



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 10.1

Meeting Date: June 24, 2021

Subject: Local Control and Accountability Plan (LCAP) 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 2021-22 Local Control and Accountability Plan for SCUSD and Dependent Charter Schools. Receive information about the 2021 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 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
3. SCUSD 2021 California School Dashboard Local Indicator Data (To be provided Monday, June 21, 2021)
4. Bowling Green Elementary Charter School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
5. George Washington Carver School of Arts and Science 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
6. New Joseph Bonnheim Community Charter School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)

7. Sacramento New Technology High School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)
8. The MET Sacramento High School 2021-22 Local Control and Accountability Plan (LCAP) (To be provided Monday, June 21, 2021)

Estimated Time of Presentation: 25 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator

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 24, 2021



Local Control & Accountability Plan

I. Overview/History of Department or Program

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 **stakeholder input** was solicited, summary of key input, and how it influenced the plan

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

In terms of background, the state Legislature approved a new funding system for all California public schools in July 2013. This new funding system, the Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP). Three Year LCAPs were approved in 2014, 2017 and now 2021

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 2021



Following the closure of schools due to COVID-19, April 23, 2020, Governor Newsom issued Executive Order N-56-20 on April 23, 2020. This order postponed the 2020-21 LCAP to December 2020 and established the COVID-19 Operations Written Report requirement. Senate Bill 98, signed into law on June 29, 2020, made further changes to accountability requirements. These included elimination of the 2020-21 LCAP, shifting of the next three-year LCAP cycle to 2021-22 to 2023-24, and creation of the one-time Learning Continuity and Attendance Plan requirement. The 2021-22 to 2023-24 LCAP will be the third, three-year cycle in the history of the LCFF era. It follows the 2014-15 to 2016-17 LCAP and the 2017-18 to 2019-20 LCAP.

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. Prior to adoption of the LCAP, it must be presented for Public Hearing.

The specific components required for the 2021-22 to 2023-24 LCAP include:

- 2021 LCFF Budget Overview for Parents
- Annual Update for 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan
- 2021-22 to 2023-24 LCAP Three-year Plan
- 2021-22 LCAP Expenditure Tables
- 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 2021-22 provides a high-level overview of the district entire budget. The Budget Overview for Parents enables stakeholders to clearly view the following for 2021-22:

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)

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 2021



Projected Expenditures

- Total Projected General Fund Expenditures
- Total Projected Expenditures included in the LCAP
- Total Projected Expenditures in the LCAP for high-needs students

The three-year plan component includes projected expenditures for each planned action and a detailed breakdown of projected expenditures within the expenditure tables. The expenditure tables are new to the LCAP template for the 2021-22 year and include the following information for each LCAP action:

- Total Personnel costs within the action
- Total Non-Personnel costs within the action
- Percentage of the total projected expenditures that are allocated to personnel
- Total Local Control Funding Formula (LCFF) Funds
- Total Other State Funds
- Total Local Funds
- Total Federal Funds

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 **stakeholder input** was solicited, summary of key input, and how it influenced the plan

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing

June 24, 2021



SCUSD's proposed goals for the 2021-22 LCAP build upon the district's prior LCAP goals, strategic plan, and the current core value and guiding principle. 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, 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. 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. 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. 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. 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 2021-22. 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.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing

June 24, 2021



8. 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.

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 must be set. SCUSD has expanded the level of disaggregation of student groups in the new LCAP to transparently show performance across groups, including performance gaps, and set individual targets.

V. Major Initiatives:

The Stakeholder Engagement section within the LCAP requires districts to provide descriptions in three key areas:

1. A summary of the stakeholder process and how input was considered before finalizing the LCAP.
2. A summary of the feedback provided by specific stakeholder groups.
3. A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The annual and ongoing engagement of stakeholders is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in SCUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included listening sessions, meetings with district committees/groups, district

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 2021



surveys, a virtual town hall, public comment on the posted draft, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process catalyzed and supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-22 LCAP continued throughout 2020-21. The process includes engagement with district committees/groups in their established meetings and special meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, opportunity to comment on the draft, and a public hearing. A key feature of engagement during 2020-21 was the sharing of key stakeholder recommendations earlier in the year to inform board and staff planning. During 2019-20 engagement, the LCAP Parent Advisory Committee (PAC) set an internal goal to advance initial recommendations earlier in the school year. This goal was achieved as the PAC provided initial recommendations to the board in December 2020 in the form of a Board Communication. The LCAP PAC later presented these recommendations to the board in February 2021. At this same meeting, members of the Student Advisory Council (SAC) presented their key recommendations to the board. To provide adequate time for consideration, the board scheduled a special meeting on 3.11.21 to engage directly with members of the PAC and SAC. This meeting also included a presentation by a representative from the California School Boards Association (CSBA) to discuss the role of the board with regard to the LCAP.

Building upon this priority to share stakeholder recommendations earlier, a summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with executive cabinet, departmental leadership, and the representative stakeholder groups. This presentation provides an expanded set of input to the Board and public.

