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Board of Education Executive Summary
Continuous Improvement and Accountability Office
2019-20 Draft Local Control and Accountability Plan (LCAP)
May 2, 2019

Education Agency write a Local Control and Accountability Plan (LCAP) as a comprehensive planning tool for the LCAP of data resources equitably and wisely, and supporting the 2020 of LCFF implementation.

II. Driving Governance:

The Local Control Funding Formula (LCFF) seeks to schools across the state's eight priorities, plus other priorities include student achievement, student engagement involvement, provision of basic services, curriculum and State academic standards and other pupil outcomes

According to California Education Code 52060 on or before Board of each school district shall adopt a Local Control template adopted by the State Board of Education, effective updates. It will include the district's annual goals for all student group in regard to the eight state priorities and for implementing actions to achieve those goals.

Meaningful engagement is critical to the LCAP process stakeholders, especially those who represent students foster and homeless youth. Ed. Code sections 52060 requirements for school districts.

III. Budget:

Funds provided through the state's Local Control Funding Formula 73% of the district's total general fund budget expenditure

IV. Goals, Objectives and Measures:

The 2019-20 LCAP maintains the four established goals:
x College, Career and Life Ready Graduates
x

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V. Major Initiatives:

State Accountability: California System of Support

The state’s accountability and continuous improvement system is based on a tiered framework, with the first tier made up of resources and assistance available to all local education agencies. Differentiated Assistance is the second tier of assistance that is required by statute to provide to districts that meet certain eligibility criteria. The Sacramento County Office of Education offers technical assistance to foster improvement for the identified student groups however, the strategies for improving student outcomes are solely determined by the district.

Eligibility for Differentiated Assistance under the California System of Support is defined as two or more student groups receiving a red indicator on two or more state priorities on the California School Dashboard (Dashboard). Based on the review of student group performance on the 2018 Dashboard, SCUSD is identified as eligible for Differentiated Assistance for these student groups in these State Priority indicators:

Student Group	ELA and Math	Graduation Rate	Suspension Rate	Chronic Absenteeism	College/Career Indicator
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The Budget Overview for Parents

The Budget Overview is a new section of the LCAP for 2019-20. It must be developed in conjunction with, and attached as a cover to, the LCAP and posted with the adopted LCAP. The Budget Overview is intended to be a parent-friendly guide to the funding sources contained in the LCAP as it describes them and shows how the district uses funds within the LCAP. This section cannot be completed until the budget is finalized, but a sample follows.

Alignment of the LCAP and SPSA

SCUSD schools receive a portion of supplemental and concentration funds to serve the needs of low income and English learner students. The SPSA describes the use of these funds. To support greater access to data for informed decision-making, the district launched the Cycle of Continuous Improvement SPSA tables year. The tool supports SPSA development using verifiable state data from the Dashboard, and local data from the Performance and Targeted Action Index.

Dependent Charter Schools

Planning requirements have changed for the district's five dependent charter schools (Bowling Green Charter, George Washington Carver School of Arts and Science, New Joseph Bonheim Community Charter, New Technology High School, and The Met). As Local Educational Agencies, these schools formerly were responsible for an LCAP School Plan for Student Achievement (SPSA). Charter schools now use the LCAP as their school improvement plan, as the LCAP meets federal accountability requirements.

VI. Results:

The district will share the first draft of the 2019-20 LCAP from May 23 in order to receive community feedback in advance of the Public Hearing June 18. The LCAP is interdependent with the budget, and the draft will be further revised after review of community feedback, receipt of updated metrics and expenditures, and release of the Governor's May Revision to the budget.

The LCAP Parent Advisory Committee and the District English Learners Advisory Committee (DELAC) will review the LCAP draft, providing their comments to the Superintendent. The Superintendent will respond in writing to these comments prior to the Public Hearing, and will consider all comments from stakeholders.

VII. Lessons Learned/Next Steps:

- x Stakeholder engagement opportunities will be publicized to ensure community voice is heard.
- x Sacramento review

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