Local Control and Accountability Plan (LCAP)

本地控制和責任計劃

2021-22 學年目標概述和草稿

本地控制和問責計劃(LCAP)是學區計劃的重要文件，其中包括學區未來三年的主要**目標**，學區為實現這些目標而實施**行動的議案和服務**，學區將這些**資金**花費在行動議案和服務，以及用於評估學生成就的**可衡量結果**。

LCAP 是加州**地方控制資金公式(LCFF)**模型的重要組成部分，該模型使各學區可以做出更多決策就如何使用資金。在 LCFF 下，各學區獲得：

- **LCFF** 基礎資金：基於平均每日出勤率，為每位學生提供資金
- **LCFF** 補充資金：根據不重複學生人數（英語學習者，寄養青年，無家可歸青年和低收入學生）來提供資金
- **LCFF** 集中資助：提供額外資金，向各學區有超過 55%學生人數是不重複學生
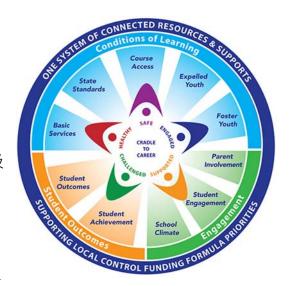
LCAP 的重要部分描述了學區如何使用**目標資金**（LCFF 補充資金和集中贈款資金）來滿足**英語學習者，寄養青年，無家可歸青年和低收入學生**的需求。在 2020-21 年度，SCUSD 不重複小學生所佔百分比約為 72%，LCFF 補充和集中贈款資金的總分配額約為 7500 萬美元每年。

LCAP 的開發得到廣泛**利益相關者**的意見，包括家長，學生，員工和社區人士。這包括利益相關者通過區委員會，問卷調查和聽證會所提供的意見。對於當前計劃流程，還包括支持 2020 年秋季學習連續性和出勤計劃，以及學區遠程學習利益相關者的參與。

加州教育部(CDE)已確定了學區 LCAP 中必須解決的**八個州重點領域**。這些包括：

1. **基本服務**：學校設施，教學材料，教師證書和作業
2. **執行加州標準**：數學，英語語言藝術，科學，英語語言發展(ELD)和加州所有其他標準
3. **家長參與**：在決策中尋求家長意見並促進家長參與計劃
4. **學生成績**：州評估，" A-G"課程，英語學習者進步和重分類以及高級分班(AP)課程
5. **學生參與度**：出勤率，長期缺勤率，畢業率和輟學率
6. **學校環境**：停課和開除率，學校環境調查
7. **學習課程**：平等地參與諸如職業技術教育(CTE)和資優教育(GATE)之類的計劃
8. **學生成果**：成果，例如：加州公章雙語能力，公民參與的加州公章，完成申請FAFSA，以及大學申請和入學率。

這些重點領域是加州"整個兒童資源地圖"的一部分 Whole Child Resource Map.

SCUSD's current LCAP goals were first developed in 2013-14. The next three-year LCAP will begin in 2021-22 and last through 2023-24. The proposed goals for this new LCAP build upon the old framework and align to the district's Core Value and Equity, Access, and Social Justice Guiding Principle.

Draft 2021-22 to 2023-24 LCAP Goals	
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.	**Equity, Access, and Social Justice Guiding Principle:** All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.
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.	
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.	
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	**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.
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.	
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.	
A goal specific to updating and implementing the district's Graduate Profile is in development.	
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.	

Interested in learning more and/or providing specific input?

There are multiple ways to learn more and/or provide input. Staff will be administering a survey and holding listening sessions in the near future. The LCAP Parent Advisory Committee meets monthly and all meetings are open to the public. You can find dates and times on the LCAP PAC web page and main district calendar. All other district committees/groups are also important voices in the LCAP development process. At your school site, you can take part in your local School Site Council (SSC). Decisions at the SSC level are reflected in the final LCAP and represent an important part of the district's overall LCAP implementation.

Resources: 2019-20 SCUSD LCAP   Draft 2021-22 LCAP Framework (From 3.11.21 Board Meeting)

Questions can be sent to lcap@scusd.edu