The district's key committees and groups play a critical role in representing different parts of the SCUSD community. Key groups supporting this year's input process included:

- African American Advisory Board (AAAB)
- American Indian Education Program Parent Committee (AIEP PC)
- Community Advisory Committee (CAC)
- District English Learner Advisory Committee (DELAC)
- LCAP Parent Advisory Committee (PAC)
- Student Advisory Council (SAC)

Additionally, the Sacramento Area Youth Speaks (SAYS) team at Luther Burbank provided a comprehensive set of student-formed recommendations to inform the LCAP process that have been integrated into the overall input.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 2021



Presentations to the board to provide opportunities for board member input and public comment included:

- LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- Presentation of LCAP Draft (5.6.21)
- Summary of Stakeholder Input (5.20.21)
- LCAP Public Hearing (6.10.21)

Several surveys were administered throughout the year to gather additional input from stakeholders. These included:

- Fall 2020 School Climate Survey (Students only)
- Spring 2021 School Climate Survey in March-April 2021 (Students, Staff, and Families)
- LCAP Stakeholder Survey in April-May 2021 (Students, Staff, Families, and Community Members)

Additionally, members of the board of education partnered with the Parent Institute for Quality Education (PIQE) to administer a survey to parents and caregivers in support of the Expanded Learning Opportunities Grant planning process. Feedback from this survey affirmed many of the priorities and recommendations that emerged across LCAP engagement.

A series of five listening sessions were held in April and May 2021 and were open to all students, staff, parents/caregivers, and community members. These provided a brief overview of the LCAP and provided attendees opportunity to share their input on how to best support students with the highest needs.

Several overarching themes emerged throughout the range of stakeholder engagement activities. These themes included:

Effective Implementation of a Multi-tiered System of Supports (MTSS)

A leading theme that echoed across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site. This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified need (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing

June 24, 2021



Individualized Supports Based on Identified Student Needs

A theme across stakeholder group input was the need for more individualized supports for students with a particular focus on those students with the highest needs. A recurring recommendation was that individualized learning plans be developed for unduplicated students (English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students), African American students, and other student groups with demonstrated needs. Related recommendations include the assignment of specific liaisons to provide a 1 to 1 source of support and advisory periods to provide each student a 1 to 1 teacher/staff connection for social and emotional as well as academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified.

Focus on Early Literacy and Developing a Strong Foundation

A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency by the 3rd grade as a key indicator for the district and expected deliverable for every single student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers. Feedback also emphasized the need for a strategic focus on college and career readiness efforts at the elementary grade level. Stakeholders affirmed the need for families and students to have an understanding of PreK-College pathways early on and to have support in developing a clear plan for PreK-12 and beyond, including defined postsecondary goals.

Increased Mental Health Supports

While this theme was present in previous LCAP input processes, it was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and in recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more social workers, mental health counseling at school sites, student support centers at all school sites, and the development of courses/curricula to provide students direct access to education about their own mental health. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 2021



Improvement of School and Classroom Culture and Climate

Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction about the American Indian and Alaska Native experience, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools

An overarching theme that overlaps with many other priorities was stakeholders' call for coherence and consistency in the district's Tier 1 program. This call reaffirmed the demand that all students have equitable access to a quality education. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – they should be able to expect the same high-quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This includes access to high-quality arts and sports programs, regardless of zip code or choice of school. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

Equitable Allocation of Resources

A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be utilized effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 2021



Implementation Accountability

Another theme that connects to a broad range of stakeholder interests is the importance of building in accountability measures for district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the current 'opt-in' culture of the district as a limiting factor in effectively implementing programs and feedback emphasized the need to monitor how training is being provided and whether it is effective in meeting the stated goal(s). Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. Related to the above theme of coherence and consistency, stakeholder feedback specified the need to implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful.

Disruption of the Status Quo

Stakeholders expressed this theme in many ways, with 'disruption of the status quo' summarizing the general interest in taking the recent year as an opportunity for radical changes to programs and practices. This included feedback pointing to the opportunity to build upon key lessons from the distance learning experience and provide new instructional opportunities for students in the future. Also recurring as a theme in feedback was the idea that 'what we were doing before wasn't working, so we should think about how to do things differently.' As noted in the plan summary, stakeholders have emphasized that incremental change alone will not be sufficient to address the needs present in the system.

In addition to the overarching themes that emerged across stakeholder input strands, there were specific priorities and recommendations that recurred during stakeholder engagement. These are organized by LCAP goal area within the stakeholder engagement section.

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, 2021. These steps must occur in alignment with the public hearing and adoption of the district's 2021-22 budget. Within 5 days of adoption, the LCAP must be submitted to the Sacramento County Office of Education (SCOE) for approval.

Beginning with the 2021-22 LCAP, 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

Board of Education Executive Summary

Continuous Improvement and Accountability and State and Federal Programs

Local Control and Accountability Plan (LCAP) Public Hearing
June 24, 2021



- Local Climate Survey
- Access to a Broad Course of Study

Detailed information about the Dashboard Local Indicators is included as a separate attached to this board item.

VII. Lessons Learned/Next Steps:

Moving forward, the integration of key district planning processes with the LCAP will be key. Examples of recent processes include:

- Expanded Learning Opportunity Grant
- Coronavirus Aid, Relief, and Economic Security (CARES) Act
- California Collaborative for Education Excellence (CCEE) Systemic Instructional Review (SIR)

Remaining Checkpoints in the LCAP development and adoption process include:

- June 24, 2021: LCAP/Budget Adoption
- June 29, 2021: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Summer 2021: (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

Following adoption and approval by the Sacramento County Office of Education (SCOE), fall 2021 next steps will include communication and outreach with the adopted LCAP to students, families, and staff. Concise, stakeholder friendly materials will be provided to help all community members understand the district's key goals, actions, and metrics being used to evaluate success. This process will, in turn, help to drive further input that can be used to inform the development of the 2022-23 LCAP.



Local Control & Accountability Plan

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