



Local Control & Accountability Plan

# Adoption of Local Control and Accountability Plan

(LCAP)

June 24, 2021 Board of Education Meeting

Agenda Item No. 10.1

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## CORE VALUE

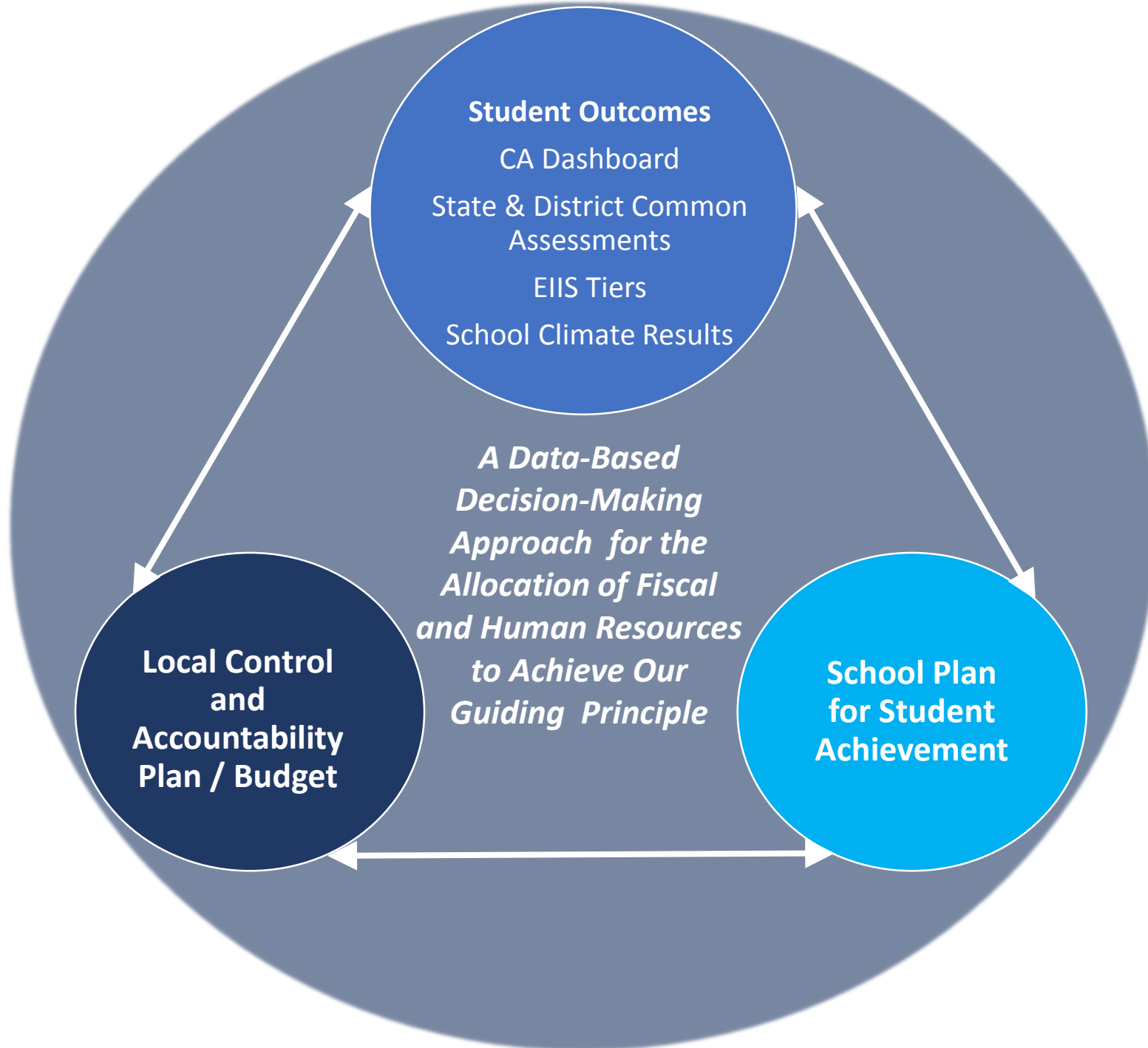
We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

