

## **Executive Summary of the XYZ School District Local Control Accountability Plan (LCAP)**

### Demographics:

The XYZ School District is located in the \*\*\* in the county of Monterey. This TK-8<sup>th</sup> grade district consists of four elementary schools and one middle school and educates 2,500 students. Approximately 60% of the students are eligible for free or reduced lunch, 45% are English Learners and less than 10 Foster Youth attend XYZ District schools. The Supplemental/Concentration funds provided for unduplicated students is \$2,000,000.

### Background:

The Local Control Funding Formula (LCFF) is designed to provide school districts with a more equitable and flexible funding source by eliminating multiple categorical funds and placing the dollars into three grants – base grant, supplemental grant, and concentration grant. Every district in the state receives a similar per pupil base grant allocation. Almost every district in the state receives a per pupil supplemental grant allocation that must be targeted in support of Low Income students, English Learner students, and Foster Youth students. If the total number of the target groups of students in a district is greater than 55%, they also receive a concentration grant for each student over the 55% threshold. Therefore, every district in the state receives varying amounts of funding based on the needs of the students whom they serve.

### Process:

The XYZ School District engaged in a multiple stage process to gather community input into the annual review and revision of the LCAP. The LCAP goals were reviewed in multiple community settings as well as School Site Council Meetings, Site English Learner Advisory Council Meetings, and District English Learner Advisor Council Meetings. School staff were involved in the development of the LCAP—district and site administrators, teachers, classified staff members, along with union leadership. Finally, the students were also involved in identifying actions they felt would be beneficial to the climate and achievement of all students.

Specific dates and outcomes of these meetings can be found in Section 1 of the LCAP.

There are 4 goals that were developed through these stakeholder meetings. They are:

- 1) Each student will develop the necessary **language and literacy proficiencies** as well as the critical thinking and digital skills that prepare them for college or post-secondary career choices.
- 2)
- 3)
- 4)

Each goal is designed to address the needs of all students, with specific actions targeted to assist unduplicated students in achieving these district-wide goals, using a variety of ways to assess student growth. Specific data information can be found on the Metrics Table on page \*\*

The LCAP writing team reviewed all of the community input, Districtwide student data, and foundational documents in preparing a draft annual update leading to the LCAP document. An informational item was presented at the \*\*\* Governing Board meeting for additional input.

The LCAP writing team finalized the draft LCAP using all input and data mentioned above and presented the document in public hearing at the \*\*\* Governing Board meeting.

The final \*\*\* through \*\*\* LCAP is attached and presented for approval at the \*\*\* Governing Board meeting