Sacramento City Unified School District

2021-22 to 2023-24 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 past and current draft LCAP goals

- Review student outcome data

- Provide time for participants to share input

Reminders

- 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 session is focused on listening and receiving feedback. Questions that aren't addressed during the session will be answered in an FAQ document that will be posted on the district's website.

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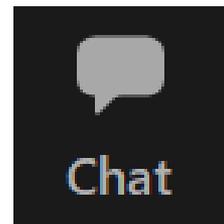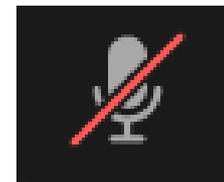
The **Local Control and Accountability Plan (LCAP)** is an important district planning document that includes the district's big **goals** for the next three years, the **actions and services** the district will implement to achieve those goals, the **funding** that the district will spend on the actions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

Key Terms

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%

What is in an LCAP?

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 **stakeholder 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 2020-21 is about 72% and the total allocation of LCFF Supplemental and Concentration Grant funding is about $75 million per year.

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

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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
- Stakeholder 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)

Proposed 2021-22 to 2023-24 LCAP Goals

Past LCAP Goals	Proposed Goal Structure
College and Career Readiness **Student Engagement**	**College and Career Readiness**
	Equitable Access to a High-quality Education
	Targeted Supports for Students
	Culture and Climate
Family and Community Engagement	**Engagement and Empowerment**
	MTSS Implementation
	Update SCUSD's Graduate Profile
Operational Excellence	**Basic Services and Operations**

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

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Equitable Access to a High-quality Education

All students are provided a high-quality education with equitable access to standards-aligned instruction, instructional fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom.

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

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Targeted Supports for Students

Students are provided the academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs.

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

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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.

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

Proposed Goals

Engagement and Empowerment

Parents, families, community stakeholders, 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

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Implementation of Multi-Tiered System of Supports (MTSS)

Implement an effective MTSS to facilitate the elimination of barriers and improvement of outcomes for all students.

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

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In Development:

Update and implement the SCUSD Graduate Profile.
The SCUSD Graduate Profile was created in 2014 and defines the knowledge and skills needed for students to be college and career ready.

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

Recent Student Outcomes

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California School Dashboard Indicator	2017-18	2018-19	2019-20
Graduation Rate % of cohort graduating in 4 or 5 years	**86.3**	**85.7**	**87.3**
College and Career Readiness % of graduates qualifying as 'prepared'	**40.1**	**40.5**	**41.7**
Suspension Rate % of students suspended one or more times	**6.1**	**5.6**	**3.7**
Chronic Absenteeism Rate % of students missing more than 10% of days	**14.6**	**14.8**	**11.01***
English Language Arts (ELA) Average Distance from Standard Met	**-26.7**	**-21.5**	**N/A**
Math State Assessment Average Distance from Standard Met	**-50.6**	**-48.8**	**N/A**

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

LCAP Timeline

Month	Key Activities
FEB	• LCAP Mid-Year Update • Presentation of PAC Recommendations and SAC Input • Ongoing Stakeholder Engagement
MAR	• Board Discussion of LCAP • Ongoing Stakeholder Engagement
APR	• Recruitment/Applications for LCAP PAC • Ongoing Stakeholder Engagement
MAY	• Updated LCAP Draft presented to Board • Ongoing Stakeholder Engagement • Present Stakeholder Input Summary to Board
JUN	• Selection and Appointment of new PAC members • LCAP Public Hearing and Board Approval • LCAP submitted to Sacramento County Office of Education (SCOE)

Guiding Question:

How do we best support our students with the highest needs?

- What programs and practices have been working and should be continued/expanded?
- What is missing – what should the district focus on in the coming years?
- What additional supports are especially important for learning recovery in the summer and next year?

Examples of additional supports for learning recovery:

- Extended Learning Time
- Tutoring and other programs to accelerate learning and close gaps
- Health, counseling, and mental health services
- Access to school meals
- Before and after school programs
- Programs to address student trauma and social-emotional learning needs
- Community learning hubs to provide technology access and academic support
- Credit recovery support
- Assessments of student learning
- Training for staff to address social-emotional, health, and academic needs

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Thank you!

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