L Č A P

Local Control & Accountability Plan

The **Local Control and Accountability Plan (LCAP)** is an important district planning document that includes the district's big goals for the next three years, the **actions and services** the district will implement to achieve those goals, the **funding** that the district will spend on the actions and services, and the **measurable outcomes** that will be used to evaluate success.

The LCAP is an important part of the state of California's Local Control Funding Formula (LCFF) model that lets districts make more decisions about how they use funding. Under LCFF, districts receive:

- **LCFF BASE FUNDING:**
  Money provided for each student served and based on average daily attendance

- **LCFF SUPPLEMENTAL FUNDING:**
  Money provided based upon the number of Unduplicated Students (English Learners, Foster Youth, Homeless Youth, and Low-Income students)

- **LCFF CONCENTRATION FUNDING:**
  Additional money provided to districts whose unduplicated student population is more than 55%

An important part of the LCAP is describing how the district is using **targeted funds** (LCFF Supplemental and Concentration Grant funding) to meet the needs of **English Learners, Foster Youth, Homeless Youth, and Low-Income students**. SCUSD's percentage of Unduplicated Pupils in 2020-21 is about 72% and the total allocation of LCFF Supplemental and Concentration Grant funding is about $75 million per year.

The LCAP is developed with input from a broad range of **educational partners** including parents, students, staff, and community. This includes input provided through district committees, surveys, and listening sessions

The California Department of Education (CDE) has identified **eight state priority areas** that district's must address within their LCAP. These include:

1. BASIC SERVICES:

School Facilities, Instructional Materials, Teacher Credentialing and Assignment

2. IMPLEMENTATION OF STATE STANDARDS:

Math, English Language Arts, Science, English Language Development (ELD) and all other state standards

3. PARENT INVOLVEMENT:

Seeking input in decision-making and promoting participation in programs

4. STUDENT ACHIEVEMENT:

State assessments, 'A-G' coursework, English Learner Progress and reclassification, and Advanced Placement (AP) coursework

5. STUDENT ENGAGEMENT:

Attendance, Chronic Absenteeism, Graduation Rates, and Drop-out Rates
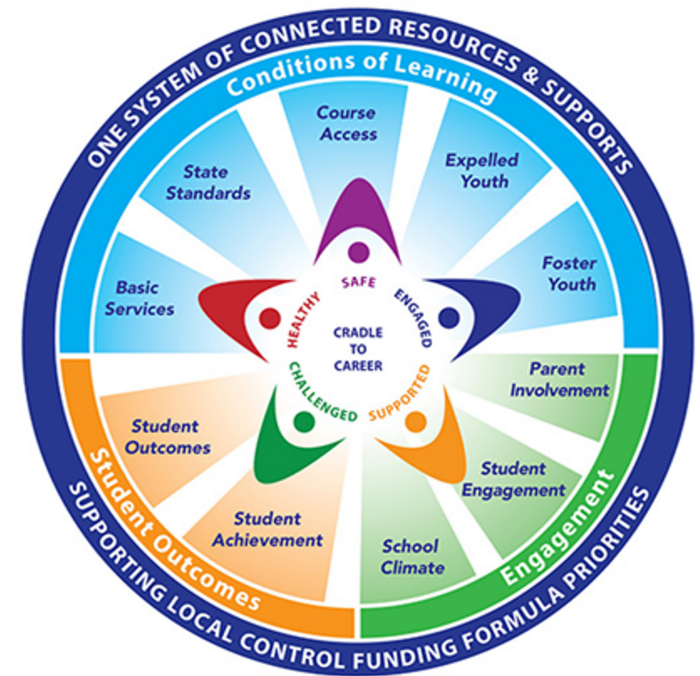
6. SCHOOL CLIMATE:

Suspension and Expulsion Rates, School Climate Survey

7. COURSE ACCESS:

Equitable access to programs such as Career Technical Education (CTE) and Gifted and Talented Education (GATE)

8. STUDENT OUTCOMES:

Outcomes such as the State Seal of Biliteracy, State Seal of Civic Engagement, FAFSA completion, and college application & enrollment rates

These priority areas are part of the state's Whole Child Resource Map.

