



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 10.1

**Meeting Date:** February 17, 2022

**Subject:** Local Control and Accountability Plan (LCAP) Annual 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

**Recommendation:** None

**Background/Rationale:** Annually, districts must develop a Local Control and Accountability Plan (LCAP) that provides details of goals, actions, and expenditures to support identified student outcomes and overall performance in the coming year. The LCAP also includes an annual update component that provides mid-year progress in the form of estimated actual expenditures, measurable outcomes, and implementation progress for the prior year's plan. For 2021-22, mid-year progress must be reported to the board by 2.28.22 along with a Supplement to the Annual Update that reports on the engagement and implementation progress for funds related to the 2021-22 Budget Act (American Rescue Plan Act of 2021). This item includes the district's Annual Update and one-time Supplement to the Annual Update. The Annual Update information will continue to be updated leading up to the presentation of the final 2022-23 LCAP in June 2022. Also attached to this item are the Annual Update and one-time Supplement documents for the district dependent charter schools.

**Financial Considerations:** None

**LCAP Goals:** College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Executive Summary
2. 2021-22 SCUSD LCAP Mid-Year Report

3. SCUSD Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan
4. Update to the LCFF Budget Overview for Parents, 2021-22
5. Bowling Green Elementary Charter School 2021-22 LCAP Mid-Year Report and Supplement to the Annual Update to the 2021-22 LCAP
6. George Washington Carver School of Arts and Science 2021-22 LCAP Mid-Year Report and Supplement to the Annual Update to the 2021-22 LCAP
7. New Joseph Bonnheim Community Charter School 2021-22 LCAP Mid-Year Report and Supplement to the Annual Update to the 2021-22 LCAP
8. Sacramento New Technology High School 2021-22 LCAP Mid-Year Report and Supplement to the Annual Update to the 2021-22 LCAP
9. The MET Sacramento High School 2021-22 LCAP Mid-Year Report and Supplement to the Annual Update to the 2021-22 LCAP

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| <p><b>Estimated Time of Presentation:</b> 20 minutes<br/><b>Submitted by:</b> Lisa Allen, Deputy Superintendent<br/>Steven Fong, LCAP/SPSA Coordinator<br/><b>Approved by:</b> Jorge A. Aguilar, Superintendent</p> |
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# Board of Education Executive Summary

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### I. Overview/History of Department or Program

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, the Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP).

Districts must develop a Local Control and Accountability Plan (LCAP) annually. The LCAP provides details of goals, actions, and expenditures to support identified student outcomes and overall performance.

In June 2021, the board adopted the 2021-22 to 2023-24 LCAP. During the 2021-22 school year, the district will engage in collaborative development of the 2022-23 LCAP and report on outcomes for the goals, actions, expenditures, and metrics for the 2021-22 plan.

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding was the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020.

Elementary and Secondary School Emergency Relief (ESSER) III funds were the major source of funding provided to school districts as part of the ARP. SCUSD's allocation is \$154,422,476. This funding provides districts with emergency relief to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. An ESSER III Expenditure Plan was adopted by the board of education on October 21, 2021 and approved by the County Office of Education (COE) on December 17, 2021. Funds are available for use through September 30, 2024 and can be used for costs dating back to March 13, 2020.

### II. Driving Governance:

#### Local Control and Accountability Plan

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

For the current year (2021-22), new requirements were introduced for the LCAP Annual Update and reporting on the funds received through the 2021 Budget Act. Section 124(e) of Assembly Bill 130 requires districts to:

1. Present a mid-year update to the governing board on the implementation of the 2021-22 LCAP to date. This item present's SCUSD's 2021-22 LCAP Mid-Year Update with to-date data for established

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metrics, projected expenditures for 2021-22 actions, and implementation status update for actions.

2. Provide the governing board with a point-in-time report related to the funding received through the 2021 Budget Act, which includes the federal Elementary and Secondary School Emergency Relief (ESSER) III funds. This board item presents SCUSD's completed 1-Time Supplement to the Annual Update to the 2021-22 LCAP to the board.
3. Provide the governing board an update on the most recent Budget Overview for Parents. This item presents a summary of the impacts of the 2021 Budget Act on the projected revenue for the 2021-22 school year.

These required components must be presented to the governing board prior to February 28, 2022.