## GUIDING PRINCIPLE

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

## LCAP Adoption is:

- A direct reflection of our **budget** priorities
- Guidance for staff in the form of **target student outcomes** and **prioritized actions and services**
- Local **accountability to our community** in the form of specific outcomes we aim to achieve over the next three years
- Commitment to a **plan for improving outcomes for all students**, and especially those **students with the highest needs**



**Student Outcomes**

- CA Dashboard
- State & District Common Assessments
- EIS Tiers
- School Climate Results

*A Data-Based Decision-Making Approach for the Allocation of Fiscal and Human Resources to Achieve Our Guiding Principle*

**Local Control and Accountability Plan / Budget**

**School Plan for Student Achievement**

***SCUSD Guiding Principle***  
***All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options!!***

# Alignment Across District Plans

LCAP Goals	Framework for CARES Act Funding		Expanded Learning Opportunities (ELO) Grant Plan Categories
1: College/Career Readiness	Academics		<ul style="list-style-type: none"> <li>• Credit recovery support</li> </ul>
2: Foundational/Tier 1 Educational Experience			
3: Integrated Supports	Well-Being	Attendance	<ul style="list-style-type: none"> <li>• Extending instruction time</li> <li>• Accelerating progress/closing gaps</li> <li>• Integrated supports to address barriers to learning</li> <li>• Community Learning hubs</li> <li>• Additional academic services</li> </ul>
4: Culture and Climate		School Climate	
5: Engagement and Empowerment			<ul style="list-style-type: none"> <li>• Training for staff to engage students and families</li> </ul>

# Timeline

Month	Next Steps
JUN	<ul style="list-style-type: none"><li>• <b>LCAP Adoption (6.24.21)</b><ul style="list-style-type: none"><li>• Includes information for Dashboard Local Indicators</li></ul></li><li>• Selection and Appointment of new PAC members</li><li>• LCAP submitted to Sacramento County Office of Education (SCOE)</li></ul>
Beyond	<ul style="list-style-type: none"><li>• Partner with Communications team to develop an outreach plan</li><li>• Develop materials for stakeholders to share new LCAP</li><li>• Outreach to inform community about new LCAP</li><li>• Support alignment of site efforts to new LCAP</li><li>• Implementation of LCAP Actions and ongoing monitoring of progress</li><li>• Ongoing stakeholder engagement and revision of the LCAP</li></ul>

# Components of the LCAP

## **The 2021-22 to 2023-24 LCAP includes the following components:**

- 2021 Budget Overview for Parents (BOFP)
- Annual Update (2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan)
- 2021-22 to 2023-24 three-year LCAP
  - Plan Summary
  - Stakeholder Engagement
  - Goals, Actions, and Metrics
  - Increased/Improved Services
  - Expenditure Tables
- Appendices: Expanded Expenditure Table and Glossary

# Local Control Funding Formula (LCFF) Budget Overview for Parents (BOFP)

Projected General Fund Revenue for the 2021-22 School Year	Amount
Local Control Funding Formula (LCFF) Funds (All)	<b>\$430,509,685</b>
-LCFF Supplemental and Concentration (S&C) funds	\$79,174,505
All Other State Funds	<b>\$76,180,092</b>
All Local Funds	<b>\$6,385,645</b>
All Federal Funds	<b>\$46,193,654</b>
<b>Total</b>	<b>\$559,269,075</b>



# Local Control Funding Formula (LCFF) Budget Overview for Parents (BOFP)

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	<b>\$589,976,725</b>
Total Budgeted Expenditures in the LCAP	<b>\$353,730,004</b>
Total Budgeted Expenditures for High Needs Students in the LCAP	<b>\$89,729,829</b>
Expenditures not in the LCAP	<b>\$236,246,721</b>

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	<b>\$38,727,954</b>
Actual Expenditures for High Needs Students in the Learning Continuity Plan	<b>\$35,231,807</b>

# LCAP Goals

Goal Type	2021-22 to 2023-24 Goals
<p style="text-align: center;"><b>BROAD GOALS</b></p>	College and Career Readiness
	Foundational Educational Experience
	Targeted Supports for Students
	Culture and Climate
	Engagement and Empowerment
<p style="text-align: center;"><b>FOCUS GOALS</b></p>	MTSS Implementation
	Graduate Profile
<p style="text-align: center;"><b>MAINTENANCE OF PROGRESS GOAL</b></p>	Basic Conditions and Services

# Key Contributors and Sources

## Stakeholder Engagement includes:

- Meetings with district committees and groups
- Listening Sessions
- District Surveys
- Board Meetings and public comments
- Input on draft materials
- Public Hearing
- Learning Continuity Plan input

## District Committees and Groups:

- 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
- Student Advisory Council (SAC)

Special thanks to the Sacramento Area Youth Speaks (SAYS) class at Luther Burbank for developing and submitting formal recommendations

## Key updates since 6.10.21 public hearing

- Inclusion of Appendices to provide a detailed expenditure breakdown by resource and glossary of terms
- Incorporation of an action specific to Early Literacy
- Additional detail for actions and expenditures to provide clarity on status and funding
- Revision of Goal statements 1, 3, and 4 to include additional student groups in statements

# Expenditure Tables in the LCAP

The new LCAP template presents most of the projected expenditure data in a set of separate expenditure tables. A key shift in the new LCAP is the consolidation of all LCFF dollars into a single data point.



Total Personnel	Total Non-Personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

SCUSD is committed to LCAP fiscal transparency and has incorporated an appendix that provides a specific breakdown of funding by resource for each action. This will report LCFF base funding and LCFF Supplemental and Concentration (S&C) Grant funding separately.

# Expenditures Appendix for SCUSD

The final LCAP will include an appendix that expands upon the level of detail in the LCAP template's expenditure tables and includes the following:

## **Local Control Funding Formula (LCFF) Funding:**

- LCFF Base Funding
- LCFF Supplemental and Concentration (S&C) Grant Funding

## **Other State Funding**

## **Local Funds**

## **Federal Funding**

- Title 1, Title 2, and Title 3
- Other Federal Funds

# Early Literacy Focus and Next Steps

Curriculum and Instruction staff have provided guidance for an action specific to early literacy that reflects the department's 6-year literacy plan. This action includes:

- Providing Language Essentials for Teachers of Reading and Spelling (LETRS) training for all elementary principals and staff.
- Training was launched in 2020-21 for ELA/ELD teacher specialists, inclusion coaches, and ELA/ELD coordinators. Training will continue in three successive cohorts from 2021-22 through 2024-25.

Next Steps:

- The Academic Office agrees that this work merits status as a full LCAP goal and will guide development of this in 2021-22.

## Additional Detail for Actions and Expenditures

Based on feedback from the public hearing, additional detail was added to the LCAP for clarity regarding actions and expenditures. This includes:

- Notation of ‘Continuing,’ ‘Modified,’ or ‘New’ for actions within the main body of the LCAP and within the expenditure tables
- Clarification of funding status for actions that do not have any expenditure amount included or reflect a \$0 cost.
- Notation of Action/Metric reference numbers in the increased/improved and stakeholder engagement sections.



## Revision of Goal Statements

Based on stakeholder input, goal statements 1, 3, and 4 have been expanded to include additional student groups:

- **Goal 1** - Now includes **Hispanic/Latino students** in the named groups for which accelerated growth in graduation rate and college/career readiness is needed.
- **Goal 3** - Now includes **Hispanic/Latino students** in the named groups that especially need to be provided academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs.
- **Goal 4** - Now includes **LGBTQ+ Youth** in the named groups that are affected by inequitable and discriminatory systems that need to be actively dismantled.

## Disaggregation of Data

### Graduation Rate

Percentage of students who received a High School Diploma within 4 or 5 years of entering 9<sup>th</sup> grade

**Source:** California School Dashboard

**Note:** Results do not include Charter Schools

Student Group	2018-19	2019-20
SCUSD	85.7	87.3
English Learners	81.2	75.8
Foster Youth	66.7	81.3
Homeless Youth	75.3	72.9
Low Income	84.7	86.1
Students with Disabilities	66	70.4
African American	77.1	82.4
American Indian or Alaska Native	81.8	73.3
Asian	93.7	93.5
Filipino	100	95.2
Hispanic/Latino	84.2	84.6
Native Hawaiian or Pacific Islander	87	71.9
White	84.6	92.5
Two or More Races	88.1	87.8

## Assessing what works

The increased/improved services section of the LCAP includes discussion of outcomes and analysis of how these outcomes might support the continuation of actions.

This, overall, is an area where significant growth opportunities exist as the district seeks to create stronger alignment between targeted use of funding and measurable outcomes that can be used to evaluate return on investment.

# Opportunities for Growth Moving Forward

Key opportunities to improve and expand efforts in the coming year:

- Integration/alignment of plan to CCEE Systemic Instructional Review (SIR) and plans such as the Expanded Learning Opportunities (ELO) Plan.
- Increased alignment of the LCAP to school site plans.
- Follow through on planned collaboration with the Communications team to develop and implement plan to educate community about LCAP and collaborate to implement LCAP.
- Continue to improve outreach to stakeholders.
- Build upon ongoing efforts to align budget and LCAP processes.

## Dashboard Local Indicators for 2021

Annually districts are required to report outcomes for Dashboard Local Indicators. Following school closures last spring, the state waived this requirement for the 2019-20 school year.

Beginning in 2020-21, Dashboard Local Indicators must be reported in the spring in alignment with the LCAP cycle. The status of Local Indicator uploading to the Dashboard for 2021 is to be determined.

Detailed information for the 2020-21 Dashboard Local Indicators is attached to this board item.

# Local Indicator Alignment to LCAP Metrics

Local Indicator	LCAP Metrics
<b>Priority 1: Basic Conditions</b>	<ul style="list-style-type: none"> <li>● Metric 8A: Facilities Condition (Facilities Inspection Tool (FIT) Results)</li> <li>● Metric 8B: Instructional Materials Sufficiency</li> <li>● Metric 8C: Teacher Credentialing Status</li> <li>● Metric 8D: Teacher Assignment</li> <li>● Metric 8E: Teacher Vacancies</li> </ul>
<b>Priority 2: Implementation of Academic Standards</b>	<ul style="list-style-type: none"> <li>● Metric 2L: Standards Implementation Survey Results</li> </ul>
<b>Priority 3: Family Engagement</b>	<ul style="list-style-type: none"> <li>● Metric 5I: District Committee Impact: Survey (to be developed) to assess satisfaction of district committee members</li> <li>● Metric 5J: Parent/Caregiver Experience Survey Results</li> </ul>
<b>Priority 6: School Climate</b>	<ul style="list-style-type: none"> <li>● Metric 4E: School Climate Survey Results</li> </ul>
<b>Priority 7: Access to a Broad Course of Study</b>	<ul style="list-style-type: none"> <li>● Metric 1E: On-track A-G status</li> <li>● Metric 1H: CTE Pathway Enrollment</li> <li>● Metric 2I: AP Enrollment</li> </ul>

# Dependent Charter Plans

Also included in this item for adoption are the Local Control and Accountability Plans for the district's dependent charter schools. These include:

- 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

Each dependent charter school is also required to submit their plan to the Sacramento County Office of Education (SCOE) and post a copy of their adopted plan on the homepage of their school website.

# Recommendation

## Adopt SCUSD 2021-22 Local Control and Accountability Plan

### Adopt 2021-22 Local Control and Accountability Plans for:

- 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