

# Local Control Accountability Plan (LCAP) 2022-23



## OUR MISSION

To prepare our students to meet the challenges of a rapidly changing world.

## OUR VISION

An unwavering commitment to student success.

## WHAT IS LCAP?

The Local Control and Accountability Plan (LCAP) is a critical part of California's Local Control Funding Formula (LCFF) that was established in 2013-2014. The LCAP is a three-year, district-level plan that is updated annually. It describes how the District intends to meet annual goals for all students, with specific activities to address state and local priorities. The plan is developed with a focus on a needs assessment and cycle of continuous improvement, local decision making, transparency, educational partner engagement, equity, increasing student outcomes, and closing achievement gaps. It includes LCFF Base and Supplemental funding as well as other Federal, State and local funds.

## PLAN SUMMARY



59  
SCHOOLS



OVER 42,000  
STUDENTS



95.9%  
GRADUATION  
RATE

## EDUCATIONAL PARTNER ENGAGEMENT



### 13 GROUPS INVOLVED

- STUDENTS
- PARENTS
- PRINCIPALS
- SPECIAL ED ADMINISTRATORS
- BARGAINING UNITS
- ADVISORY COMMITTEES
- BOARD OF TRUSTEES

## OUR WILDLY IMPORTANT GOALS (WIGS)

### TEACHING AND LEARNING

Engage students in meaningful, challenging, and innovative educational experiences to increase post-secondary options.

- Develop CUSD graduates who are skilled communicators, innovative problem solvers, engaged citizens, inspired leaders, and continuous learners
- Actions align with the Multi-Tiered System of Supports (MTSS) Theory of Action for high quality Great First Instruction and systematic schoolwide intervention and extension through PLCs, and developing and sharing school leadership through school Guiding Coalitions

### COMMUNICATIONS

Communicate and engage with students, parents, employees and community members to make decisions.

- Actions align with the MTSS Theory of Action for developing and sharing school leadership, culturally proficient practices and addressing the social emotional needs of students to ensure an inclusive environment where students, staff, and families value diversity, and feel connected and supported.
- Actions align with standardized instructional technology equipment and infrastructure

### FACILITIES

Optimize facilities and learning environments for all students.

- Provide facilities and environments that meet the educational needs of students and staff in a way that provides:
  - space and equipment that enhances learning
  - safe environments conforming to all federal, state, and local codes and requirements
  - lasting, quality structures with building materials that have a long life
  - cost effective buildings while responsibly spending tax-generated funds so that student achievement and learning are enhanced
- Positive Behavior Intervention and Supports (PBIS) and Restorative Practices training

## OUTCOMES

- Academic - CA School Dashboard (Dashboard) Very High in English Language Arts (ELA) and Distance From Standard (DFS) was 46.5 points above standard (45.5 in 2019); High in Mathematics and DFS was 12.2 points above standard (21 in 2019)
- English Learner Progress Indicator (ELPI) - Dashboard Medium and increased 3.3% to 54.6% progressing at least one ELPI level (51.3% in 2019)
- Graduation - Dashboard Very High and increased 0.1% to 95.9% (95.8% in 2019)
- Suspension - Dashboard Low and decreased 0.1% to 2.2% (2.3% in 2019)
- A-G Completion - Increased 0.7% to 64.1% (63.4% in 2020-2021) graduates meeting UC/CSU requirements