KEY MEASURABLE OUTCOMES:

College/Career Readiness
(from California School Dashboard)

	18-19	19-20	20-21	23-24 Target
ALL	40.5	41.7	TBD	62
EL	19.5	18.7	TBD	47
FY	11.1	30	TBD	54
HY	16	12.3	TBD	42
SED	36.2	37.6	TBD	59
SWD	7	8.1	TBD	40
AA	20	20.7	TBD	48
AI/AN	18.2	20	TBD	48
A	55.3	56.9	TBD	72
F	58.3	58.1	TBD	73
H/L	35.2	35.8	TBD	58
PI	21.6	24.6	TBD	51
W	51.2	53.5	TBD	69
MR	51.1	51.7	TBD	68

EXAMPLES OF OTHER MEASURABLE OUTCOMES IN GOAL 1:

1.4 Career Technical Education (CTE) pathway completion and enrollment

1.4 A-G Requirements Completion

1.4 State Seals of Biliteracy and Civic Engagement

EXAMPLES OF KEY ACTIONS TO ACHIEVE THE STATED GOAL:

1.4 Career Technical Education (CTE) Pathways and Programs, including Linked Learning

1.4 Increased Academic and Career Counseling

1.4 Credit Recovery Options for high school students

1.4 Centralized support for aligned master scheduling

1.4 Exam fee support for students (Advanced Placement (AP), International Baccalaureate (IB), P/SAT)

MOODBOARD

1

GOAL 1:
COLLEGE & CAREER READINESS

TITLE HERE:

Apit, voloreperis maximpe rsperum es maximi, venis doluptas ma endaepr emporiandite re verferatque cus, quis excea volupta ecaborem. Arum inus, etur, occabo. Uciis et ommos dollabor sim inctenissit quatataquas et moluptat.

PLACEHOLDER:

Ficiliquod quatempore etur. Electasit et od que conem fugitat. Beatio. Vellore hendit essimi, tes esecte voluptatium quam aut quatem idebitatiam aut.

Xerfererum sam, quae nonsect urionecest, conseque velenis ullorru ntusdant et odis in nimi, numquis sit litatem alissit aut acestin ventia dolorporro quatur, is et ipitatem qui reribus qui duscit fuga. Itati aut odit volorerum ea quatur autes reperia dolestis essus, qui consere rferum dolo conseque etus volo quam alit, quam accupta tempor anditium aliam, omnient emporpo recatur sundundis velecta temolume et, nobitibusam ut landebis dolupta simusci enimusdae maio mi, nonsecto quis etur ratur sa vellitatur adis delenitas estiorr oviducid quisciis a solore quodipi tibus.

Otat rehendant, officipidion nonsectam ipsam autem id maximusapit quae doluptu ribus, sapernam aut lautess equidusti omnis qui aut posaepudit aboritiore delitas ea ducilla tquunt rescides alignatenisi alitiist offictat ressi reperio quas quistempe prepratur adigname abo.

73%
DATA POINT
Aped quo ma dolor arupta quatest autempo rempossita dem Accus.
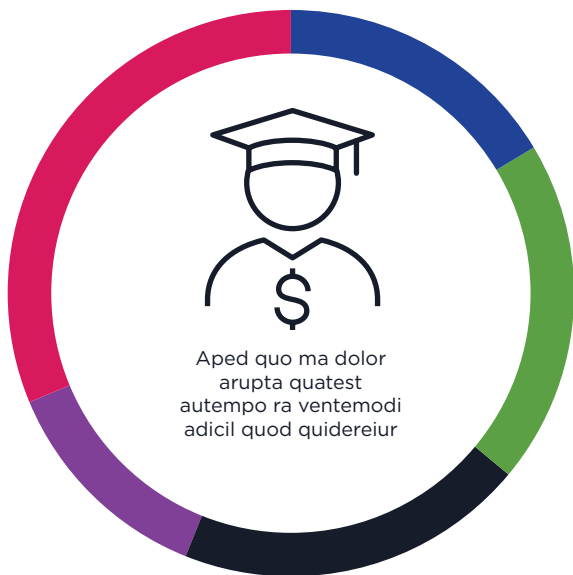
84%
DATA POINT
Aped quo ma dolor arupta quatest autempo rempossita dem Accus.

