





Local Control and Accountability Plan (LCAP) Quarterly Update  
October 21, 2021







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:

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Excellence (CCEE). In the SIR process, CCEE staff conducted a comprehensive assessment (academic and social emotional) of the district's instructional systems, progress of state requirements, and implementation of teaching and learning practices in order to successfully meet the needs of all learners. SCUSD is now in an ongoing process of Continuous Improvement supported by CCEE, partners at the Sacramento County office of Education, and CORE staff.

A key aspect of the LCAP is the requirement that districts describe how they have increased and improved services for the following student groups (collectively referred to as 'Unduplicated Students') as compared to all students:

- English language learners
- Students eligible for free and reduced price meals program (low income)
- Foster Youth
- Homeless students

Community engagement is a foundational part of the LCAP process and the input of community groups has shaped the LCAP in many ways from the structure of the overall goals to the inclusion of specific measurable outcomes. More information about the community engagement process from 2020-21 informing the development of the LCAP is available at [development.ogc2002f](#).



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The district's Dashboard Local Indicator data must also be presented during the same meeting at which the LCAP is adopted.