

**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
BOARD OF EDUCATION**

Item# 10.3

Meeting Date: June 9, 2022

Subject: Public Hearing: 2022-23 Local Control and Accountability Plan

- 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: Conduct the Public Hearing of the 2022-23 Local Control and Accountability Plan.

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. Prior to adoption, the LCAP must be presented to the board in a public hearing. This item presents the 2022-23 LCAP for public hearing.

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: Engagement and Empowerment

Documents Attached:

5. George Washington Carver School of Arts and Science 2022-23 Draft Local Control and Accountability Plan (LCAP) (To be provided Monday, June 6, 2022 at <https://www.scusd.edu/boe060222>)
6. New Joseph Bonnheim Community Charter School 2022-23 Draft Local Control and Accountability Plan (LCAP) (To be provided Monday, June 6, 2022 at <https://www.scusd.edu/boe060222>)
7. Sacramento New Technology High School 2022-23 Draft Local Control and Accountability Plan (LCAP) (To be provided Monday, June 6, 2022 at <https://www.scusd.edu/boe060222>)
8. The MET Sacramento High School 2022-23 Draft Local Control and Accountability Plan (LCAP) (To be provided Monday, June 6, 2022 at <https://www.scusd.edu/boe060222>)



Local Control and Accountability Plan (LCAP) Public Hearing
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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:

Total Projected District Revenue

- Total projected LCFF revenue
- Total projected LCFF Supplemental and Concentration grant revenue
- Total projected revenue from other state sources
- Total projected revenue from local funds
- Total projected Federal funding revenue (including Title I, II, and III funding)
- Total projected revenue

Projected Expenditures

- Total Projected General Fund Expenditures



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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. 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. 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. 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,

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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:

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.

There is a critical need to recruit and retain excellent staff, particularly in the face of staffing shortages. Waivers for vocational programs, college trips, and other field trips. Engaging in a range of activities and foster positive relationships is a powerful contributor to mental health and can lead to better outcomes.

Social-emotional foundation in the early years is a key lever for improving the outcomes for at-risk students. Preschool and Transitional Kindergarten should be offered to all children. Getting all K-3 students to grade level in Reading and Math is a critical need for improving outcomes.

Sacramento City Unified School District
Superintendent's Office

Copies of the plan may be inspected at: