SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#__11.1__

Meeting Date: February 15, 2024

Subject: **Local Control and Accountability Plan (LCAP) Mid-Year Update**

- ☒ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading (Action Anticipated: _____)
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Deputy Superintendent's Office

Recommendation: Information Item.

Background/Rationale:

Beginning with the 2023-24 school year, the state Legislature implemented a new mid-year reporting process for the Local Control and Accountability Plan (LCAP). The purpose of this report is to provide information to the public for community and educational partners to understand the district's progress.

Financial Considerations: This mid-year review includes an update on the funds expended in support of the LCAP as of the First Interim budget information presented to the Board this fall.

LCAP Goal(s): This mid-year review also includes an update on the implementation status and related outcomes.

Documents Attached:
1. Local Control and Accountability Plan (LCAP) Mid-Year Update Executive Summary
2. 2023-24 LCAP Mid-Year Update Available Metrics

Estimated Time of Presentation: 15 minutes
Submitted by: Mary Hardin Young, Interim Deputy Superintendent
              Ed Eldridge, EdD, Executive Director, LCAP
Approved by: Mary Hardin Young, Interim Deputy Superintendent

I. Background

Beginning with the 2023-24 school year, the state Legislature implemented a new mid-year reporting process for the Local Control and Accountability Plan (LCAP). The purpose of this report is to provide information to the public for community and educational partners to understand the district's progress.

II. Driving Governance:

Effective beginning with the 2023-24 school year, statute (Education Code §52062 (a) (6) (A) (B)) requires the superintendent of the school district to present a report on the annual update to the Local control and accountability plan (LCAP) and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district.

The report must include all available midyear outcome data related to metrics identified in the current year's local control and accountability plan.

Additionally, the report must include all available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

III. Budget:

This mid-year report of the district's 2023-24 LCAP progress includes expenditure data aligned to the First Interim budget reporting, consistent with the information reported to the Board in December 2023.

IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states, "all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities, and it serves as the moral call to action to build on the district's foundation while striving for continuous improvement. The 2023-24 LCAP is the third and final year in the current three-year LCAP cycle.

The key components of the current LCAP include:
- An overview of the district's context
- The district's current 11 goals
- The actions/services that the district will implement to achieve those goals and their projected costs
- The metrics that will be used to determine success and the targeted outcomes for each metric
- Analysis of outcomes and expenditures from the previous year
- Description of how the district is increasing/improving services for unduplicated students
- Description of how educational partner input was solicited, summary of key input, and how it influenced the plan

The California School Dashboard represents a common tool that educational partners may use to understand student progress and achievement in the context of the state's priorities. Every local educational agency (LEA) and all public schools in California are represented by a Dashboard.

The following measures are included in the Dashboard:

State Indicators	Local Indicators
• Graduation Rate • Suspension Rate • English Learner Progress Indicator • Student Achievement (ELA/Math) • College/ Career Indicator • Chronic Absenteeism	• Basic Services • Implementation of State Standards • Parent Involvement • School Climate • Course Access

The State Indicators are reported through established channels such as the California Longitudinal Pupil Achievement Data System (CALPADS). The state does not collect data for Local Indicators.

Local Indicators only appear on the district level Dashboard. School Dashboards do not include Local Indicators, except for the district's dependent (locally-funded) charter schools. All charter schools in the state are regarded as a Local Educational Agency and report their Local Indicator data on their own LEA-level Dashboard.

Unlike the State Indicators, which provide a color-based performance rating based on status and change, the rating system for Local Indicators consists of these three terms: "Met," "Not Met," or "Not Met for Two Years." To receive the rating of "Met," an LEA must do the following:
- Measure progress based on locally available information;
- Use the self-assessment tools provided by the State Board of Education;
- Report the results to the governing board and stakeholders at a regularly-scheduled meeting

V. Major Initiatives:

The state's accountability and continuous improvement system is based on a three-tiered framework, with the first tier consisting of resources and assistance available to all LEA. The second tier of assistance is called Differentiated Assistance, and this is required by stated to provide districts support with student groups and Dashboard areas that meet certain eligibility criteria (i.e. typically exhibiting high need in two Dashboard areas).

The mid-year update incorporates the results of the district's 2023 California School Dashboard (Dashboard) released on December 15, 2023. The results from the Dashboard informed several of the mid-year metrics and is also being used by the district to inform the development of the 2024-25 LCAP in a manner that addresses each LCFF Priority and areas of high need as demonstrated by a Red rating or Very Low status rating in the College / Career Indicator.

VI. Results:

See attached 2023-24 LCAP Mid-Year Update Available Metrics and the 2023-24 LCAP Mid-Year Update presentation.

