

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

7. Sacramento New Technology High School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
8. The MET Sacramento High School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)

**Estimated Time of Presentation:** 25 minutes

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**Approved by:** Jorge A. Aguilar, Superintendent


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State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing

June 24, 2021



## I. Overview/History of Department or Program

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 CDE LCAP web page)

The key components of an LCAP include:

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Following the closure of schools due to COVID-19, April 23, 2020, Governor Newsom issued Executive Order N-56-20 on April 23, 2020. This order postponed the 2020 LCAP to December 2020 and established the COVID

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## Projected Expenditures

- x Total Projected General Fund Expenditures
- x Total Projected Expenditures included in the LCAP
- x Total Projected Expenditures in the LCAP for-high









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Presentations to the board to provide opportunities for board member input and public comment

- x LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- x Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- x Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- x Presentation of

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## Improvement of School and Classroom Culture and Climate

Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction about the American Indian and Alaska Native experience, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

## Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools

An overarching theme that overlaps with many other priorities was stakeholders' call for coherence and consistency in the district's Tier 1 program. This call reaffirmed the demand that all students have equitable access to a quality education. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – should be able to expect the same high quality, standards aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This includes access to quality arts and sports programs, regardless of zip code or choice of school. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

## Equitable Allocation of Resources

A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be used effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.



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- x Local Climate Survey
- x Access to a Broad Course of Study

Detailed information about the Dashboard Local Indicators is included as a separate attached to this board item.

## VII. Lessons Learned/Next Steps:

Moving forward, the integration of key district planning processes with the LCAP will be key. Examples of recent processes include:

- x Expanded Learning Opportunity Grant
- x Coronavirus Aid, Relief, and Economic Security Act
- x California Collaborative for Education Excellence Systemic Instructional Review (SIR)

Remaining checkpoints in the LCAP development and adoption process include:

- x June 24, 2021: LCAP/Budget Adoption
- x June 29, 2021: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- x Summer 2021: (If needed) SCOE Feedback, SCOE Revisions, SCOE Approval

Following adoption and approval by the Sacramento County Office of Education (SCOE), fall 2021 will include communication and outreach with the adopted LCAP to students, families, and staff. Concise, stakeholder friendly materials will be provided to help all community members understand the district's key goals, actions, and metrics being used to evaluate success. This process will, in turn, help to drive further input that can be used to inform the development of the 2022 LCAP.