



Local Control & Accountability Plan

Quarterly Report: Local Control and Accountability Plan (LCAP)

October 21, 2021 Board of Education Meeting
Agenda Item No. 8.3

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Purpose

Provide periodic updates on the annual development process for the Local Control and Accountability Plan (LCAP) and related items.

This Quarterly Update includes:

- Status update on Approval by Sacramento County Office of Education (SCOE)
- Overview of new requirements for the 2022-23 LCAP process
- Status update on efforts to improve alignment of the LCAP and SPSAs
- Provide an example of updated data for LCAP measurable outcomes
- First look at the state's new Growth Model data

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

Purpose

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](#))

Updates: County Approval of 21-22 LCAP

Annually, districts are required to submit their board-adopted LCAPs to the County Office of Education for review and approval

- June 24, 2021: SCUSD Board Adoption of 2021-22 LCAP
- June 30, 2021: 2021-22 LCAP Submitted to SCOE
- August 3, 2021: SCOE provided review comment and guidance
- August 10, 2021: Updated 2021-22 LCAP submitted to SCOE
- October 19, 2021: Receipt of SCOE Letter confirming county approval of SCUSD 2021-22 LCAP

Updates: New Requirements for 21-22 Process

New LCAP Template Requirements

- Additional details required in the expenditure tables to demonstrate proportionality and % of increased/improved
- Required reporting of LCFF Supplemental and Concentration carryover from prior year and 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 (SCUSD does not anticipate the need to establish a goal in this area)

Updates: New Requirements for 21-22 Process

Supplement to the Annual Update

- Describe community engagement for the use of funds in the Budget Act of 2021 that were not included in the LCAP
- Describe how additional Concentration Grant add-on funding was used to increase credential/classified staff providing direct services to students
- Describe community engagement in the use of one-time federal funds to support pandemic recovery and impacts of distance learning
- Provide implementation update for the ESSER III Expenditure Plan
- Describe how 21-22 resources are being used consistent with applicable plans and aligned to the LCAP

Updates: Modification of Language Use

CDE will no longer be using the term ‘stakeholders’

- 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)

Month	2021-22 Timeline (Development of 2022-23 LCAP)
OCT	<ul style="list-style-type: none"> • Outreach, Quarterly Update, ESSER III Expenditure Plan
NOV	<ul style="list-style-type: none"> • Outreach, State Board of Education approval of new LCAP template
DEC	<ul style="list-style-type: none"> • Outreach, Quarterly Update (BOE), Development of Annual Update Draft
JAN	<ul style="list-style-type: none"> • Outreach, Community Survey, Full Annual Update Draft
FEB	<ul style="list-style-type: none"> • Outreach, Annual Update Approval (BOE), PAC Recommendations, Quarterly Update (BOE)
MAR	<ul style="list-style-type: none"> • Outreach, LCAP Listening Sessions, Initial drafting of full 22-23 LCAP
APR	<ul style="list-style-type: none"> • Outreach, PAC Applications Available, Continued drafting of 22-23 LCAP
MAY	<ul style="list-style-type: none"> • Outreach, Quarterly Update (BOE), Full Draft (BOE), Summary of Stakeholder Input (BOE)
JUN	<ul style="list-style-type: none"> • Outreach, Public Hearing (BOE), Adoption and Local Indicators (BOE), LCAP PAC Appointments (BOE)

LCAP Measurable Outcomes



GOAL 1: College and Career Readiness



GOAL 2: Tier 1 – Foundational Educational Experience



GOAL 3: Tier 2/3 - Integrated Supports



GOAL 4: Culture and Climate



GOAL 5: Engagement and Empowerment



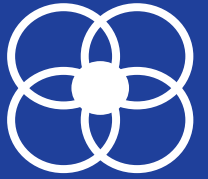
GOAL 6: MTSS Implementation



GOAL 7: Graduate Profile



GOAL 8: Maintenance of Progress (Basic Conditions)



Goal 3: Tier 2/3 Integrated Supports

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.