Metric	Year 2 Outcome	Mid-Year Outcome	Desired Outcome for 2023–24
1A Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade Note: Results do not include Charter Schools	2022 Graduation Rate ALL: 87.8 FY: 55.6 HY: 62.5 EL: 76.9 SED: 86.5 SWD: 74.5 AA: 84.7 AI/AN: 70.6 A: 93.7 H\L: 85.3 F: 98.2 PI: 85.9 W: 87.9 TOM: 90.4 Source: Five-Year Graduation Rate in California School Dashboard Released in 2022-23	2023 Graduation Rate ALL: 83.8 FY: 57.1 HY: 59.2 EL: 72.1 SED: 81.7 SWD: 67 AA: 74 AI/AN: 72.2 A: 92.1 H\L: 82.1 F: 87.2 PI: 72.7 W: 87.7 TOM: 84.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	SCUSD's aims to accelerate an increase in Graduation Rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an 85% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate. This is a mid-year data point based on the California School Dashboard, which is typically released in December of each year.
1B On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment Note: 2020-21 data is to 4.5.21 2021-22 data is to 3.29.22.	2022-23 On-Track Graduation Status ALL: 50.9 EL: 33.3 FY: 21.3 HY: 21.9 SWD: 33.4 AA: 38.2 AI/AN: 38.5 A: 66.9 F: 66.8 H/L: 44.9 PI: 36.8 W: 58 TOM: 50.9 Source: Graduation On-Track Status Indicator 6148 Retrieved from the PTAI Counseling Dashboard	2023-24 On-Track Graduation Status ALL: 59.5 EL: 45.1 FY: 28.9 HY: 46.8 SWD: 48.2 AA: 50.2 AI/AN: 64.6 A: 72.2 F: 72.5 H/L: 56.6 PI: 50.6 W: 58.7 TOM: 62.6 Source: Graduation On-Track Status Indicator 6148 Retrieved January 8, 2024, from the PTAI Counseling Dashboard	SCUSD's aims to accelerate an increase in On-Track Graduation Rates for all student groups achieving below the level of 'All students' so they are at a minimum achieving a 70% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
1C College/Career Indicator Percentage of graduates who	College/Career Indicator – Not available for California School Dashboard Released in 2022-23	2022-23 College/Career Prepared ALL: 33.2 EL: 12.3 FY: 0	SCUSD's aims to accelerate an increase in College/Career Preparedness for all student groups achieving below the level of 'All students' so that they are, at a

		HY: 9.8 SED: 27.4 SWD: 6.9 AA: 12.6 AI/AN: N/A A: 46.2 F: 35.9 H/L: 28.8 PI: 15.4 W: 46.9 TOM: 41.6 Source: College/Career Indicator in California School Dashboard Released in 2023-24	minimum, achieving a 30% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
1D A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting Note: Results do not include Charter Schools *Data is not shown to protect students privacy. There are less than the minimum of 10 students in the co–hort for this data point.	2021-22 A-G Completion ALL: 49.6 EL: 27.2* FY: 6.7* HY:15.4* SED: 44.2* SWD: 18* AA: 36.1* AI/AN: 10* A: 65.8* F: 67.3* H/L: 42.5* PI: 22 W: 54.9* TOM: 54.6* *Update noted during 2023-24 Mid-Year Update. Source: Four-Year Adjusted Cohort Graduation Rate Released in 2022-23 (No Charter Schools)	2022-23 A-G Completion ALL: 51.1 EL: 35.7 FY: 9.1 HY: 19.6 SED: 45.2 SWD: 16.6 AA: 30.0 AI/AN: 25.0 A: 67.7 F: 73.5 H/L: 42.3 PI: 51.1 W: 64.5 TOM: 54.4 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)	SCUSD's aims to accelerate an increase in A-G Completion for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate. This is a mid-year data point based on prior year graduation results released via Dataquest in early spring.
1E On-Track A-G Status Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in	2022-23 On-Track A-G Status ALL: 43 EL: 22 FY: 6.6 HY: 10.4 SED: 21.1 SWD: 15.8 AA: 25.2	2023-24 On-Track A-G Status ALL: 60.6 EL: 39.6 FY: 34.1 HY: 43.8 SWD: 36.4 AA: 48.9 AI/AN: 59.2	SCUSD's aims to accelerate an increase in On-track A-G rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

	AI/AN: 21.2 A: 61.3 F: 63.9 H/L: 34.8 PI: 24.1 W: 56.3 TOM: 48.8	A: 75.3 F: 73.2 H/L: 54.8 PI: 48.4 W: 67 TOM: 67.4	
progress) Source: SCUSD Internal Dashboard Note: 2020-21 data is to 4.5.21. 2021-22 Data is to 3.29.22.		Source: A-G On-Track Status Indicator 6148 Retrieved January 19, 2024, from the PTAI Counseling Dashboard	
1J Certificate of Completion Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC) Source: CDE Dataquest Reporting Note: Results do not include Charter Schools	2021-22 Special Ed Diploma ALL SWD: 73.8* EL: 77.7* FY: 54.5 HY: 58.3 SED: 72.7* AA: 71.2* AI/AN: N<11 A: 85.7* F: N<11 H/L: 76.1* PI: N<11 W: 65.7* TOM: 78.9* 2021-22 Certificate of Completion ALL SWD: 10* EL: 8* FY: 18.2* HY: 9* SED: 9.7* AA: 8.7* AI/AN: N<11 A: 9.5* F: N<11 H/L: 9* PI: N<11 W: 11.9* TOM: 10.5* *Update noted during 2023-24 Mid-Year Update.	2022-23 Special Ed Diploma ALL SWD: 66.4 EL: 61.1 FY: 62.5 HY: 44.4 SED: 65.4 AA: 60.8 AI/AN: N<11 A: 77.3 F: N<11 H/L: 68.3 PI: N<11 W: 64.3 TOM: 0.0 2022-23 Certificate of Completion ALL SWD: 11.5 EL: 12.0 FY: 12.5 HY: 16.7 SED: 11.6 AA: 13.4 AI/AN: N<11 A: 11.4 F: N<11 H/L: 8.5 PI: N<11 W: 17.9 TOM: 6.3 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	The district's desired outcome is to increase the percentage of students with disabilities who earn a diploma AND for 100% of students to earn a diploma OR certificate of completion, with earning a diploma as the prioritized outcome. Note: As the percentage of students who earn a diploma increases, the percentage of students who are able to earn a certificate of completion will decrease (a student cannot receive both).

