

CORE VALUE

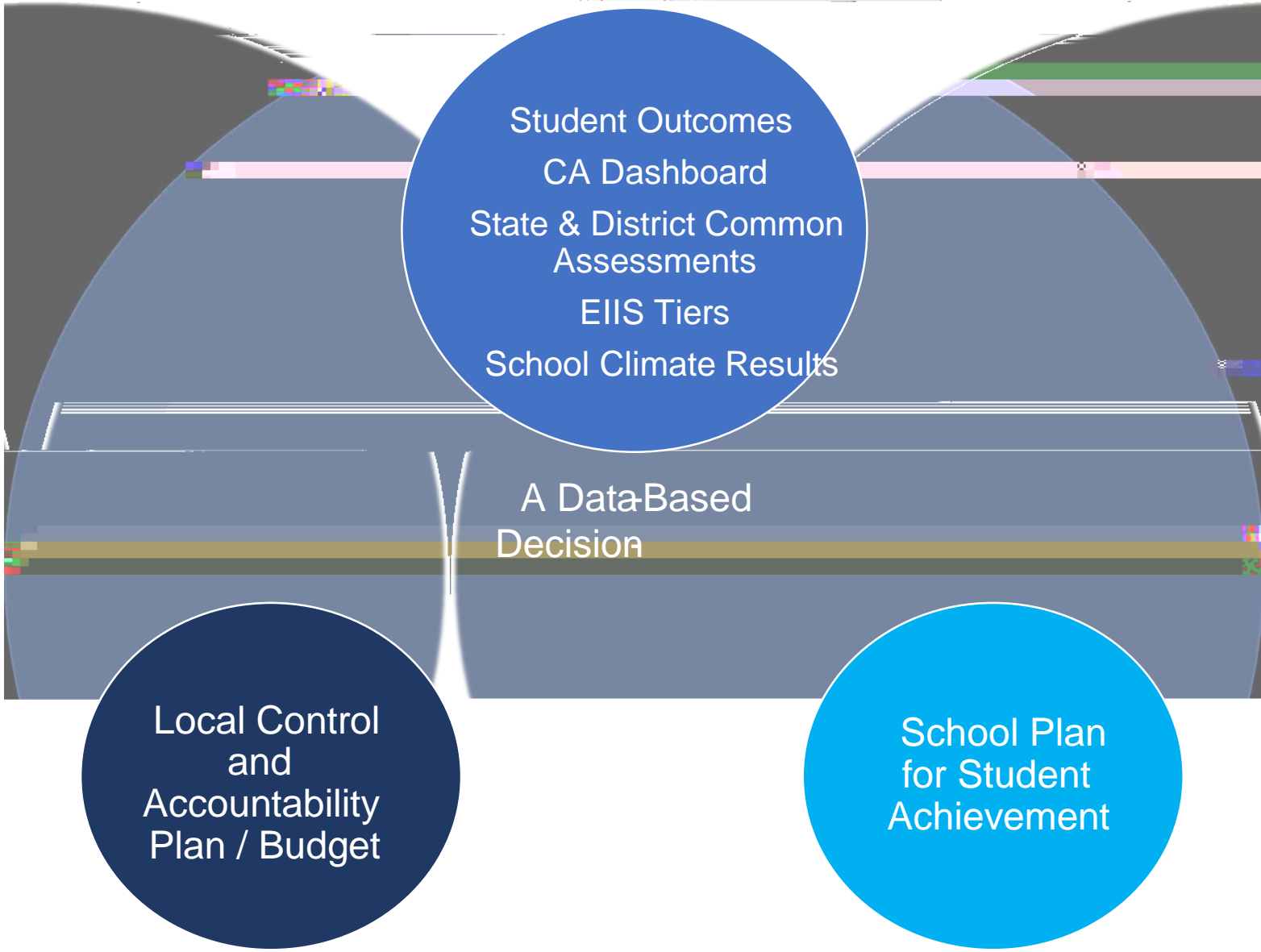
We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

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





Timeline

Month	Next Steps
JUN	<ul style="list-style-type: none">• LCAP Adoption (6.24.21)<ul style="list-style-type: none">• Includes information for Dashboard Local Indicators• Selection and Appointment of new PAC members• LCAP submitted to Sacramento County Office of Education (SCOE)
Beyond	<ul style="list-style-type: none">• Partner with Communications team to develop an outreach plan• Develop materials

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)	\$430,509,685
-LCFF Supplemental and Concentration (S&C)	\$79,174,505
All Other State Funds	\$76,180,092
All Local Funds	\$6,385,645
All Federal Funds	\$46,193,654
Total	\$559,269,075

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

Total Budgeted	

LCAP Goals

Goal Type	2021-22 to 2023-24 Goals
BROAD GOALS	College and Career Readiness
	Foundational Educational Experience
	Targeted Supports for Students
	Culture and Climate
	Engagement and Empowerment
FOCUS GOALS	MTSS Implementation
	Graduate Profile
MAINTENANCE OF PROGRESS GOAL	Basic Conditions and Services

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						

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.

Based on feedback from the public hearing, additional detail

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 9th
 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.

Annually districts are required to report outcomes for Dashboard Local Indicators. Following school closures last spring, the state waived this reqd-0.6(e3 Cd252 TD) 13. 21o0-2.9(r11. th.6(d-e9()-4.2))-0.01

Local Indicator Alignment to LCAP Metrics

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

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