68%
DATA POINT
Aped quo ma dolor arupta quatest autempo rempossita dem Accus.

GAOL 1
DESCRIPTOR

TITLE HERE
Pudis eossi net voloriam, a volori dolorio. Ut eicipit la non nonsequi cuptate pore mo tet

GAOL 2
DESCRIPTOR

TITLE HERE
Pudis eossi net voloriam, a volori dolorio. Ut eicipit la non nonsequi cuptate pore mo tet

GAOL 2
DESCRIPTOR

TITLE HERE
Pudis eossi net voloriam, a volori dolorio. Ut eicipit la non nonsequi cuptate pore mo tet

GAOL 3
DESCRIPTOR

TITLE HERE
Pudis eossi net voloriam, a volori dolorio. Ut eicipit la non nonsequi cuptate pore mo tet

GAOL 4
DESCRIPTOR

TITLE HERE
Pudis eossi net voloriam, a volori dolorio. Ut eicipit la non nonsequi cuptate pore mo tet

Aped quo ma dolor arupta quatest autempo ra ventemodi adicil quod quidereiur

Aped quo ma dolor arupta quatest autempo rempossita dem aut renitiatus ra ventemodi adicil molectatem quod quidereiur same

15%
Data Point

24%
Data Point

17%
Data Point

12%
Data Point

32%
Data Point

L Č A P

Local Control & Accountability Plan

The **Local Control and Accountability Plan (LCAP)** is an important district planning document that includes the district's big goals for the next three years, the **actions and services** the district will implement to achieve those goals, the **funding** that the district will spend on the actions and services, and the **measurable outcomes** that will be used to evaluate success.

An important part of the LCAP is describing how the district is using **targeted funds** (LCFF Supplemental and Concentration Grant funding) to meet the needs of **English Learners, Foster Youth, Homeless Youth, and Low-Income students**. SCUSD's percentage of Unduplicated Pupils in 2020-21 is about 72% and the total allocation of LCFF Supplemental and Concentration Grant funding is about $75 million per year.

The LCAP is developed with input from a broad range of educational partners including parents, students, staff, and community. This includes input provided through district committees, surveys, and listening sessions.

The California Department of Education (CDE) has identified **eight state priority areas** that district's must address within their LCAP. These include:

1. BASIC SERVICES:

School Facilities, Instructional Materials, Teacher Credentialing and Assignment

2. IMPLEMENTATION OF STATE STANDARDS:

Math, English Language Arts, Science, English Language Development (ELD) and all other state standards

3. PARENT INVOLVEMENT:

Seeking input in decision-making and promoting participation in programs

4. STUDENT ACHIEVEMENT:

State assessments, 'A-G' coursework, English Learner Progress and reclassification, and Advanced Placement (AP) coursework

5. STUDENT ENGAGEMENT:

Attendance, Chronic Absenteeism, Graduation Rates, and Drop-out Rates

6. SCHOOL CLIMATE:

Suspension and Expulsion Rates, School Climate Survey

7. COURSE ACCESS:

Equitable access to programs such as Career Technical Education (CTE) and Gifted and Talented Education (GATE)

8. STUDENT OUTCOMES:

Outcomes such as the State Seal of Biliteracy, State Seal of Civic Engagement, FAFSA completion, and college application & enrollment rates