SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Item# <u>10.3</u>

<u>Meeting Date</u>: June 23, 2022

<u>Subject</u>: 2022-23 Local Control and Accountability Plan Adoption

☐ Information Item Only
☐ Approval on Consent Agenda
☐ Conference (for discussion only)
☐ Conference/First Reading (Action Anticipated: Adopt the 2022-23 Local Control and Accountability Plan for
☐

SCUSD and all Dependent Charter Schools. Receive information about the 2022 California School Dashboard Local Indicators.

<u>Background/Rationale</u>: Annually, districts must develop and adopt a Local Control and Accountability Plan (LCAP). The LCAP provides details of goals, actions, and expenditures to support identified student outcomes and overall performance. The LCAP must be adopted by the board and submitted to the Sacramento County Office of Education (SCOE) for approval.

Financial Considerations:

6. New Joseph Bonnheim Community Charter School 2022-23 Local Control and

Board of Education Executive Summary

Continuous Improvement and Accountability and
State and Federal Programs
Local Control and Accountability Plan (LCAP) Public Hearing
June 23, 2022

I. Overview/History of Department or Program

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, the Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP).

include a one-time report referred to as the Supplement to the Annual Update for document provided an update to the board in February 2022 on the planned use American Rescue Plan Act of 2021. This included an update on the implementa Expenditure Plan, approved by the board in Fall 2021.

II. Driving Governance:

According to Ed Code 52060, on or before July 1, annually, the Governing Boar adopt a Local Control and Accountability Plan (LCAP) using a template adopted Education (SBE), effective for three years with annual updates. It will include the students and for each significant subgroup in regard to the eight state priorities a well as the plans for implementing actions to achieve those goals.

Section 124(e) of Assembly Bill 130 required districts to present an update on th 2021-22 LCAP on or before February 28, 2022 at a regularly scheduled meeting

x

III. Budget:

SCUSD's Local Control and Accountability Plan (LCAP) includes projected expenditures for the actions

SCUSD's proposed LCAP goals include the eight goals that were developed during 21-year 2020 and are reflected in the current (2021-22) LCAP that was approved in June 2021. These build upon the district's prior LCAP goals, former strategic plan, and the current core value and guiding principles. Three additional goals have been added (Goals 9, 10, and 11) for 2022. These are specific to Students with Disabilities, Homeless Youth, and Foster Youth, respectively. The proposed goals are:

1. College and Career Readiness
   100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

2. 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.

3. Integrated Supports

5. 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.

6. Implementation of Multi-Tiered System of Supports (MTSS) and Data-based Decision-making (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. 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.

7. Update the District Graduate Profile

SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2022-23. 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.

8. Basic Services and Districtwide Operations/Supports

SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing,

10. Focus on Homeless Youth

SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided the appropriate family, academic social/emotional, behavioral, health, and other services. The percentage of all socioeconomically disadvantaged students who are identified as homeless will increase and approach the expected 10% rate.

11. Focus on Foster Youth

All Foster Youth demonstrating below grade level academic proficiency will be offered 1 on 1 and/or small group tutoring services to support their accelerated progress toward grade level standards.

The LCAP must include measurable outcomes that enable district to monitor progress across the eight state priorities. The eight state priorities and examples of required measurable outcomes within each include:

1. Basics (Teacher Assignments, Access to Instructional Materials, Facilities in good repair)
2. State Standards (Implementation of academic content and performance standards adopted by the state)
3. Parental Involvement (Efforts to seek parent input in decision making and promotion of parent participation)
4. Pupil Achievement (Performance on standardized tests, college/career readiness, English Learner reclassification and proficiency)
5. Pupil Engagement (Attendance rates, Chronic Absenteeism raatentee t (cutcal.31 -1.22t (aeg,tteti0 Tc U

(Dashboard). Based on the review of student group performance on the 2019 Dashboard, SCUSD was identified as eligible for Differentiated Assistance for these student groups in these State indicators:

- x Foster Youth: English Language Arts (ELA) and Math, Graduation Rate, Suspension Rate
- x Students with Disabilities: English Language Arts (ELA) and Math, Graduation Rate
- x Homeless Youth: English Language Arts (ELA), Math, and Chronic Absenteeism

Due to COVID-19, the state of California did not publish a full Dashboard in 2020 or 2021 and prior eligibility for Differentiated Assistance has been maintained through 2021-22. The three new LCAP goals (9, 10, and 11) represent focused goals that identify actions and measurable outcomes specific to their identified student groups.

