



2022-23 Local Control and Accountability Plan (LCAP) Listening Session

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.

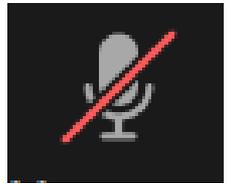
Equity, Access, and Social Justice Guiding Principle

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

- Provide a brief overview of the LCAP
- **Review the current LCAP goals**
- Review student outcome data
- Provide time for participants to share input



- The meeting is being recorded and will be posted on the district's website.
- Please use the 'mute' button to eliminate background noise.
- Use the 'chat' to share input and questions. Staff will be monitoring the chat to help guide the session.



The **Local Control and Accountability Plan (LCAP)** is an important district planning document that includes the district's big **goals** for the next three years, the **actions and services** the district will implement to achieve those goals, the **funding** that the district will spend on the actions and services, and the **measurable outcomes** that will be used to evaluate success.

The LCAP is an important part of the state's **Local Control Funding Formula (LCFF)** model that lets districts make more decisions about how they use funding. Under LCFF, districts receive:

- **LCFF Base Funding:** Money provided for each student served and based on average daily attendance
- **LCFF Supplemental Funding:** Money provided based upon the number of **Unduplicated Students** (English Learners, Foster Youth, Homeless Youth, and Low-Income students)
- **LCFF Concentration Funding:** Additional money provided to districts whose unduplicated student population is more than 55%

Key components of an LCAP include:

- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric (Ex: graduation rate)
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**
- Description of how **educational partner input** was solicited, summary of key input, and how it influenced the plan



An important part of the LCAP is describing how the district is using **targeted funds** (LCFF Supplemental and Concentration Grant funding) to meet the needs of:

- **English Learners**
- **Foster Youth**
- **Homeless Youth**
- **Low-Income students.**

SCUSD's percentage of Unduplicated Pupils in **2021-22** is about **71%** and the total allocation of LCFF Supplemental and Concentration Grant funding is about **\$84 million for 2021-22.**

The LCAP is developed with input from a broad range of **educational partner** including parents, students, staff, and community. This includes input provided by partners through district committees, surveys, and listening sessions.



There are multiple options to provide input and support district and school site decision-making.

School Site examples:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)

Districtwide examples:

- District Committees/ Groups
- Educational Partner Surveys
- Listening Sessions and Town Halls

Examples:

- 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
- Native Youth of Sacramento (NYS)
- Student Advisory Council (SAC)

2021-22 to 2023-24 LCAP Goals

- College and Career Readiness
- Foundational Educational Experience (Tier 1)
- Integrated Supports (Tiers 2 and 3)
- Culture and Climate
- Empowerment and Engagement
- Implementation of MTSS
- Graduate Profile
- Basic Services

College and Career Readiness

Every student will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan.

Examples of Actions to Achieve this Goal:

- Career and Technical Education (CTE) programs
- Academic and career counseling
- Credit Recovery Programs

Examples of measurable outcomes:

- Graduation Rate
- College and Career Preparedness
- CTE Pathway completion and enrollment

Foundational Educational Experience with Equitable Opportunities for ALL students

Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

Examples of Actions to Achieve this Goal:

- Instructional coaching
- Teacher collaboration time
- English Language Development (ELD)
- Early Childhood Education

Examples of measurable outcomes:

- Math and English Language Arts assessments
- English Learner progress and reclassification rates
- District Common Assessments

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.

Examples of Actions to Achieve this Goal:

- Foster Youth and Homeless Youth Services
- Nurses and Social Workers
- Attendance and Engagement support
- Student Support Centers and Connect Center

Examples of measurable outcomes:

- Attendance Rate and Chronic Absenteeism Rate
- High School and Middle School drop-out rates
- Interventions provided to students

Culture and Climate

School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.

Examples of Actions to Achieve this Goal:

- Social Emotional Learning (SEL) programs
- Positive Behavioral Intervention and Supports (PBIS)
- Bullying prevention
- Anti-bias/anti-racism professional learning

Examples of measurable outcomes:

- Suspension Rate
- Expulsion Rate
- Perception of safety and belongingness as measured on the School Climate Survey

Engagement and Empowerment

Parents, families, community partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

Examples of Actions to Achieve this Goal:

- Outreach and education by District Parent Resource Center
- Parent Teacher Home Visits
- Translation and Interpretation

Examples of measurable outcomes:

- Number of Parent Teacher Home Visits
- Participation in district committees
- Participation in capacity-building activities

Implementation of MTSS/DBDM

Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.

Examples of Actions to Achieve this Goal:

- Central leadership to managed implementation
- Professional Learning for school site leadership teams

Examples of measurable outcomes:

- Self-assessment of MTSS Implementation
- Additional outcomes in development

Graduate Profile:

SCUSD will revisit and revise the District Graduate Profile so that it accurately reflects the current priorities of educational partners and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

Examples of Actions to Achieve this Goal:

- Assemble and train focus groups
- System analysis
- Development of a transition plan

Examples of measurable outcomes:

- Updated profile with supporting materials
- Transition plan developed
- Documented implementation of transition plan steps

Basic Services and Districtwide Operations/Supports

SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

Examples of Actions to Achieve this Goal:

- Maintain sufficient facilities staffing and operations
- Ensure access to all board-adopted instructional materials
- Maintain base classroom staffing to deliver core instructional program
- Provide support to new teacher so they can complete credentialing requirements

Examples of measurable outcomes:

- Facilities Condition
- Instructional Materials Sufficiency
- Teacher Credentialing and Assignment

California School Dashboard Indicator	17-18	18-19	19-20	20-21
Graduation Rate % of cohort graduating in 4 or 5 years	86.3	85.7	87.3	85.1
College and Career Readiness % of graduates qualifying as 'prepared'	40.1	40.5	41.7	N/A
Suspension Rate % of students suspended one or more times	6.1	5.6	3.7	0.02
Chronic Absenteeism Rate % of students missing more than 10% of days	14.6	14.8	11.01*	18.6
English Language Arts (ELA) Average Distance from Standard Met	-26.7	-21.5	N/A	N/A
Math State Assessment Average Distance from Standard Met	-50.6	-48.8	N/A	N/A

*2019-20 Chronic Absenteeism data is through February 2019-20.

Month	Key Activities
FEB	<ul style="list-style-type: none"> • LCAP Mid-Year Update • Presentation of PAC Recommendations and SAC Input • Ongoing Engagement of Educational Partners
MAR	<ul style="list-style-type: none"> • Board Discussion of LCAP • Ongoing Engagement of Educational Partners
APR	<ul style="list-style-type: none"> • Recruitment/Applications for LCAP PAC • Ongoing Engagement of Educational Partners
MAY	<ul style="list-style-type: none"> • Updated LCAP Draft presented to Board • Ongoing Engagement of Educational Partners • Present Educational Partner Input Summary to Board
JUN	<ul style="list-style-type: none"> • Selection and Appointment of new PAC members • LCAP Public Hearing and Board Approval • LCAP submitted to Sacramento County Office of Education (SCOE)

Guiding Question:

What is needed most to improve student outcomes, especially for those students with the highest needs?

- **What is working and needs to be expanded?**
- **What is not working/missing?**

Contact Information:

LCAP-related questions:

Steven Fong, LCAP/SPSA Coordinator

916-643-9222

steven-ramirez-fong@scusd.edu

Family and Community Engagement -

916-643-7924

Sean-alexander@scusd.edu