LČAP

Local Control & Accountability Plan

Local Control and Accountability Plan (LCAP) Goal Development

Community Advisory Committee (CAC) Meeting
Tuesday, March 8, 2022
5:00 – 7:00 PM

Sacramento City
UNIFIED SCHOOL DISTRICT

What is the LCAP?

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)

What is the LCAP?

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

A description of our plan for serving all students AND our particular focus on the ways we are serving unduplicated students.

A STRATEGIC document that is also an ACCOUNTABILITY tool:
Reflects the district's **vision** for improving student outcomes and the **concrete actions and expenditures** to be implemented in the coming year(s).

An alignment of the priorities of the board, executive leadership, educational/ community partners, and the actual implementation work of departmental and site staff.

Presentation Goals

Review requirement to develop new LCAP Goal(s) - SRF

Review Differentiated Assistance status specific to SWD - GL

Share Initial Thinking about Potential Goal Structure - GL

Discussion and Input - All

The California School Dashboard

The California School Dashboard (CSD) is an online tool designed to help parents and educators access important information about K-12 schools and districts. This in turn supports more effective participation in decision-making to improve student learning and internal needs assessments.

The Dashboard features six state indicators that reports on student performance for districts, schools, and student groups. An additional 5 locally-reported indicators enable districts to share key information.

6 State Indicators
- Academics (Math/ELA)
- Chronic Absenteeism Rate
- College/Career
- English Learner Progress
- Graduation Rate
- Suspension Rate

5 Local Indicators
- Access to a Broad Course of Study
- Basics: Teachers, Instructional materials, Facilities
- Implementation of Academic Standards
- Local Climate Survey
- Parent and Family Engagement

NOTE: Due to the COVID-19 pandemic, dashboard performance results were not reported for 2020 and 2021. During 2020 and 2021 selected outcomes were reported. Full performance results are anticipated to resume on the 2022 Dashboard.

2019 Districtwide Performance

State Indicator	SCUSD All Students			State Performance		
	Color	Status	Change	Color	Status	Change
College Career Indicator	Yellow	40.5	+0.4	Yellow	44.1	+1.8
Graduation Indicator	Yellow	85.7	-0.5	Green	85.8	+2.7
Chronic Absenteeism Rate	Orange	14.8	+0.2	Orange	10.1	+1.1
Suspension Rate	Yellow	5.6	-0.4	Yellow	3.4	-0.1
Academic: ELA	Yellow	-21.5	+5.2	Green	-2.5	+3.7
Academic: Math	Orange	-48.8	+1.8	Orange	-33.5	+2.9

Due to the COVID-19 pandemic, dashboard performance results were not reported for 2020 and 2021. Performance will resume on the 2022 Dashboard.

Sacramento City UNIFIED SCHOOL DISTRICT

L Č A P

2019 Student Group Performance

Student Group	College/ Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate	Academic Indicator	
					ELA	Math
ALL Students	Yellow	Orange	Yellow	Yellow	Yellow	Orange
English Learners	Orange	Orange	Green	Yellow	Orange	Orange
Foster Youth	Yellow	Yellow	Red	Red	Orange	Red
Homeless Youth	Orange	Red	Yellow	Yellow	Red	Red
Socioeconomically Disadvantaged	Yellow	Orange	Yellow	Yellow	Yellow	Orange
Students with Disabilities	Orange	Orange	Red	Orange	Red	Red
African American	Yellow	Red	Orange	Yellow	Orange	Orange
American Indian or Alaska Native	*	Orange	*	Yellow	Orange	Red
Asian	Yellow	Orange	Green	Green	Orange	Yellow
Filipino	Green	Orange	Blue	Green	Green	Yellow
Hispanic/Latino	Yellow	Orange	Orange	Orange	Yellow	Orange
Native Hawaiian or Pacific Islander	Orange	Red	Green	Orange	Yellow	Orange
White	Green	Green	Orange	Yellow	Green	Green
Two or More Races	Green	Yellow	Green	Yellow	Green	Green

To maintain and protect student privacy. There are less than the minimum number of students in the cohort for a performance color to be reported.

2019 Performance for SWD

State Indicator	SCUSD (SWD)			SCUSD (ALL)			State (SWD)		
	Color	Status	Change	Color	Status	Change	Color	Status	Change
College Career Indicator	Orange	7	+2.9	Yellow	40.5	+0.4	Orange	10.8	+1.5
Graduation Indicator	Red	66	+0.9	Yellow	85.7	-0.6	Orange	70.7	-1.5
Chronic Absenteeism Rate	Orange	19.8	+0.6	Orange	14.8	+0.2	Orange	16.3	+1.2
Suspension Rate	Orange	10	-0.3	Yellow	5.6	-0.4	Yellow	6.2	-0.6
Academic: ELA	Red	-100.8	+2.3	Yellow	-22.1	+4.7	Orange	-88.3	+7.6
Academic: Math	Red	-122.3	-18.5	Orange	-48.8	+1.8	Orange	-119.4	+6.6

Due to the COVID-19 pandemic, dashboard performance results were not reported for 2020 and 2021. Performance will resume on the 2022 Dashboard.