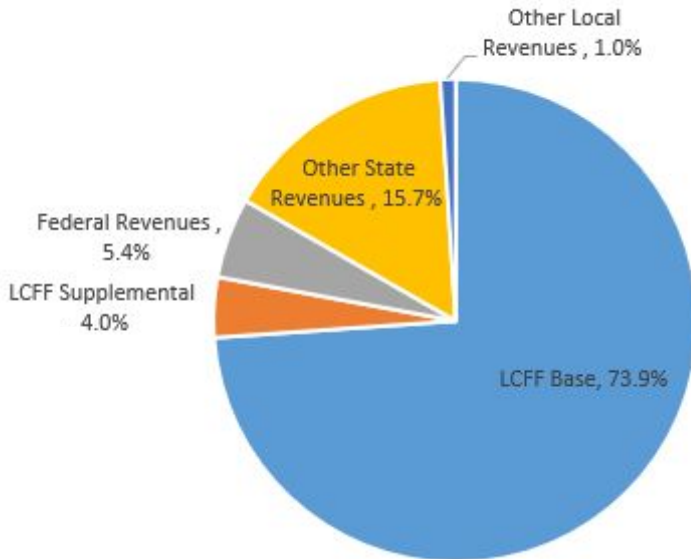
## ACTIONS & SERVICES

- Supplemental secondary sections to lower class size for intervention and English Language Development (ELD)
- Social emotional and college and career counselors
- Parent translation and interpretation services through school Bilingual Community Services Liaisons and communication platform for messaging in over 100 languages
- AVID school membership, teacher professional learning and tutors
- Support students with academic, social emotional, and behavioral tiered interventions by providing Multi-Tiered System of Supports (MTSS) supplies, materials, assessments, and coordination, summer programs, and intervention sections

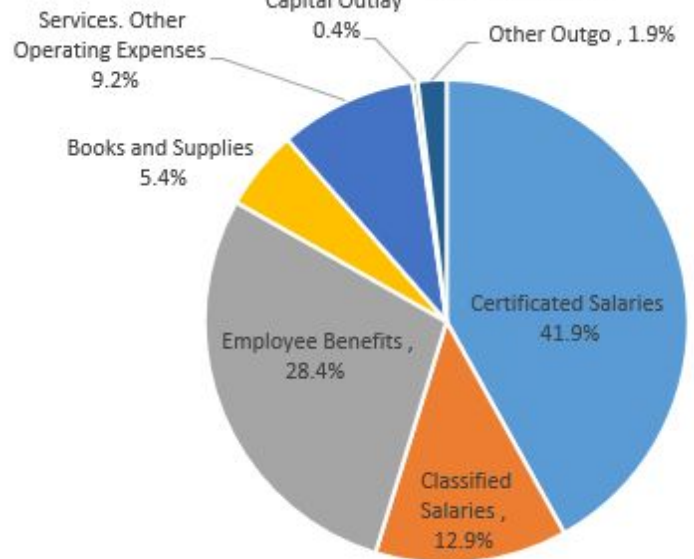


## BUDGET

### 2022-23 Revenues



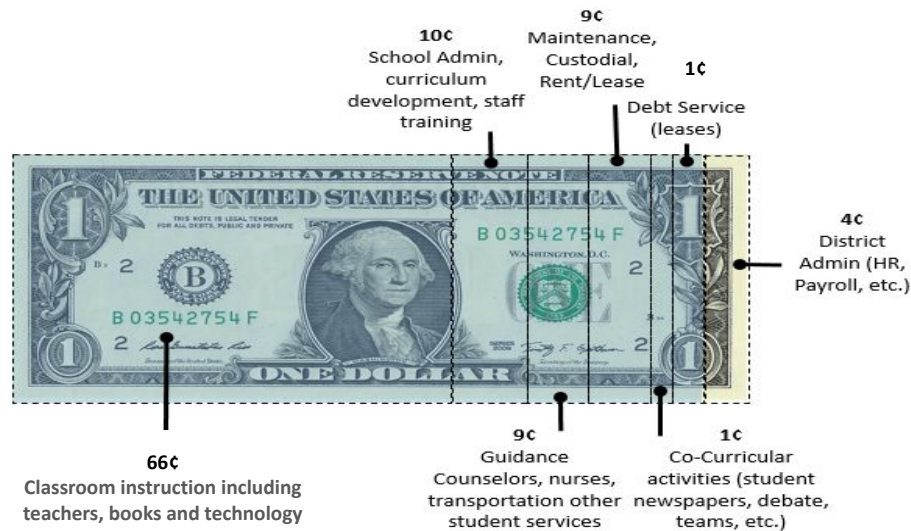
### 2022-23 Expenditures



Capistrano Unified is not eligible for concentration grant funds as part of the LCFF

## CUSD FUNDING PRIORITIES

- Nearly 95 percent of our funding is directed toward students and their classrooms



To review a list of classroom and facility conditions across the District, scan the QR code with the camera on your smart phone:



Scan me



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