	Source: Four-Year Adjusted Cohort Outcome Released in 2022-23 (No charter Schools)		
1K State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting Note: Results do not include Charter Schools *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	2021-22 Graduates with Seal of Biliteracy ALL: 12.1* EL: 4.5* FY: 0* HY: 5.8* SED: 11.2* SWD: 2.4* AA: 4.3* AI/AN: 0 A: 14.3* F: 18.2* HL: 14.2* PI: 2 W: 12.9* TOM: 5.9* *Update noted during 2023-24 Mid-Year Update. Source: Four-Year Adjusted Cohort Graduation Rate Released in 2022-23 (No Charter Schools)	2022-23 Graduates with Seal of Biliteracy ALL: 15.8 EL: 4.0 FY: 0.0 HY: 7.8 SED: 13.5 SWD: 2.5 AA: 3.0 AI/AN: 8.3 A: 15.4 F: 17.6 HL: 18.8 PI: 0.0 W: 19.3 TOM: 16.9 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)	2023-24 Graduates with Seal of Biliteracy ALL: 30 EL: 30 FY: 30 HY: 30 SED: 30 SWD: 30 AA: 30 AI: 30 A: 30 F: 30 HL: 30 PI: 30 W: 30 TOM: 30
1M IB Exam Performance Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7) Source: School Site Reporting	2022-23 IB Exam Performance (Percent Scored 4+) 17.7 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2022 IB Exams Reported in 2022-23 by GATE Office 2021-22 IB Diploma Completion Not reporting this metric	2023-24 IB Exam Performance (Percent Scored 4+) 23.0 Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2023 IB Exams Reported in 2023-24 by GATE Office	2023-24 Actual IB Exam Performance (Percent Scored 4+) 36
1N IB Diploma Completion Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma Source: School Site Reporting	2021-22 IB Diploma Completion Not reporting this metric	A collaborative review of IB data in Spring 2023 revealed that this data point is not tracked in a standard and consistent method. As a result, this metric is unavailable and will need to be reevaluated for inclusion in the LCAP.	2023-24: 24

1O ELA Early Assessment Program(EAP) Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment Source: CAASPP Reporting Note: Results do not include Charter Schools	2021-22 ELA Early Assessment Program (EAP) ALL: 15.9* EL: 0.3* FY: No data, N<11 HY: 0.0* SED: 10.3* SWD: 1.1* AA: 2.6* AI/AN: No data, N<11 A: 21.3* F: 15.2* HL:10.7* PI: 8.8* W 27.9* TOM: 32.3* *Data updated during Mid-Year Review to reflect percent of students exceeding standards as opposed to those exceeding and meeting standards. Source: Dataquest CAASPP Grade 11, Non-Charter Schools Report Released in 2022-23	2022-23 ELA Early Assessment Program (EAP) ALL: 15.4 EL: 0.2 FY: No data, N<11 HY: 0.0 SED: 10.7 SWD: 1.3 AA: 6.6 AI/AN: No data, N<11 A: 19.3 F: 27.9 HL: 10.1 PI: 6.1 W: 27.4 TOM: 24.7 Source: Dataquest CAASPP Grade 11, Non-Charter Schools Report Released in 2023-24	2023-24 ELA Early Assessment Program (EAP) ALL: 43 EL: 27 FY: 27 HY: 27 SED: 38 SWD: 30 AA: 33 AI: 45 A: 44 F: 48 HL: 39 PI: 31 W: 54 TOM: 56
1P Math Early Assessment Program (EAP) Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment Source: CAASPP Reporting Note: Results do not include Charter Schools	2021-2022 Math Early Assessment Program (EAP) ALL: 7.1* EL: 0.3* FY: No data, N<11 HY: 0 SED: 3.7* SWD: 0* AA: 0.8* AI/AN: No data, N<11 A: 11.6* F: 6.3* HL: 2.7* PI: 0* W: 14.1* TOM: 18.3* *Data updated during Mid-Year Review to reflect percent of students exceeding	2022-23 Math Early Assessment Program (EAP) ALL: 6.2 EL: 9 FY: No data, N<11 HY: 0 SED: 3.5 SWD: 1 AA: 3.4 AI/AN: No data, N<11 A: 10.8 F: 4.8 HL: 2.5 PI: 0 W: 11.7 TOM: 11.3 Source: Dataquest CAASPP Grade 11, Non-Charter Schools Report Released in 2023-24	2023-24 Math Early Assessment Program (EAP) ALL: 34 EL: 28 FY: 27 HY: 27 SED: 31 SWD:28 AA: 28 AI: 27 A: 38 F: 36 HL: 31 PI: 27 W: 42 TOM: 39

	standards as opposed to those exceeding and meeting standards. Source: Dataquest CAASPP Grade 11, Non-Charter Schools Report Released in 2022-23		
1Q Post-secondary tracking of Students with Disabilities Percentage of students with confirmed responses to staff outreach following graduation/ matriculation from SCUSD Source: Special Education department	2020-21: 95.47% Statewide Target: > 87% Source: SpED Annual Performance Report (APR) Released in June 2022, Any Employment or Education Note: APR includes dependent charter data	2021-22: 98.10% Statewide Target: > 87.5% Source: SpED Annual Performance Report (APR) Released in June 2023, Any Employment or Education Note: APR includes dependent charter data	2023-24 Post-secondary tracking of Students with Disabilities 75
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 Source: California School Dashboard Note: Results do not include Charter Schools	2021-22 CAASPP ELA Distance From Met ALL: -32.9 EL: -76.1 ELO: -104.4* RFEP: +21.1* FY: -115.2 HY: -52.6 SED: -60.5 A: -15.5 AA: -96.9 SWD: -116.7 AI/AN: -78.4 F: +14.3 H/L: -128.1 PI: -82.6 W: +22.1 TOM: -1.3 Source: ELA Academic Performance in California School Dashboard Released in 2022-23	2022-23 CAASPP ELA Distance From Met ALL: -34.8 EL: -84.2 ELO: -109 RFEP: +22.2 FY: -119.6 HY: -122.3 SED: -61 A: -18.3 AA: -91.9 SWD: -111.8 AI/AN: -76.1 F: +9.6 H/L: -54.6 PI: -74.4 W: +21.9 TOM: -6.7 Source: ELA Academic Performance in California School Dashboard Released in 2023-24	2023-24 CAASPP ELA Distance From Met ALL: -15.6 EL: -42.3 ELO: -72.9 RFEP: +16.9 FY: -60 HY: -64.2 SED: -32 SWD: -73.3 AA: -52.9 AI: -44.6 A: -3.9 F: +28.6 HL: -28.9 PI: -48.2 W: +40.1 TOM: +9.3
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11	2021-22 CAASPP Math Distance From Met ALL: -69.4 EL: -102.6 ELO: -126.7* RFEP: -20* FY: -127.6 HY: -156.3* SED: -96.3	2022-23 CAASPP Math Distance From Met ALL: -67.3 EL: -106.5 ELO: -128.9 RFEP: -10.1 FY: -138.9 HY: -162.6 SED: -93	2023-24 CAASPP Math Distance From Met ALL: -35.6 EL: -54.7 ELO: -82 RFEP: -10.1 FY: -84.9 HY: -89.2