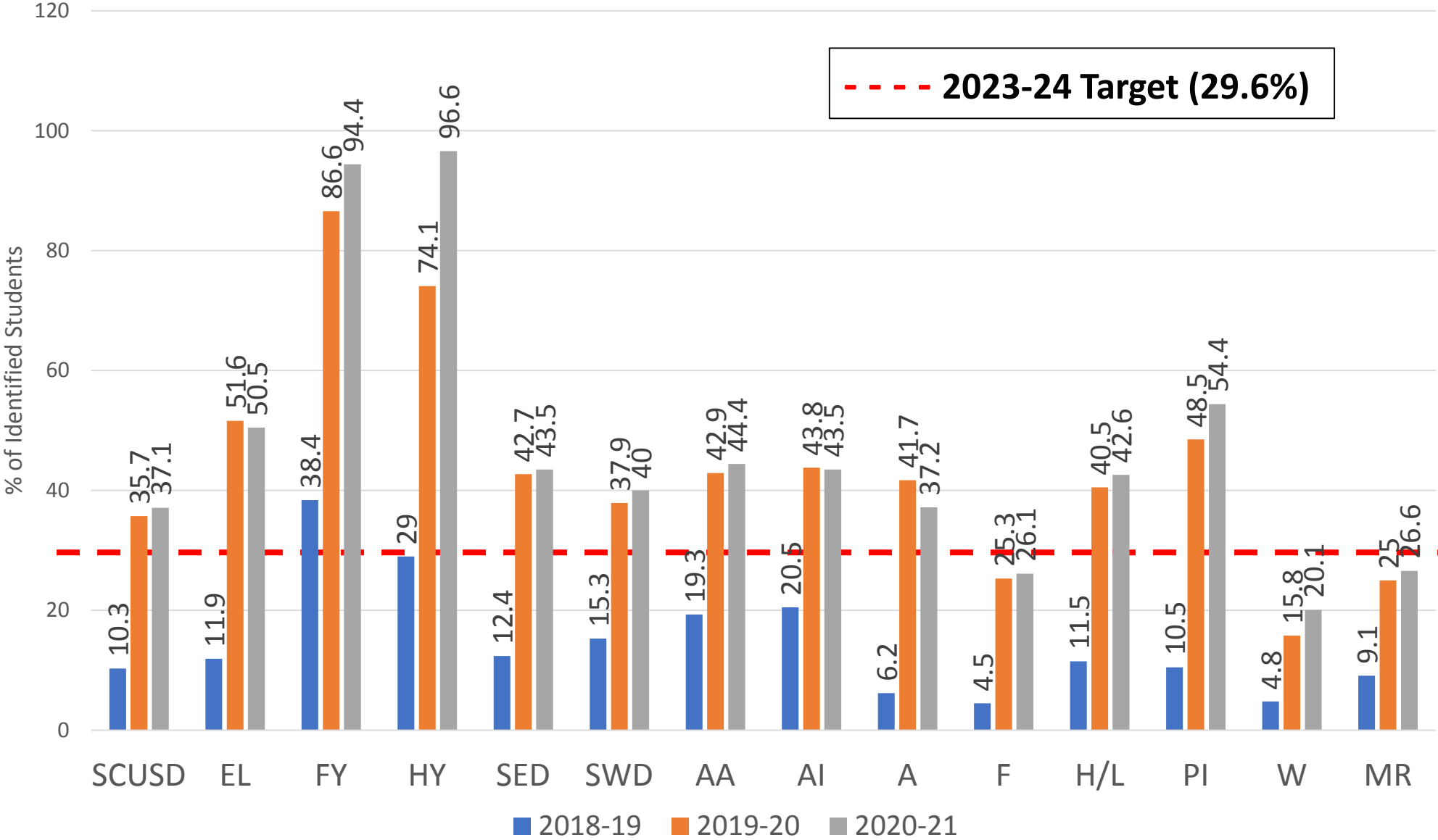
Goal 3 Metrics

- 3A: Attendance Rate – Students attending 95% or more
- 3B: Chronic Absenteeism – Students absent for 10% or more of the days they are enrolled
- 3C: Chronic Absenteeism Interventions – students at risk or chronically absent who received 2+ interventions
- 3D: Attendance Interventions – students with less than 95.9% attendance who received interventions and had improved attendance
- 3E: Provision of Responsive Services – students who were identified by the Early Identification and Intervention System and were provided responsive services
- 3F: High School Drop-out Rate (from 4-year adjusted cohort)
- 3G: Middle School Drop-out Rate (7th and 8th grade)

