SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Item# <u>10.3</u>

Meeting Date: June 23, 2022

Subject: **2022-23 Local Control and Accountability Plan Adoption**

☐   Information Item Only
☐   Approval on Consent Agenda
☐   Conference (for discussion only)
☐   Conference/First Reading (Action Anticipated: _____)
☐   Conference/Action
☒   Action
☐   Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: 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.

Background/Rationale: 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: The LCAP includes a wide range of projected expenditures for actions and services being implemented to achieve the stated goals. These projections are developed in alignment with the proposed budget.

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:
1. Executive Summary
2. SCUSD 2022-23 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 20, 2022)
3. SCUSD 2022 California School Dashboard Local Indicator Data (To be provided Monday, June 20, 2022)
4. Bowling Green Elementary Charter School 2022-23 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 20, 2022)
5. George Washington Carver School of Arts and Science 2022-23 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 20, 2022)

6. New Joseph Bonnheim Community Charter School 2022-23 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 20, 2022

7. Sacramento New Technology High School 2022-23 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 20, 2022)

8. The MET Sacramento High School 2022-23 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 20, 2022)

Estimated Time of Presentation: 20 minutes
Submitted by: Lisa Allen, Deputy Superintendent
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Approved by: Jorge A. Aguilar, Superintendent

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).

The 2022-23 LCAP represents year 2 in the current three-year LCAP cycle (2021-22 through 2023-24). The 2021-22 to 2023-24 LCAP was approved by the board in June 2021. This reestablished the three-year cadence of the LCAP following a postponement in 2019-20 due to COVID-19.

The overall 2022-23 LCAP materials submitted to the Sacramento County Office of Education (SCOE) will also include a one-time report referred to as the Supplement to the Annual Update for the 2021-22 LCAP. This document provided an update to the board in February 2022 on the planned use of funding from the American Rescue Plan Act of 2021. This included an update on the implementation of the ESSER III 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 Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as 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 the Annual Update to the 2021-22 LCAP on or before February 28, 2022 at a regularly scheduled meeting of the board. This included:
- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

This update was presented to the board on February 17, 2022.

Ed Code 52064(e)(5) requires a district that is eligible to receive Differentiated Assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

The specific components required for the 2022-23 LCAP include:
- 2022 LCFF Budget Overview for Parents
- The Supplement to the Annual Update for the 2021-22 LCAP
- 2022-23 Local Control and Accountability Plan, including action tables and LCAP Instructions

III. Budget:

SCUSD's Local Control and Accountability Plan (LCAP) includes projected expenditures for the actions and services aligned to each LCAP goal. The Local Control Funding Formula (LCFF) Budget Overview for Parents for 2022-23 will provide a high-level overview of the district's entire budget. This will enable educational partners to clearly view the following for 2022-23:

Projected General Fund Revenue for the 2022-23 School Year:
- Total Local Control Funding Formula (LCFF) funds
- Local Control Funding Formula (LCFF) Supplemental and Concentration Grants
- All Other State Funds
- All Local Funds
- All Federal Funds
- Total Projected Revenue

Total Budgeted Expenditures for the 2022-23 School Year:
- Total Budgeted General Fund Expenditures
- Total Budgeted Expenditures in the LCAP
- Total Budgeted Expenditures for High Needs Students in the LCAP
- Expenditures not in the LCAP

Expenditures for High Needs Students in the 2021-22 School Year:
- Total Budgeted Expenditures for High Needs Students in the LCAP
- Actual Expenditures for High Needs Students in the LCAP

IV. Goals, Objectives and Measures:

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:
- 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
- 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

SCUSD's proposed LCAP goals include the eight goals that were developed during the 2020-21 year 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 principle. Three additional goals have been added (Goals 9, 10, and 11) for 2022-23. 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**
   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.

4. **Culture and Climate – Dismantling Systems**
   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.

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 2024-25. 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.