Source: California School Dashboard Note: Results do not include Charter Schools	SWD: -147.3 AA: -139.5 AI/AN: -114.8 A: -41.2 F: -22.5 H/L: -92.2* PI: -114.5 W: -11.4 TOM: -40.3 *Update noted during 2023-24 Mid-Year Update. Source: Math Academic Performance in California School Dashboard Released in 2022-23	SWD: -141.4 AA: -132 AI/AN: -103.5 A: -38.5 F: -31.2 H/L: -91.2 PI: -112.2 W: -8.8 TOM: -36.2 Source: Math Academic Performance in California School Dashboard Released in 2023-24	SED: -51.4 SWD: -94.1 AA: -78 AI: -71.9 A: -14.4 F: -2.3 HL: -50.9 PI: -67 W: +18.4 TOM: -15.6
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) Source: CDE Dataquest Reporting Note: Results do not include Charter Schools	2021-22 CAST Students standards/Exceeded Met ALL: 25* EL: 2.9* FY: 25* HY: 4.6* SED: 16.3* SWD: 8.9* A: 31.9* AA: 9.2* AI/AN: 16.2* HL: 4.6 F: 38.2* PI: 8.0* W: 46.6* TOM: 34.1* *Update noted during 2023-24 Mid-Year Update. Source: CAASPP Science, Non- Charter Schools Released in 2022-23	2022-23 CAST Students Standards/Exceeded Met ALL: 25.5 EL: 2.7 FY: 0 HY: 10.2 SED: 17.1 SWD: 9.5 A: 31.3 AA: 7.8 AI/AN: 13.7 HL: 17.4 F: 41.1 PI: 8.9 W: 46.4 TOM: 38.4 Source: CAASPP Science, Non- Charter Schools Released in 2023-24	2023-24 CAST Students Standards/Exceeded Met ALL: 45 EL: 28 FY: 33 HY: 33 SED: 40 SWD: 32 AA: 34 AI: 42 A: 50 F: 53 HL: 39 PI: 35 W: 60 TOM: 53
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California	2021-22 English Learner Progress 46% of ELs are making progress towards proficiency. % of ELs Decreased in at Least 1 ELPI Level: 18.5 %of ELs who Maintained ELPI Levels 1, 2L,	2022-23 English Learner Progress 43.2% of ELs are making progress towards proficiency. % of ELs Decreased in at Least 1 ELPI Level: 17.4 % of ELs who Maintained ELPI Levels 1, 2L,	2023-24 English Learner Progress 55.6% of ELs will progress at least 1 ELPI Level AND 59.1% of ELs overall will make progress

(ELPAC) Source: California School Dashboard Note: Results do not include Charter Schools	3L, 3H: 35.4 %of ELs who Maintained ELPI Level 4: 3.3 %of ELs who Progressed at Least One ELPI Level: 42.7 Source: English Learner Progress Indicator in California School Dashboard Released in 2022-23	3L, 3H: 38.6 % of ELs who Maintained ELPI Level 4: 3.1 % of ELs who Progressed at Least One ELPI Level: 39.5 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	
2E Reclassification Rate Percentage of English Learners reclassified to Fluent English Proficient (RFEP) Source: District ME Analysis based on Student Information System Records Note: Results do not include Charter Schools	2021-22 RFEP Rate: 4.1* *Update noted during 2023-24 Mid-Year Update. Source: District ME Analysis based on Student Information System Records	2022-23 RFEP Rate: 5.8 Source: District ME Analysis based on Student Information System Records	2023-24: Reclassification rate will be within .5% of the state reclassification average Rate will be at least 13.3% based on 2019-20 state rate of 13.8%
2G Advanced Placement (AP) Pass Rate 1 Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more Source: District TS Analysis based on CALPADS Note: Spring 2020 AP Exams were modified and administered online due to COVID-19	2021-22 Advanced Placement (AP) Students Passing 1 or More AP Tests ALL: 17.9 EL: 6.2 FY: 0 HY: 2.1 SED: 12.2 SWD: 2.2 AA: 9.1 AI/AN: 8.5 A: 24.5 F: 29.3 H/L: 14.4 PI: 4.5 W: 26.1 TOM: 22.2 Source: District TS Analysis based on CALPADS	2022-23 Advanced Placement (AP) Students Passing 1 or More AP Tests ALL: 12.6 EL: 2.4 FY: 2.1 HY: 0 SED: 7.5 SWD: 1.3 AA: 4.5 AI/AN: 0 A: 19.3 F: 15.5 H/L: 8.7 PI: 2.5 W: 2.2 TOM: 18.7 Source: District TS Analysis based on CALPADS	2023-24 Advanced Placement (AP) Students Passing 1 or More AP Tests ALL: 20 EL: 8 FY: 2 HY: 3 SED: 16 SWD: 5 AA: 5 AI: 3 A: 20 F: 20 HL: 15 PI: 3 W: 20 TOM: 20