3E: Provision of Responsive Services

Description	Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIS) and had response services
Source	SCUSD Early Identification and Intervention System (EIS)
Baseline	37.1% (2020-21)
Target (2023-24)	29.6% (100% for FY and HY, increased rates for student groups demonstrating high needs)
Variance	> 50% (EL, FY, HY, PI) < 27% (F, W, MR)

3E: Provision of Responsive Services



Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIS) and had response services

Source: SCUSD EIS

3E: Provision of Responsive Services

Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIS) and had response services

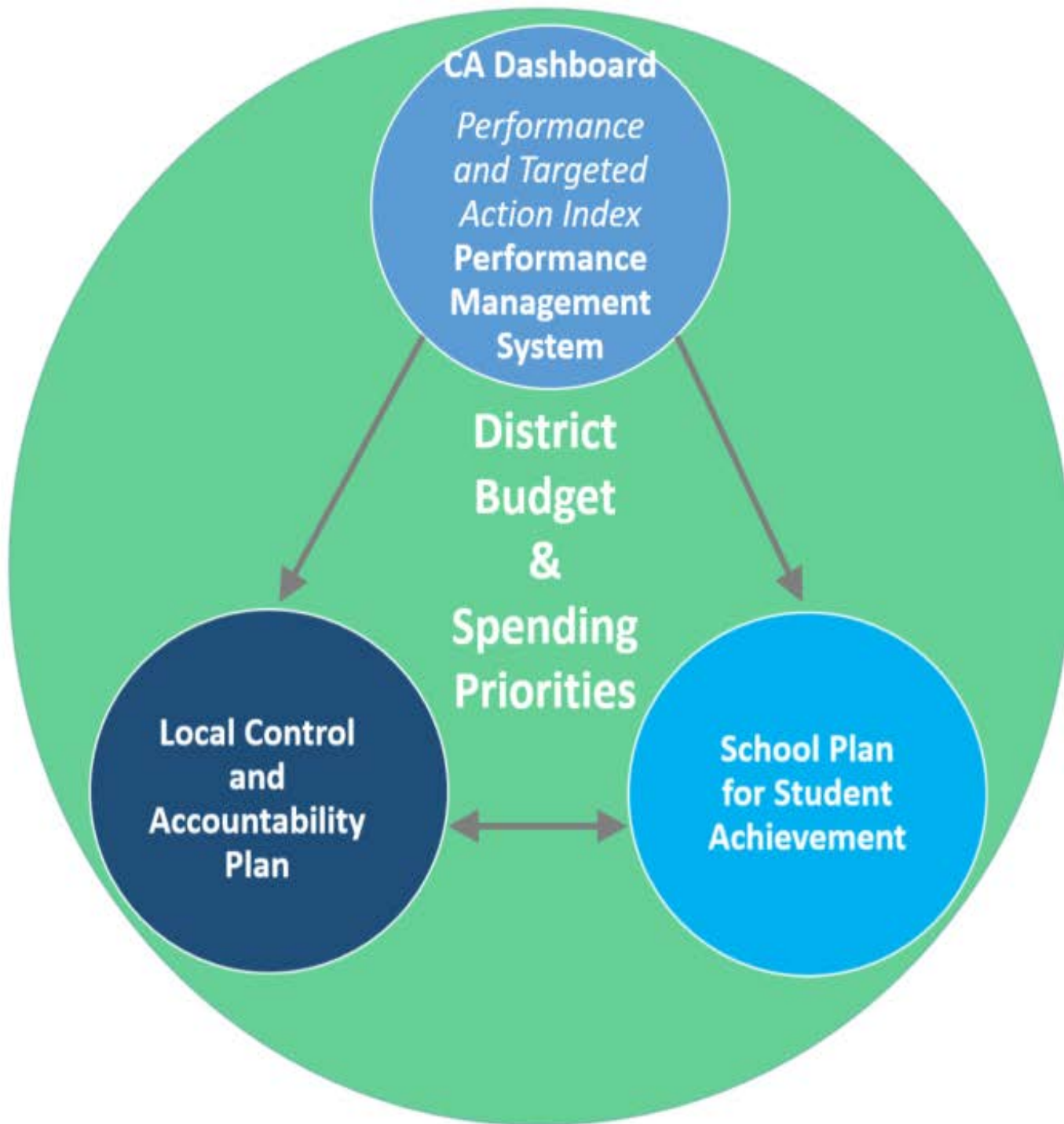
Student Group	2018-19	2019-20	2020-21
SCUSD	10.3	35.7	37.1
English Learners (EL)	11.9	51.6	50.5
Foster Youth (FY)	38.4	86.6	94.4
Homeless Youth (HY)	29	74.1	96.6
Socioeconomically Disadvantaged (SED)	12.4	42.7	43.5
Students with Disabilities (SWD)	15.3	37.9	40
African American (AA)	19.3	42.9	44.4
American Indian or Alaska Native (AI)	20.5	43.8	43.5
Asian (A)	6.2	41.7	37.2
Filipino (F)	4.5	25.3	26.1
Hispanic/Latino (H/L)	11.5	40.5	42.6
Native Hawaiian or Pacific Islander (PI)	10.5	48.5	54.4
White (W)	4.8	15.8	20.1
Two or More Races (MR)	9.1	25	26.6