Sacramento City UNIFIED SCHOOL DISTRICT

L Č A P

LCAP Goal specific to DA Status

Beginning this year, 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.

From the LCAP Template Instructions:

- An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups.

- An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal.

- This requirement may not be met by combining this required goal with another goal.

Differentiated Assistance Status

Districts are identified by the state for Differentiated Assistance (DA) if the same student groups meets identification criteria in two or more of the state priority areas. Once identified, a district receives assistance from their County Office of Education (COE) to develop an action plan based upon identified student needs.

SCUSD is currently identified for differentiated assistance specific to performance for three student groups:
- **Foster Youth**
- **Homeless Youth**
- **Student with Disabilities**

Note: This identification is based on performance results from the 2019 Dashboard. With the suspension of full dashboard performance results in 2020 and 2021 due to COVID-19, the 2019 differentiated assistance status has been maintained.

In 2019-20, based on the continued underperformance of the three student groups over multiple years, SCUSD became eligible for additional support from the California Collaborative for Educational Excellence (CCEE) and continues to engage in the Systemic Instructional Review (SIR) process to date.

Sacramento City
UNIFIED SCHOOL DISTRICT

L Č A P

SCUSD 2021-22 to 2023-24 LCAP Goals

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)

Examples where the LCAP is specific to Students with Disabilities

Metrics

- 1J: Certificate of Completion/Diploma results
- 1Q: Post-secondary outcomes for Students with Disabilities
- 2T: Least Restrictive Environment (LRE) Rates
- 5E: CAC Attendance
- Disaggregation of data across metrics to show student group performance

Actions

- 1.10: Transition Planning for Students with Disabilities
- 2.4: Multisensory Reading Intervention: Curriculum and Training
- 3.4: Instructional Assistants
- 3.5: Social Workers specific to Special Education
- 3.17: Data Practices for Students with Disabilities
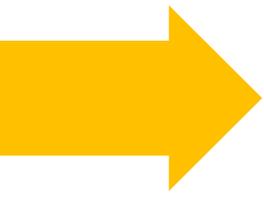
57 LEAs in CA required to add a goal or goals to the LCAP; of those 57:
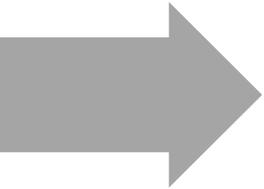
43 will add a goal for SWD
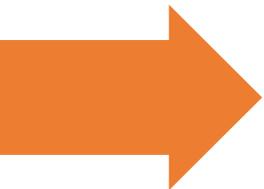
18 will add a goal for Homeless and 9 for Foster Youth

SACRAMENTO CITY UNIFIED IDENTIFICATION

School District	2017 Dashboard		2018 Dashboard		2019 Dashboard	
	Student Group	Indicator	Student Group	Indicator	Student Group	Indicator
Sac City	African American, **Homeless**	ELA, Math and Suspension	African American	ELA, Math, Chronic Absenteeism and Suspension	**SWD**	ELA, Math and Graduation
	Foster, **SWD**	ELA, Math, Graduation and Suspension	**Foster**	ELA, Math, Chronic Absenteeism, Suspension and College/Career	**Foster**	ELA, Math, Graduation and Suspension
			Homeless	Chronic Absenteeism and Suspension	**Homeless**	ELA, Math and Chronic Absenteeism
			SWD	ELA, Math, Graduation and College/Career		

CAC Connection to potential LCAP Goal Areas

During the 2020-2021 and 2021-2022 school years, SCUSD partnered with the Community Advisory Committee (CAC) to provide information, and community learning on the following topics:

- Multi-Tiered System of Support (MTSS)
- Inclusion within SCUSD
- Structured Literacy
- Student- Centered Transition Planning
- Universal Design for Learning
- Supports & Services
- Others…

CAC Connection to potential LCAP Goal Areas

In looking at themes embedded within these topics, two areas stand-out

- Free Appropriate Public Education (FAPE)

- Least Restrictive Environment (LRE)

SCUSD and LRE (2019-2020)

No.	Indicator	Rate	Target	Target Met?
5a	**LRE Rate: In Regular Class more than 80%**	**54.1%**	**≥53.2%**	**Yes**
5b	LRE Rate: In Regular Class less than 40%	22.0%	≤20.6%	No
5c	LRE Rate: Separate Schools	5.7%	≤3.6%	No