2H Advanced Placement (AP) Pass Rate 2 Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more Source: District TS Analysis based on CALPADS	2021-22 Advanced Placement (AP) Students Passing 1 or More AP Tests ALL: 47.9* EL: 38.5* HY: 0* FY: 0* SED: 43.8* SWD: 43.5* A: 48.9* AA: 29.7* AI/AN: 33.3* F: 50.8* H/L: 44.2* PI: 18.2* W: 54.4* TOM: 54.1* *Update noted during 2023-24 Mid-Year Update. Source: District TS Analysis based on CALPADS	2022-23 Advanced Placement (AP) Students Passing 1 or More AP Tests ALL: 30 EL: 8 HY: 0 FY: 0 SED: 22.7 SWD: 11.8 A: 35 AA: 18 AI/AN: 0 F: 30 H/L: 22.7 PI: 15.4 W: 35.5 TOM: 36.7 Source: District TS Analysis based on CALPADS	2023-24 Advanced Placement (AP) Students Passing 1 or More AP Tests ALL: 67
2J GATE Identification Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group Source: SCUSD Advanced Learning Department	2021-22 GATE Identification for Grade 1 Students ALL:15 EL: 5 HY:N/A FY:N/A SED:8 SWD:5 A:18.3 AA:4.7 AI:7.6 H/L:9.4 PI:5.5 W:34 TOM:23.7	2022-23 GATE Identification for Grade 1 Students ALL:16.3 EL: 8.7 HY: 1.2 FY: 0 SED: 9.5 SWD: 8.8 A: 20.3 AA: 4.7 AI: 5.3 H/L: 10.6 PI: 0 W: 31.1 TOM: 21.9 Source: GATE Demographics Retrieved 20231204 (Illuminate#15837) Based on 2023-24 Grade 2 Students Note: This is a lagging indicator as new GATE student records are not updated as qualifying in the program until after their Grade 1 school	Percentage of students newly identified as GATE during the 1st grade will be comparable to each group's proportion of the overall 1st grade population.

	year.		
2K GATE Demographics Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group Source: Advanced Learning Department	2021-22 GATE Demographics for Grade 2-12 Students ALL:15 EL: 5 HY:N/A FY:N/A SED:8 SWD:5 A:18.3 AA:4.7 AI:7.6 H/L:9.4 PI:5.5 W:34 TOM:23.7 Source: Advanced Learning Department	2023-24 GATE Demographics for Grade 2-12 Students ALL:18.1 EL: 3.9 HY: 2.9 FY: 4.3 SED: 11.4 SWD: 7.3 A: 21.3 AA: 5.2 AI: 10.7 H/L: 12.2 PI: 6.2 W: 35.1 TOM: 27.1 Source: GATE Demographics Retrieved 20231204 (Illuminate #15837)	Percentage of students within each student group who are identified as GATE will be comparable to each group's proportion of the overall student population (grades 2-12).
2L State Standards Implementation Survey Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain Source: Local Survey of Administrators	2021-22 State Standards Implementation Survey Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain Providing Professional Learning: 21 Identifying Professional Learning Needs: 13 Providing Standards Aligned Materials: 51 Implementing Standards: 20 Implementing Policies or Programs to help staff identify areas of improvement: 4 Source: Local Survey of Administrators	2022-23 State Standards Implementation Survey Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain Providing Professional Learning: 28 Identifying Professional Learning Needs: 21 Providing Standards Aligned Materials: 54 Implementing Standards: 32 Implementing Policies or Programs to help staff identify areas of improvement: 10 Source: Local Survey of Administrators	2023-24 State Standards Implementation Survey Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain Providing Professional Learning: 100 Identifying Professional Learning Needs: 100 Providing Standards-Aligned Materials: 100 Implementing Standards: 100 Implementing Policies or Programs to help staff identify areas of improvement: 100
2P District Common Assessment Performance (ELA)	2022-23 Interim 2 DCA ELA Percentage Correct Rate: ALL: 34 EL: 23	Note: The district is no longer using the district-created district common assessment for ELA and has adopted the use of i- Ready. As a result, the results are not comparable to the 2022- 23 results.	2023-24: ALL: 66 EL: 56 FY: 56

Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA) Source: District Analysis Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.	FY: 6* HY: 15* SED: 32 SWD: 25 AA: 22 AI:17 A: 27 HL: 32 PI: 25 W: 30 TOM: 28 *Update noted during 2023-24 Mid-Year Update. Source: UCM CEP Interim District Common Assessment Accessibility Dashboard		HY: 56 SED: 62 SWD: 57 AA: 59 AI: 62 A: 68 HL: 63 PI: 60 W: 74 TOM: 71
2Q Third Grade Reading Proficiency (State Assessment) Percentage of third grade students above standard on the Reading-specific domain of the state's ELA assessment Source: California Assessment of Student Performance and Progress (CAASPP) Note: Results do not include Charter Schools	2021-22 CAASPP ELA Grade 3 Reading Above Standard: ALL: 16* EL: 2* RFEP: 36* FY: N<11* HY: 0* SED: 9* SWD: 5* AA: 6* AI: N<11* A: 14* F: N<11* HL: 7* PI: 9* W: 32* TOM: 23** Update noted during 2023-24 Mid-Year Update. Source: CAASPP ELA, Non-Charter Schools Released in 2022-23	2022-23 CAASPP ELA Grade 3 Reading Above Standard: ALL: 15 EL: 3 RFEP: 45 FY: N<11 HY: 0 SED: 8 SWD: 8 AA: 5 AI: N<11 A: 14 F: 24 HL: 10 PI: 7 W: 29 TOM: 19 Source: CAASPP ELA, Non- Charter Schools Released in 2023-24	The district's desired outcome for this metric is that 100% of all students and all student groups will exceed the standard on the reading-specific domain of the state's ELA assessment.