Source: SCUSD EIS

LCAP-SPSA Alignment Efforts

Ongoing cross-departmental efforts to increase LCAP-SPSA alignment include:

- Identification of key actions and metrics for sites to focus on in aligning their efforts to districtwide goals
- Development of interactive materials for sites to view LCAP goals, actions, and data as a model for site-based efforts
- Development of SPSA exemplars for sites to use as guiding documents in development of their own goal, actions, and measurable outcomes



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

System Alignment

See: ESSER III Expenditure Plan

A First Look: CDE Growth Model Data

What is the Growth Model?

A growth model is a way of ***measuring students' growth between the current year assessment scores and the previous year assessment scores***. A student's individual growth score looks at the ***difference between the student's expected test score and their actual test score***. Growth scores for districts or schools look at the average growth for all students in the district, school, or student groups.

What can the Growth Model tell us?

This is an additional measure to help districts and schools see where improvement is needed. It can show how growth varies among student groups.

(from CDE's Growth Model Webinar (9.13.21) Notetaking Guide)

A First Look: CDE Growth Model Data

What is important to know right now about this new model?

- Scores will be calculated for grades 4-8 and need two years of growth scores (three years of total assessment data)
- The reported scores are based on 2016-17, 2017-18, and 2018-19 Smarter Balanced Assessment data (Math and ELA).
- These scores are **NOT** considered actionable data as they are calculated based on *historical* data following COVID impacts on 2019 and 2021.
- Individual student level growth scores are not appropriate for sharing or actionable use. These scores are intended as an aggregate measure.
- **The next release is anticipated for 2024**, with data from 2021-22, 2022-23, and 2023-24 used to measure growth over time.

A First Look: CDE Growth Model Data

How do I read a growth score?

- A score of 100 indicates that students are meeting the expected amount of growth.
- A score of less than 100 indicates that students have not met the expected amount of growth.
- A score of more than 100 indicates that students have exceeded their expected amount of growth.
- Each score includes a decile ranking (1-10) that shows how a student group has performed relative to other districts/schools across the state.

Where can I find this information?

- The information is downloadable from CDE's website at:
<https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp>

Reminder

*Parents/caregivers will **NOT** receive individual growth reports for their students and individual student growth scores should **NOT** be used for measuring individual student progress.*

Student Group	Math		ELA	
	Growth	Decile	Growth	Decile
SCUSD	101.7	6	101.6	6
English Learners (EL)	105.9	8	98.7	6
English Learner Only (ELO)	105.2	8	94.8	6
Reclassified Fluent Proficient (RFP)	106.8	7	104.0	6
Foster Youth (FY)	92.1	4	90.9	4
Homeless Youth (HY)	86.5	2	98.7	7
Socioeconomically Disadvantaged (SED)	100.9	7	99.3	6
Students with Disabilities (SWD)	96.5	6	94.3	7
African American (AA)	94.8	6	95.8	4
American Indian or Alaska Native (AI)	94.6	5	99.4	8
Asian (A)	111.1	4	103.4	3
Filipino (F)	108.4	6	103.4	3
Hispanic/Latino (H/L)	99.4	6	100.1	6
Native Hawaiian or Pacific Islander (PI)	92.4	3	87.2	2
White (W)	103.6	6	108.1	9
Two or More Races (MR)	101.4	5	103.7	6

**A First Look:
CDE Growth
Model Data**

**SCUSD
Growth Scores**

Comments/Questions