

Local Control and Accountability Plan (LCAP) Overview and Draft 2021-22 Goals



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:

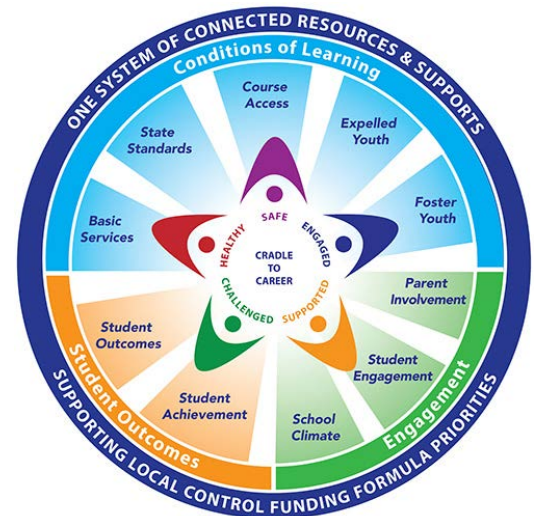
- **LCFF Base Funding:** Money provided for each student served and based on average daily attendance
- **LCFF Supplemental Funding:** Money provided based upon the number of Unduplicated Students (English Learners, Foster Youth, Homeless Youth, and Low-Income students)
- **LCFF Concentration Funding:** 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 **stakeholders** including parents, students, staff, and community. This includes input provided by stakeholders through district committees, surveys, and listening sessions. For the current planning process, this has also included engagement supporting the Fall 2020 Learning Continuity and Attendance Plan and the district's Distance Learning stakeholder engagement.

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](#).

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.	<p style="text-align: center;">Equity, Access, and Social Justice Guiding Principle:</p> <p style="text-align: center;">All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.</p> <p style="text-align: center;">Core Value:</p> <p style="text-align: center;">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.</p>
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	
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.	
<i>A goal specific to updating and implementing the district’s Graduate Profile is in development.</i>	
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