2R Third Grade Reading Proficiency (District Assessment) Percentage of students achieving proficiency on the Reading-specific domain of the district's local ELA assessment Source: District Common Assessments	ELA Grade 3 Reading Domain Only Assessment The reporting system does not contain this metric contemplated. The district is no longer using the district-created district common assessment for ELA and has adopted the use of i-Ready.	ELA Grade 3 Reading Domain Only Assessment The reporting system does not contain this metric contemplated. The district is no longer using the district-created district common assessment for ELA and has adopted the use of i-Ready.	The district's desired outcome for this metric is that 100% of all students and all student groups will achieve proficiency on the reading-specific domain of the district's local ELA assessment.
2T Least Restrictive Environment Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time. Source: SpED Annual Performance Report (APR)	2020-21 LRE Rate: In Regular Class more than 80%: 55.73% LRE Rate: In Regular Class less than 40%: 23.61% Source: SpED Annual Performance Report (APR) Released in June 2022 Note: APR includes dependent charter data	2021-22 LRE Rate: In Regular Class more than 80%: 58.94% LRE Rate: In Regular Class less than 40%: 24.61% Source: SpED Annual Performance Report (APR) Released in June 2023 Note: APR includes dependent charter data	2023-24 Percent of students with disabilities spending more than 80% of the time in regular class: 61 Percent of students with disabilities spending less than 40% of the time in regular class: 20

3B	2021-22 Chronic Absenteeism Rate EOY ALL	2022-23 Chronic Absenteeism Rate EOY ALL	2023-24:
Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days Source: California School Dashboard Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses2019-20 is to 2.28.20. 2020-21 is to 4.5.21. Note: 2021-22 Mid-Year data is an internal analysis to 6.1.2022 and includes students K-12 and dependent charter schools.	K-8: 36.9 EL: 33.4 FY: 56.6 HY: 79.4 SED: 44.6 SWD: 45.1 AA: 56.7 AI: 57.5 A: 22.3 F: 18 HL: 42.8 PI: 54.1 W: 23.3 TOM: 36.2 Source: Chronic Absenteeism in California School Dashboard Released in 2022-23	K-8: 29.2 EL: 24.4 FY: 42.4 HY: 72.1 SED: 34.9 SWD: 36.9 AA: 48.8 AI: 44.5 A: 14.4 F: 15.2 HL: 33.7 PI: 40.9 W: 19.8 TOM: 29 Source: Chronic Absenteeism in California School Dashboard Released in 2023-24	ALL: 8 EL: 6.1 FY: 15.6 HY: 31.2 SED: 9 SWD: 9.3 AA: 14.7 AI: 11.9 A: 3 F: 4.4 HL: 8.6 PI: 13.4 W: 5.8 TOM: 8.1
3C Chronic Absenteeism Interventions Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions Source: SCUSD Performance Targeted Academic Index(PTAI)	2021-22 Chronically Absent (or At-Risk Chronically Absent) Who Received 2 or More Interventions ES: 38.7 MS: 34.9 HS: 60.9 Source: SCUSD Performance Targeted Academic Index (PTAI) Chronic Absenteeism Indicator 5958	2023-24 Mid-Year Chronically Absent (or At-Risk Chronically Absent) Who Received 2 or More Interventions ES: 11.8 MS: 24.4 HS: 21.6 Source: SCUSD Performance Targeted Academic Index (PTAI) Chronic Absenteeism Indicator 5958	2023-24: ES (K-6): 55 MS (7-8): 57 HS (9-12): 54

3D Attendance Interventions Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31 Source: SCUSD Performance Targeted Academic Index (PTAI)	2022-23 Less 95.9% Attendance + Interventions + Improvement ES: 22.2 MS: 18 HS: 34.6 ALL: 24.9 Source: SCUSD Performance Targeted Academic Index (PTAI) Chronic Absenteeism Indicator 5959	2023-24 Mid-Year Less 95.9% Attendance + Interventions + Improvement ES: 4.4 MS: 8.5 HS: 11.2 ALL: 7.9 Source: SCUSD Performance Targeted Academic Index (PTAI) Chronic Absenteeism Indicator 5959	2023-24: ES (K-6): 44 MS (7-8): 46 HS (9-12): 42
3E Provision of Responsive Services Percentage of students who met `an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services Source: SCUSD EIIS (Indicator14620) Note: 2020-21 data is to 4.5.21	2022-23 Intervention Received in Response to EIIS Attendance / Behavior Indicator ALL: 46.8 EL: 61.6 FY: 88.9 HY: 95.5 SED: 54.2 SWD: 51.3 AA: 57.1 AI: 54.1 A: 50.7 F: 37.1 HL: 51.5 PI: 61.8 W: 25.5 TOM: 33.9 Source: SCUSD Student Support Services Dashboard EIIS Indicator 14620	2023-24 Mid-Year Intervention Received in Response to EIIS Attendance / Behavior Indicator ALL: 75.1 EL: 82.6 FY: 91 HY: 89.8 SED: 77.3 SWD: 75.8 AA: 78.5 AI: 77.3 A: 71.4 F: 68.9 HL: 77.4 PI: 83.6 W: 71.8 TOM: 68.6 Source: SCUSD Student Support Services Dashboard EIIS Indicator 14620	For 2023-24, 100% of identified HY and FY will be provided responsive services. For all other groups, increases in support are dependent on staffing capacity. If current staffing levels are unchanged, service rates will be maintained, with the goal of increasing the level of service for those student groups with the most students in the 'purple' zone. If staffing levels are increased, targets will be established reflecting the increased staffing capacity.
3F High School Drop-out Rate Percentage of students in the 4-year adjusted cohort who drop out of high school Source: CDE Dataquest Reporting Note: Results do not include Charter Schools	2021-22 High School Drop-out Rate: All: 6.3* EL: 11.8* FY: 25 HY: 20.5* SED: 7.2* SWD: 7.3* AA: 6.9* AI/AN: 20* A: 2.9* F: 0 HL: 7.9*	2022-23 High School Drop-out Rate: All: 10 EL: 17.1 FY: 23.8 HY: 31.1 SED: 11.6 SWD: 12 AA: 14.5 AI/AN: 23.5 A: 4.4 F: 7.7 HL: 12	2023-24: ALL: 4.5 EL: 9.5 FY: 12.2 HY: 16.1 SED: 5 SWD: 5.7 AA: 7.1 AI/AN: 9.1 A: 1.8 F: 0 HL: 5.5 PI: 10.4

