

Local Control and Accountability Plan (LCAP) 2021-22 to 2023-24 Draft Goals



The table below shows the alignment of proposed goals for the next three-year LCAP to the goals that have been in place for the last several years. The California Department of Education has provided guidance in the new LCAP template for three types of goals:

The new template provides guidance regarding three types of LCAP goals that districts should consider:

- **Focus Goal:** Concentrated in scope and may focus on a fewer number of metrics to measure improvement.
- **Broad Goal:** Less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** Includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

2019-20 LCAP Goals	Draft 2021-22 to 2023-24 Goal Structure
Increase the percent of students who are on-track to graduate college and career ready Students will be engaged with a safe, physically and emotionally healthy learning environment	BROAD: College and Career Readiness
	BROAD: Foundational Educational Experience with Equitable Opportunities for ALL students
	BROAD: Integrated Supports - Targeted supports based upon identified student needs
	BROAD: Culture and Climate - Dismantling Systems
Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD	BROAD: Engagement/Empowerment
	FOCUS: Implementation of MTSS/DBDM
	FOUCS: Update the SCUSD Graduate Profile
Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.	MAINTENANCE OF PROGRESS: Basic Services and Districtwide Operations/Supports

Notes on the draft goal areas:

- The College and Career Readiness Broad goal aligns to the district's Equity, Access, and Social Justice Guiding Principle and builds upon the previous college and career readiness goal.
- The Foundational Educational Experience goal reflects the voiced stakeholder priority for coherence and consistency in the base educational experience that students have in all schools and all classrooms. It also aligns to the district's MTSS framework by representing the range of Tier 1 programs.
- The Integrated Supports goal aligns to the voiced stakeholder priority of targeted and wrap-around services for students to address individual needs. It also aligns to the district's MTSS framework by representing the range of Tier 2 and 3 programs.
- The Culture and Climate goal aligns to the district's Core Value and speaks to the dismantling (confronting and interrupting) of inequitable and discriminatory systems.
- The Engagement and Empowerment goal builds upon the district's prior goal with the addition of students as a named group and identification of some of the key activities that will lead to increased engagement and empowerment.
- The Focus MTSS goal is specific to the capacity building currently in progress through the cohort training model of all sites over the next several years. Sites will go through three-years of training to support the implementation and sustaining of an effective MTSS.

- The Focus Graduate Profile goal is a recent addition and will involve updating and operationalizing the existing SCUSD graduate profile.
- The Maintenance of Progress goal identifies the core services critical for ensuring students are provided basic learning conditions and that support the other broad and focus goals.

Full Text of Draft Goal Statements:

BROAD: College and Career Readiness	Every student 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, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.
BROAD: Foundational Educational Experience with Equitable Opportunities for ALL students	All students are provided a high-quality education with equitable access to standards-aligned instruction, instructional fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom.
BROAD: Integrated Supports - Targeted supports based upon identified student needs	Students are provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, African American students, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need.
BROAD: Culture and Climate - Dismantling Systems	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, and Homeless Youth.
BROAD: Engagement/Empowerment	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.
FOCUS: Implementation of MTSS/DBDM	Implement an effective Multi-Tiered System of Supports (MTSS) to facilitate the elimination of barriers and improvement of outcomes for all students - and particularly for English Learners, Students with Disabilities, African American students, low-income students, Foster Youth, and Homeless Youth - by providing all school sites three-years of training, coaching, and ongoing central support, with the first cohort beginning in 2020-21 and third cohort finishing in 2024-25 and progress of each school and cohort measured with the Self-Assessment of MTSS (SAM) Implementation tool.
FOUCS: Update the SCUSD Graduate Profile	<i>Sample (CDE Exemplar): Promote the achievement of all students, and particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community during the 2021-22 school year to review educational practice and research for the purpose of developing a holistic definition of a successful high school graduate and identifying a district approach that in future years will increase the opportunities available to our students upon graduation from high school.</i>
MAINTENANCE OF PROGRESS: Basic Services and Districtwide Operations/Supports	SCUSD will maintain sufficient instructional materials, safe and clean facilities, classroom staffing, and other basic conditions to support the effective implementation of actions to achieve the stated broad and focus goals.