

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 2021-22 is about 71% and the total allocation of LCFF Supplemental and Concentration Grant funding in 2021-22 is about \$84 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 by educational partners 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](#).

SCUSD's current LCAP (2021-22) includes eight goals. These goals align to the district's Core Value and Equity, Access, and Social Justice Guiding Principle.

Draft 2021-22 to 2023-24 LCAP Goals	
100% of SCUSD students 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, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.	<b>Equity, Access, and Social Justice Guiding Principle:</b> All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.
Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	
Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.	
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, Homeless Youth, and LGBTQ+ Youth.	<b>Core Value:</b> 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.	
Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.	
SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.	
SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP 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.