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, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

9. **Focus on Students with Disabilities**
   Provide every SCUSD student eligible for special education support and services with an educational program in their least restrictive environment and includes standards-aligned instruction enabling students to meet or exceed state standards.

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 5-10% 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 the 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 rates, Drop-out rates, Graduation Rates)
6. School Climate (Suspension rates, Expulsion rates, local surveys of safety and connectedness)
7. Course Access (Enrollment in a broad course of study)
8. Other Pupil Outcomes (Pupil outcomes in subject areas)

In addition to the above, the LCAP includes a range of state and local indicators that SCUSD uses to monitor progress towards the plan's goals. For each measurable outcome identified, specific target outcomes for 2023-24 are included.

V. Major Initiatives:
Development of New LCAP Goals
A key area of growth for the 2022-23 LCAP is the development of three new goals, with the new goals focused on improving outcomes for Students with Disabilities, Homeless Youth, and Foster Youth, respectively. These new goals are required by Education Code based on SCUSD's recurring eligibility for Differentiated Assistance for all three student groups.

Eligibility for Differentiated Assistance under the California System of Support is defined as two or more student groups receiving a red indicator on two or more state priorities on the California School Dashboard

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(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:

- Foster Youth: English Language Arts (ELA) and Math, Graduation Rate, Suspension Rate

- Students with Disabilities: English Language Arts (ELA) and Math, Graduation Rate

- Homeless Youth: English Language Arts (ELA) and Math, 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 the three identified student groups.

Alignment to ESSER III Actions
Across the LCAP, a key effort for the 2022-23 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:
- English language learners
- Socioeconomically disadvantaged (Low Income) students
- Foster Youth
- 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,

the Expanded Learning Opportunities Plan (ELO-P), and the new English Learner Master Plan. Engagement activities include meetings with district committees and groups, district surveys, listening sessions, and the program planning of staff. District committees and groups include, but are not limited to, the 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 (PAC), and Student Advisory Council (SAC). The educational partner engagement section of the LCAP outlines the engagement activities, key input received, and impact of the input on LCAP development.

Overall, the feedback provided by educational partners reaffirmed and built upon many of the key priorities communicated in past input and the fall ESSER III Expenditure Plan process. The following summary outlines the themes that emerged across various input strands, specific recommendations and priorities that emerged from educational partner groups, and provides links to additional and more detailed educational partner feedback documents.

The themes that emerged across the various input strands included multiple topics that have surfaced in past engagement processes with the addition of new aspects:

A more personalized educational experience with individual supports and options for students
The educational experience needs to be individualized to each student's needs. Assessments and progress monitoring need to provide the necessary student-level information on which to base personalized supports such as differentiated instruction (including Universal Design for Learning (UDL) practices) and targeted intervention. Students need to be made aware of and encouraged to pursue all options. This includes building an awareness of career options and pathways in addition to 4-year college.

Recruitment, retention, and development of talent
There is a critical need to recruit and retain excellent staff, particularly in the face of staffing shortages. We need to be innovative in how we recruit and retain and maximize opportunities to be competitive in the hiring landscape and minimize classroom and other vacancies. Staff need to be supported with appropriate professional learning so that they can effectively implement identified programs and initiatives. Recruitment and retention need to focus on staff that match the demographics of the student population.

Equitable access to programs and resources
All students need to have full access to a breadth of programs and opportunities inside and outside the classroom. This should not involve a 'pay to play' requirement and includes, but is not limited to, sports, arts, music, clubs, libraries, vocational programs, college trips, and other field trips. Engaging in a range of activities that build skills and foster positive relationships is a powerful contributor to mental health and can improve various student outcomes.

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, in 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:
- Basic Conditions: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

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

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

VII. Lessons Learned/Next Steps:

Remaining Checkpoints in the LCAP development and adoption process include:

- June 23, 2022:   LCAP/Budget Adoption
- June 28, 2022:   Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- 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:

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