Alignment to ESSER III Actions
Across the LCAP, a key effort for the 2022 plan is the alignment to actions in the ESSER III Expenditure Plan. This includes the incorporation of new actions where applicable and notation within existing actions of aligned purpose. With the ESSER III plan having been developed in close alignment with the LCAP, it is helpful to establish further transparency by bringing those descriptions into the LCAP. With both the current LCAP cycle and the ESSER III funding timeline running through 2023-24, the timing of the two process is also in sync.

An important aspect of the LCAP is the requirement that districts describe how they have increased and improved services for the following student groups (collectively referred to as 'Unduplicated Students') as compared to all students:

- x English language learners
- x Socioeconomically disadvantaged (Low Income) students
- x Foster Youth
- x Homeless students

A major initiative highlighted within this year's LCAP is the district's implementation of an effective Multi Tiered System of Supports (MTSS) at all school sites. This effort began during the 2020-21 school with a first cohort of 25 schools beginning their Year 1 (of 3) training and implementation. Cohort 2 is almost done with their first year and the final cohort of schools is preparing to begin their training in the fall of 2022. This initiative is a key priority in the district and represented by both a focus goal within the LCAP as well as key connections points throughout.

Educational partner engagement is a foundational part of the LCAP process and the input of partners played a significant role in shaping the current three-year plan. In the current year, input from educational partners has continued to drive improvements throughout the goals, actions, and measurable outcomes. For this current LCAP, engagement has built through the ESSER III expenditure plan development process and parallel to the development of other key plans such as the Educator Effectiveness Block Grant (EEBG) plan.

Board of Education Executive Summary

Early Education to build a strong foundation

A strong academic and social-emotional foundation in the early years is a key lever for improving the outcomes for our highest-need students. Preschool and Transitional Kindergarten should be offered to all students/families. Bringing all K-3 students to grade level in Reading and Math is a critical need for addressing inequitable outcomes.

Representation/diversity and anti-racism

Curriculum needs to reflect the experience and perspectives of student groups (e.g. Black/African American). Staff should reflect the linguistic, racial, cultural, and other diversity of the student population. Systems that result in disproportionate impacts on specific student groups (e.g. suspension disproportionality) need to be dismantled and progress monitored. Further anti-racism training is needed. The planned school renaming process needs to be addressed.

Community Partnerships

The district needs to increase its collaboration with community partners to provide additional supports that are not possible internally due to capacity limits or expertise. In addition to provided direct services, such partnerships can break down walls between school and community and build the capacity of schools to serve a broader range of needs.

VI. Results:

The Local Control and Accountability Plan (LCAP) must be presented to the board in a public hearing and, a subsequent meeting, for adoption prior to June 30, 2022. These steps must occur in alignment with the public hearing and adoption of the district's 2022-23 budget. Within 5 days of adoption, the LCAP must be submitted to the Sacramento County Office of Education (SCOE) for approval.

The Dashboard Local Indicators must also be presented during the same meeting at which the LCAP is adopted. Dashboard Local Indicators are self-reported by districts to the state and include:

x

Note: this item also includes 2022-23 LCAP materials from the district's 5 dependent charter schools including:

x Bowling Green Elementary Charter School
x George Washington Carver School of Arts and Science
x New Joseph Bonnheim Community Charter School
x Sacramento New Technology High School
x The MET Sacramento High School

VII. Lessons Learned/Next Steps:

Remaining Checkpoints in the LCAP development and adoption process include:

x June 23, 2022:   LCAP/Budget Adoption
x June 2, 2022:   Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
x Summer 2022:   SCOE Feedback, SCUSD Revisions (if needed), SCOE Approval

Following adoption and approval by the Sacramento County Office of Education (SCOE), fall 2022 next steps will include communication and outreach with the adopted LCAP to students, families, and staff.

Key Terms:

x Local Control and Accountability Plan (LCAP) – three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes
x Local Control Funding Formula (LCFF) – the state's method for funding school district
x LCFF Base Funding – Uniform base grant based on grade span and average daily attendance
x Unduplicated Pupils – English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged student
x LCFF Supplemental Grant Funding – Additional funding based upon unduplicated pupil percentage
x LCFF Concentration Grant Funding – Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment