Quarterly Report: Local Control and Accountability Plan (LCAP)

October 21, 2021 Board of Education Meeting

Agenda Item No. 8.3

Lisa Allen, Deputy Superintendent

Steven Fong, LCAP/SPSA Coordinator

Purpose

Provide periodic updates on the annual development process for the Local Control and Accountability Plan (LCAP) and related items. This Quarterly Update includes:

- Status update on Approval by Sacramento County Office of Education (SCOE)

- Overview of new requirements for the 2022-23 LCAP process

- Status update on efforts to improve alignment of the LCAP and SPSAs

- Provide an example of updated data for LCAP measurable outcomes

- First look at the state's new Growth Model data

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

Sacramento City UNIFIED SCHOOL DISTRICT

Purpose

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 California Department of Education (CDE) LCAP web page, Calif. Ed. Code (EC) sections 52060(a), 52066(a), 47605(c)(5)(A), 47606.5(es))

Annually, districts are required to submit their board-adopted LCAPs to the County Office of Education for review and approval

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Updates: New Requirements for 21-22 Process

New LCAP Template Requirements

- Additional details required in the expenditure tables to demonstrate proportionality and % of increased/improved

- Required reporting of LCFF Supplemental and Concentration carryover from prior year and how the unused portions will be used to increase/improve services for unduplicated students

- Establish a Goal specific to the student groups eligible for differentiated assistance (In SCUSD this includes HY, FY, SWD)

- Establish a Goal specific to addressing disparities in performance between consistently low-performing schools and the performance of the district as a whole (SCUSD does not anticipate the need to establish a goal in this area)

Supplement to the Annual Update

- Describe community engagement for the use of funds in the Budget Act of 2021 that were not included in the LCAP

- Describe how additional Concentration Grant add-on funding was used to increase credential/classified staff providing direct services to students

- Describe community engagement in the use of one-time federal funds to support pandemic recovery and impacts of distance learning

- Provide implementation update for the ESSER III Expenditure Plan

- Describe how 21-22 resources are being used consistent with applicable plans and aligned to the LCAP

Updates: Modification of Language Use

CDE will no longer be using the term 'stakeholders'

- Feedback from Native American communities indicating that they find use of the term 'stakeholder' offensive, as it connotes the practice of "staking a claim" to land.

- The term 'stakeholder(s)' is being replaced by 'educational partner(s)' until an appropriate term is identified and recommended to the State Board of Education for adoption.

- Identification of an appropriate term will be informed by input from statewide educational partners from Tribes and the Superintendent' American Indian Education Oversight Committee.

(From California State Board of Education Item #03, September 2021 Agenda)

Month	2021-22 Timeline (Development of 2022-23 LCAP)
OCT	• Outreach, Quarterly Update, ESSER III Expenditure Plan
NOV	• Outreach, State Board of Education approval of new LCAP template
DEC	• Outreach, Quarterly Update (BOE), Development of Annual Update Draft
JAN	• Outreach, Community Survey, Full Annual Update Draft
FEB	• Outreach, Annual Update Approval (BOE), PAC Recommendations, Quarterly Update (BOE)
MAR	• Outreach, LCAP Listening Sessions, Initial drafting of full 22-23 LCAP
APR	• Outreach, PAC Applications Available, Continued drafting of 22-23 LCAP
MAY	• Outreach, Quarterly Update (BOE), Full Draft (BOE), Summary of Stakeholder Input (BOE)
JUN	• Outreach, Public Hearing (BOE), Adoption and Local Indicators (BOE), LCA PAC Appointments (BOE)

LCAP Measurable Outcomes

- **GOAL 1:** College and Career Readiness
- **GOAL 2:** Tier 1 – Foundational Educational Experience
- **GOAL 3:** Tier 2/3 - Integrated Supports
- **GOAL 4:** Culture and Climate
- **GOAL 5:** Engagement and Empowerment
- **GOAL 6:** MTSS Implementation
- **GOAL 7:** Graduate Profile
- **GOAL 8:** Mainte

Goal 3: Tier 2/3 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,
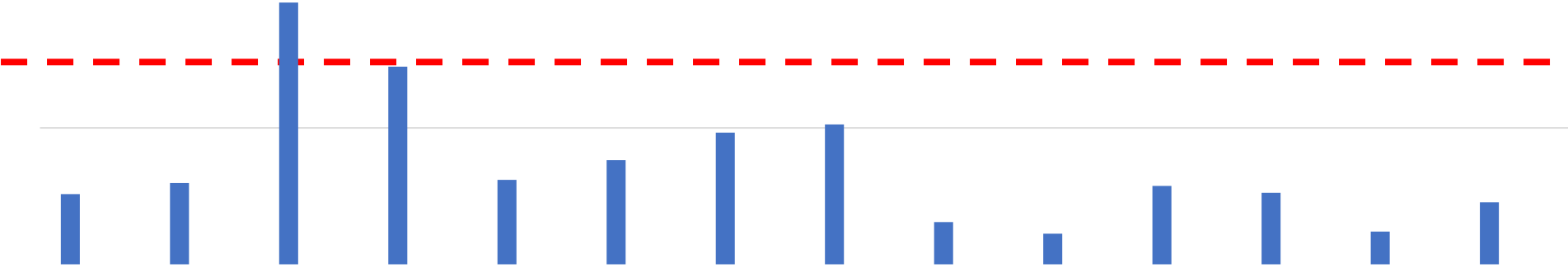
Goal 3 Metrics

- 3A: Attendance Rate – Students attending 95% or more

- 3B: Chronic Absenteeism – Students absent for 10% or more of the days they are enrolled

- 3C: Chronic Absenteeism Interventions – students at risk or chronically absent who received 2+ interventions

- 3D: Attendance Interventions – students with less than 95.9% attendance who received interventions and had improved attendance

- 3E: Provision of Responsive Services – students who were identified by the Early Identification and Intervention System and were provided responsive services

- 3F: High School Dropout Rate (from 4 year adjusted cohort)

- 3G: Middle School Dropout Rate (7th and 8th grade)

Sacramento City UNIFIED SCHOOL DISTRICT

3E: Provision of Responsive Services

- - - - 2023-24 Target (29.6%)

Percentage of students who met an Attendance/ Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services

Source: SCUSD EIIS

3E: Provision of Responsive Services

Student Group	2018-19	2019-20	2020-21
SCUSD	10.3	35.7	37.1
English Learners (EL)	11.9	51.6	50.5

LCAP-SPSA Alignment Efforts

Ongoing cross-departmental efforts to increase LCAP-SPSA alignment include:

System
Alignment

What is the Growth Model?

A growth model is a way of measuring students' growth between the current year assessment scores and the previous year assessment scores. A students individual growth score looks at the difference between the student's expected test score and their actual test score. Growth

What is important to know right now about this new model?

- Scores will be calculated for grades 4-8 and need two years of growth scores (three years of total assessment data)

- The reported scores are based on 2016-17, 2017-18, and 2018-19 Smarter Balanced Assessment data (Math and ELA).

- These scores are **NOT** considered actionable data as they are calculated based on historical   data following COVID impacts on 2019 and 2021.

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A First Look: CDE Growth Model Data

How do I read a growth score?

- A score of 100 indicates that students are meeting the expected amount of growth.

- A score of less than 100 indicates that students have not met the expected amount of growth.

- A score of more than 100 indicates that students have exceeded their expected amount of growth.

- Each score includes a decile ranking (1-10) that shows how a student group has performed relative to other districts/schools across the state.

Where can I find this information?

- The information is downloadable from CDE's website at:
  https://www.cde.ca.gov/ta/ac/acctgrowthmod.asp

Reminder
Parents/caregivers will **NOT** receive individual growth reports for their students and individual student growth scores should **NOT**

Comments/Questions