	PI: 11.9* W: 6.3* TOM: 4.6* *Update noted during 2023-24 Mid-Year Update. Source: Four-Year Adjusted Cohort Outcome Released in 2022-23 (No Charter Schools)	PI: 18.5 W: 6.7 TOM: 9.8 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	W: 1.9 TOM: 6.1
4A Suspension Rate Percentage of students suspended 1 or more times during the school year Source: California School Dashboard Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting. 2021-22 Mid-year data from internal district data system and to 6.1.22	2021-22 Suspension Rate ALL: 4.9* EL: 3.4* FY: 19.0* HY: 13.4* SED: 6.2* SWD: 8.1* AA: 12.4* AI: 7.3* A: 1.9* F: 3.9 HL: 4.6* PI: 5.1* W: 2.7* TOM: 5.8* *Update noted during 2023-24 Mid-Year Update. Source: CDE Dataquest Suspension Rate Report, Non- Charter	2022-23 Suspension Rate ALL: 6.2 EL: 4.3 FY: 17.3 HY: 13.3 SED: 7.5 SWD: 9.2 AA: 15.2 AI: 8.9 A: 2.4 F: 3.1 HL: 5.9 PI: 5.9 W: 3.8 TOM: 6.9 Source: CDE Dataquest Suspension Rate Report, Non- Charter	2023-24: ALL: 2.7 EL: 1.7 FY: 9.8 HY: 4.7 SED: 3.3 SWD: 4.9 AA: 7.5 AI: 2.2 A: 0.7 F: 0.9 HL: 2.4 PI: 2.8 W: 1.5 TOM: 3.1
4B Suspension Disproportionality Percentage of students with 1 or more suspension whose student groups are disproportionately represented* among all suspended students. Source: CDE Dataquest *Includes AA and AI/AN students	2021-22* Suspension Rate AA/AIAN Disproportionality All: 33.9 K-3: 40.4 4-6: 35.6 7-8: 31.2 9-12: 34.5 % of Total Enrollment by Grade Span All: 13.6 K-3: 11.8 4-6: 14.3 7-8: 13.89-12: 14.7 **Update noted during 2023-24 Mid-Year	2022-23 Suspension Rate AA/AIAN Disproportionality All: 32.0 K-3: 34.5 4-6: 36.3 7-8: 28.7 9-12: 32.0 % of Total Enrollment by Grade Span All: 13.1 K-3: 11.6 4-6: 13.5 7-8: 13.89-12: 14.0 Source: CDE Dataquest Suspension Rate	The desired outcome for this metric is to eliminate all disproportionality in suspension This would result in African American and American Indian or Alaska Native students making up a percentage of all suspended students that is reflective of their proportional representation in the total student population.

| | Update

Source: CDE Dataquest Suspension Rate Report, Non- Charter | Report, Non- Charter | |
|---|---|---|---|
| 4C

Expulsion Rate

Percentage of students expelled at any time during the school year

Source: CDE Dataquest | 2021-22* Expulsion Rate

ALL:.0*
EL: 0*
 FY: 0
HY: 0
SED: 0*
SWD: 0*
AA:.0*
AI/AN: 0
A: 0*
F: 0*
H/L:.0*
PI: 0.1*
W: 0
TOM: 0*

*Update noted during 2023-24 Mid-Year Update.

Source: CDE Dataquest Expulsion Rate Report, Non- Charter | 2022-23 Expulsion Rate

ALL:.0.1
EL: 0
FY: 0
HY: 0.2
SED: 0.1
SWD: 0.1
AA: 0.2
AI/AN: 0
A: 0
F: 0 H/L:.0
PI: 0
W: 0
TOM: 0

Source: CDE Dataquest Expulsion Rate Report, Non- Charter | 2023-24:

ALL: 0
EL: 0 FY: 0
HY: 0
SED: 0
SWD: 0
AA: 0
AI: 0
A: 0
F: 0
HL: 0
PI: 0
W: 0

TOM: 0 |
| 4D

Anti-bias/Anti-racist Professional Learning for staff

Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components

Source: Curriculum & Instruction department | 2022-23 Mid-Year:

Make-up sessions were not provided for the end of the year training. This data was not collected due to after effects of COVID. | This metric was not operationalized to allow for measurement as intended. The district's Anti-Bias/Anti- Racist/Trauma-Informed professional learning will be revised moving forward to include metrics for implementation and impact based on both staff practices and student outcomes. | 2023-24:

Leadership (Site and Central): 100%

Teachers: 100%

Support Staff: 100% |

5A Parent Teacher Home Visits (PTHVs) Number of PTHVs conducted by staff across all school sites Source: Parent Teacher Home Visits Office	2022-23: Final: The information for this metric will need to be restructured for 2023-2024. No data available at this time. Source: Parent Teacher Home Visits Office	2023-24 Mid-Year 1070 Source: Parent Teacher Home Visits Office	2023-24: 3,560 (Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)
5B Parent Teacher Home Visits (PTHVs) Percentage of participating sites completing a PTHV for at least 10% of all students. Source: Parent Teacher Home Visits Office	2022-23: Final: The information for this metric will need to be restructured for 2023-2024. No data available at this time. Source: Parent Teacher Home Visits Office	2023-24 Mid-Year 20% Source: Parent Teacher Home Visits Office	2023-24: 100% (100% of participating sites will meet the 10% participation threshold)
5C DELAC representation Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District English Learner Advisory Committee (DELAC) Meeting Source: Multilingual Literacy Department	2022-23 DELAC: 35% (22/63) Source: Multilingual Literacy Department	2023-24 Mid-Year DELAC: 32% (20/62) Source: Multilingual Literacy Department	2023-24: 100%
5D ELAC Operation Percentage of schools with an English Learner Advisory Committee (ELAC) who have evidence of regular meetings and their election process accessible on their school website to support community involvement and increase awareness of ELAC/DELAC.	2022-23 ELAC:25% (16/63) Source: Multilingual Literacy Department	2023-24 Mid-Year ELAC 35% (22/62) Source: Multilingual Literacy Department	2023-24: 100%

Source: Multilingual Literacy Department			
5E CAC Attendance Average number of attendees at Community Advisory Committee (CAC) meetings/workshops Source: Special Education Department	2022-23: 26.4 Source: Special Education Department	2023-24 Mid-Year: December 2023-22 Source: Special Education Department	2023-24: 30
5F School Site Council (SSC) Support Percentage of School Site Councils provided updated training. Source: State and Federal Programs Department	2022-23: 26.4 Source: State and Federal Programs Department	2023-24 Mid-Year:5 Source: State and Federal Programs Department	100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.
5G Parent Leadership Pathway Workshop (PLPW) Participation Number of participating schools and Number of total participant sign-ins Source: Family and Community Engagement (FACE) Department	The Face and Community Engagement Department updated their curriculum and re-named their workshop series the Parent Empowerment Pathways (PEP) workshop series. Additionally, the Multilingual Literacy Department and F.A.C.E. collaborated and developed the ELPAC Parent Workshop to inform and empower parents of emergent bilingual students. PEP Number of participating schools: 5 ELPAC Parent Workshops Total number of participating schools: 15 Total number of participant sign- ins: 88 2022-2023 has been a year of re-engagement. After not being allowed on campus for more than 2 years, parents were welcomed back Source: Family and Community Engagement (FACE) Department	2023-24 Mid-Year: Parent Empowerment Pathways (PEP) Workshops Schools served: 9 Total participant sign-ins: 224 ELPAC Parent Workshops Pending Note: Facilitator staffing for FACE department has decreased by 50% from 2 Facilitators in 2021-22 to 1 Facilitator in 2023-24. Source: Family and Community Engagement (FACE) Department	Number of participating schools 2023-24: 11* Number of total participant sign- ins: 2023-24: 1,200* *As the FACE department resumes implementation of PLPW efforts while building upon new forms of engagement developed during distance learning, new targets will be set based on assessment of total capacity.

9A	2020-21: 71.79%	2021-22: 62.03%	2023-24:
Post-Secondary Outcomes Rate of student respondents that are enrolled in higher education or competitively employed. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	Statewide Target: >75% Source: SpED Annual Performance Report (APR) Released in June 2022 Note: APR includes dependent charter data	Statewide Target: > 76.5% Source: SpED Annual Performance Report (APR) Released in June 2023 Note: APR includes dependent charter data	83.4% Statewide Target: >74.4%
9B 4 Year and 5 Year Cohort Graduation Rate Combined graduation rate, which reflects all students who: (1) graduate in four years as part of the most current graduating class and (2) graduate in five years as part of the prior year graduating class. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2020-21: 66.02% Statewide Target: >90% Source: SpED Annual Performance Report (APR) Released in June 2022 Note: APR includes dependent charter data	2021-22: 74.5% Statewide Target: >75.5% Source: December 2022 Dashboard Note: APR not used as SWD graduation data this year appear to be for ALL and not SWD students	2023-24: 70% Statewide Target:>90%
9C (Also 2T) Least Restrictive Environment Rate of students with disabilities in Regular Class more than 80% Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2020-21: 55.73% Statewide Target: >58% Source: SpED Annual Performance Report (APR) Released in June 2022 Note: APR includes dependent charter data	2021-22: 58.94% Statewide Target: >60% Source: SpED Annual Performance Report (APR) Released in June 2023 Note: APR includes dependent charter data	2023-24: 60% Statewide Target: >53.2%
9D (Also 2T) Least Restrictive Environment Rate of students with disabilities	2020-21: 23.61% Statewide Target: <19.5% Source: SpED Annual Performance Report (APR) Released in June 2022	2021-22: 24.61% Statewide Target: < 18% Source: SpED Annual Performance Report (APR) Released in June 2023	2023-24: 20% Statewide Target:>20.6%

in Regular Class less than 40% of the time. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	Note: APR includes dependent charter data	Note: APR includes dependent charter data	
9E Least Restrictive Environment Rate of students with disabilities participating in a separate school. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2020-21: 5.17% Statewide Target: < 2.9% Source: SpED Annual Performance Report (APR) Released in June 2022 Note: APR includes dependent charter data	2021-22: 4.99% Statewide Target: < 3.2% Source: SpED Annual Performance Report (APR) Released in June 2023 Note: APR includes dependent charter data	2023-24: 4% Statewide Target:<3.6%
10A Overall Identification Rate Percentage of Total Low Income Student group that are identified as Homeless Youth Source: CA School Dashboard	2021-22 Rate 0.77 Source: Enrollment Demographics in California School Dashboard Released in 2022-23	2022-23 Rate 1.4 Source: Enrollment Demographics in California School Dashboard Released in 2023-24	5%
10B Identification Process Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused Source: Homeless Youth Services records	Data being collected	2022-23 Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused 3%	7%