SCUSD and LRE (2018-2019)

No.	Indicator	Rate	Target	Target Met?
5a	LRE Rate: In Regular Class more than 80%	57.67%	≥52.2%	Yes
5b	LRE Rate: In Regular Class less than 40%	23.79%	≤21.6%	No
5c	LRE Rate: Separate Schools	6.27%	≤3.8%	No

LRE and the State

CDE and the State Legislature have been working towards creating more inclusive educational experiences for Students with Disabilities. With focuses on MTSS and UDL, the goal has been to create learning environments that promote the inclusion of students with disabilities with their typically developing peers.

SB 113: Removing Barriers to Inclusion in the General Education Classroom

SB 113:
Removing Barriers to Inclusion in the General Education Classroom

Promote the inclusion of students with disabilities in general education classrooms by:

- Addressing and implementing inclusionary practices through an updated guidebook,

- A mandated review for the consideration of inclusionary practices in textbooks,

- Funding technical assistance providers,

- A study to determine proper staffing numbers to achieve best practices, and

- Mandating training in inclusive practices for new school administrators.

LCAP GOAL IDEAS

Jamboard

https://jamboard.google.com/d/1ywyC_n-_daFUGSgNzVwUBma26Ua1Brpw4SM4sXyyGCg/edit?usp=sharing

Least Restrictive Environment (LRE)

From a Parent/ Guardian perspective, what elements impact LRE

- Terminology
- Curriculum
- Instruction
- Adult Professional Learning

ADDITIONAL INFORMATION

▷ Today, we are focusing on the requirement for districts to write a specific goal in the LCAP to address the needs of students with disabilities.

REQUIREMENTS FOR THE STUDENT GROUP GOAL (1 of 3)

▷ Goal Description:

- ○ Describe the outcomes the SCUSD plans to achieve to address the needs of, and improve outcomes for students with disabilities.

- ○ A SMART goal format with short-term, measurable outcomes is recommended

REQUIREMENTS FOR THE STUDENT GROUP GOAL (2 of 3)

▷ Explanation of why SCUSD has developed this goal:

- **how the actions and metrics included in this goal differ from previous efforts** to improve outcomes for the student group(s), and

- why SCUSD believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

REQUIREMENTS FOR THE STUDENT GROUP GOAL (3 of 3)

▷ This goal must include metrics, desired outcomes, actions, and expenditures that are specific to addressing the needs of students with disabilities.

LCAP GOAL IDEAS

Jamboard

https://jamboard.google.com/d/1ywyC_n-daFUGSgNzVwUBma26Ua1Brpw4SM4sXyyGCg/edit?usp=sharing

LCAP Goal Considerations (SWD)

▷ <u>LRE</u>-Statewide targets in the area of Least Restrictive Environment are increasing. How are you ensuring that all students are in the Least Restrictive Environment?

▷ <u>MTSS</u>-How are you building out a Multi-tiered System of Support in your district?

▷ <u>UDL</u>-Where is your district in the process of implementing Universal Design for Learning? What are your next steps in this area?

▷ <u>Behavior Supports-</u>What behavior supports would be beneficial for your students? What professional learning in this area could benefit your staff?

▷ <u>Inclusion</u>-Where is your district in ensuring all students are experiencing an inclusive education?

▷ <u>NPS</u>-What supports/strategies are needed to support students returning to the district from Non Public Schools?

▷ <u>Specific disability areas</u>-Is there a specific group of students with disabilities, such as students with autism, that could benefit from a focus goal or expanding staff knowledge and strategies for this population?

Goal

GOAL #	Description
	A description of what the LEA plans to accomplish.

An explanation of why the LEA has developed this goal

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Describe how progress is being measured	Most recent data associated with a metric	*2021-22*	*2022-23*	*2023-24*	Desired outcome to achieve by 2023-24
Describe how progress is being measured	Most recent data associated with a metric	*2021-22*	*2022-23*	*2023-24*	Desired outcome to achieve by 2023-24

Actions

Action #	Title	Description	Total Funds	Contributing
	Short title for the action	Description of what the action is; may include a description of how the action contributes to increasing or improving services		Y/N
	Short title for the action	Description of what the action is; may include a description of how the action contributes to increasing or improving services		Y/N

Next Steps

- Special Education department staff will use input and feedback from this session to support development of a draft goal

- Draft will be brought back to CAC for additional input

- Draft will be included in draft LCAP to be shared with public

- Final goal to be included in 2022-23 LCAP presented to the board in June 2022

Discussion and Input