Action C2 in ESSER III Expenditure Plan</b>
1.3	Academic and Career Counseling (Supplemental) (Continuing)	<b>Action B2 in the ESSER III Expenditure Plan</b> supplements this action with additional counseling FTE to provide extended day supporting in late afternoons and evenings, support dual-enrollment course-taking, develop career exploration opportunities, establish college and career centers, and create a seamless transition from elementary to middle school. This supplemental counseling support is for the 2022-23 and 2023-24 school years.

Note: Alignment notes have also been included for the ELOP and EEBG plans.

# Reframing of Desired Outcomes

**Purpose:** Establish desired outcomes that (a) prioritize accelerated growth for the highest-need student groups and (b) are clear for partners and staff to understand and use to focus efforts.

Current	Proposed																														
Separate desired outcomes (targets) for every student group.	Single desired outcome for all student groups performing below level of 'All Students.'																														
<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>91</td></tr> <tr><td>EL</td><td>82</td></tr> <tr><td>FY</td><td>86</td></tr> <tr><td>HY</td><td>80</td></tr> <tr><td>SED</td><td>90</td></tr> <tr><td>SWD</td><td>78</td></tr> <tr><td>AA</td><td>87</td></tr> <tr><td>AI/AN</td><td>81</td></tr> <tr><td>A</td><td>95</td></tr> <tr><td>F</td><td>97</td></tr> <tr><td>H/L</td><td>89</td></tr> <tr><td>PI</td><td>80</td></tr> <tr><td>W</td><td>95</td></tr> <tr><td>TOM</td><td>91</td></tr> </tbody> </table>		23-24	ALL	91	EL	82	FY	86	HY	80	SED	90	SWD	78	AA	87	AI/AN	81	A	95	F	97	H/L	89	PI	80	W	95	TOM	91	SCUSD's aims to accelerate an increase in Graduation Rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an <b>85%</b> rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
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# Reframing of Desired Outcomes: Full Example

Metric	Student Group	18-19	19-20	20-21	23-24 Desired Outcome	
					Current	Potential Revision
<b>1A Graduation Rate</b>  Percentage of students who received a High School Diploma within 4 or 5 years of entering 9 <sup>th</sup> grade  <b>Source:</b> California School Dashboard  Note: Results do not include Charter Schools	All Students	85.7	87.3	85.1	91	<i>SCUSD's aims to accelerate an increase in Graduation Rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an <b>85%</b> rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.</i>
	English Learners	81.2	75.8	80.4	82	
	Foster Youth	66.7	81.3	64.5	86	
	Homeless Youth	75.3	72.9	60.3	80	
	Socioeconomically Disadvantaged	84.7	86.1	83.7	90	
	Students with Disabilities	66	70.4	64.8	78	
	African American	77.1	82.4	75.3	87	
	American Indian or Alaska Native	81.8	73.3	76.9	81	
	Asian	93.7	93.5	93.9	95	
	Filipino	100	95.2	96.6	97	
	Hispanic/Latino	84.2	84.6	82.7	89	
	Native Hawaiian or Pacific Islander	87	71.9	64.1	80	
White	84.6	92.5	90.4	95		
Two or More Races	88.1	87.8	83.3	91		

# New Actions/Modifications to Existing Goals

New actions are added to the LCAP to reflect activities to be implemented in 2022-23 (and beyond). These include new actions in addition to those incorporate to reflect alignment to the ESSER III expenditure plan. Examples:

- 1.11 Post-secondary Tracking of Students with Disabilities (Related to existing 1.10 Transition Planning for Students with Disabilities)
- 4.7 Behavior Interventions and Data Management
- 5.9 Special Education Adult Professional Learning

Where appropriate, actions have been modified to make them accurate to staff implementation in 2022-23. A key example is modification of the actions and metrics within Goal 7, to reflect the shifted timeline of the Graduate Profile Revision process to 2022-23 (initially planned to launch in full during 2021-22).

# Next Steps

## **Presentations to the Board:**

- Summary of Educational Partner Input (5.19.22)
- Public Hearing (First June Meeting)
- Adoption (Second June Meeting)

## **Ongoing Development:**

- Confirm and incorporate final estimated actuals for 2021-22 and projected expenditures for 2022-23
- Confirm and incorporate additional measurable outcome data that becomes available (e.g. School Climate Survey data)
- Finalize structure of new goals
- Continue to engage with educational partners

# Comments/Questions