The following reporting elements are required as part of the one-time supplement that has been added to the LCAP Annual Update:

- Description of community engagement for the use of funds in the Budget Act of 2021 that were not included in the LCAP
- Description of how additional Concentration Grant add-on funding was used to increase credential/classified staff providing direct services to students
- Description of community engagement in the use of one-time federal funds to support pandemic recovery and impacts of distance learning
- Implementation update for the Elementary and Secondary School Emergency Relief (ESSER) III Expenditure Plan
- Description of how 2021-22 resources are being used consistent with applicable plans and aligned to the LCAP

### **ESSER III Expenditure Plan (American Rescue Plan (ARP) Funds)**

An LEA may use up to 80% of ESSER III funds (Resource Code 3213) for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act, based on guidance that what is allowable under one of the ESSER funds is allowable under all of the ESSER funds. Use of any ESSER funds (ESSER I, ESSER II, or ESSER III) must be in accordance with allowable uses in any of these three federal stimulus acts. A list of allowable uses can be found at the California Department of Education's ESSER III web page at <https://www.cde.ca.gov/fg/cr/arpact.asp#esseriuses>.

Additionally, Section 2001(e)(1) of the ARP Act requires an LEA to reserve not less than 20 percent of its ESSER III allocation (Resource Code 3214) to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

1. Summer learning or summer enrichment
2. Extended day
3. Comprehensive afterschool programs
4. Extended school year programs

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5. Evidence-based high dosage tutoring
6. Full-Service Community Schools
7. Mental health services and supports
8. Adoption or integration of social emotional learning into the core curriculum/school day
9. Other evidence-based interventions

### III. Budget:

SCUSD's Local Control and Accountability Plan (LCAP) includes projected expenditures for the actions and services aligned to each LCAP goal.

SCUSD's 2021-22 Budget Overview for Parents provided overall budget projections for the district. The amounts projected in spring 2021 along with update amounts following the impacts of the 2021 Budget Act are provided below:

| 2021-22 Budget Projections                                      | Spring 2021 Projection | Updated Projections Following 2021 Budget Act |
|---|------------------------|---|
| Total LCFF Funds  | \$430,509,685          | \$435,769,916                                 |
| LCFF S&C Funds  | \$74,250,881           | \$84,413,615                                  |
| All other state funds   | \$76,180,092           | \$88,845,106                                  |
| All local funds   | \$6,385,645            | \$8,566,279                                   |
| All federal funds   | \$46,193,654           | \$178,164,006                                 |
| Total Projected Revenue   | \$559,269,075          | \$711,345,307                                 |
| Total budgeted general fund expenditures                        | \$589,976,725          | \$715,746,748                                 |
| Total budgeted expenditures in the LCAP                         | \$353,730,004          | \$353,730,004                                 |
| Total budgeted expenditures for high needs students in the LCAP | \$89,729,829           | \$89,729,829                                  |
| Expenditures not in the LCAP                                    | \$236,246,721          | \$362,016,744                                 |

SCUSD's ESSER III Expenditure Plan total allocation and the distribution of planned expenditures across the three plan areas are shown below. These amounts include allocations through the 2023-24 year.

| Plan Section   | Total Planned ESSER III Expenditures |
|--|--------------------------------------|
| Strategies for Continuous and Safe In-Person Learning                                    | \$28,800,717                         |
| Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds) | \$90,627,195                         |
| Use of Any Remaining Funds   | \$34,994,564                         |
| Total ESSER III funds included in the plan   | \$154,422,476                        |

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### IV. Goals, Objectives and Measures:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From CDE LCAP web page)

The key components of an LCAP include:

- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **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 **target 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 **community input** was solicited, summary of key input, and how it influenced the plan

SCUSD's goals for the 2021-22 LCAP build upon the district's prior LCAP goals, strategic plan, and the core value and guiding principle. The eight goals are:

1. 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.
2. 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.
3. 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.
4. 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.

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5. Parents, families, community groups, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.
6. 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.
7. SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of community groups 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.
8. 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.

The LCAP must include measurable outcomes that enable the district to monitor progress across the eight state priorities. The eight state priorities and examples of required measurable outcomes within each include:

1. Basics (Teacher Assignments, Access to Instructional Materials, Facilities in good repair)
2. State Standards (Implementation of academic content and performance standards adopted by the state)
3. Parental Involvement (Efforts to seek parent input in decision making and promotion of parent participation)
4. Pupil Achievement (Performance on standardized tests, college/career readiness, English Learner reclassification and proficiency)
5. Pupil Engagement (Attendance rates, Chronic Absenteeism rates, Drop-out rates, Graduation Rates)
6. School Climate (Suspension rates, Expulsion rates, local surveys of safety and connectedness)
7. Course Access (Enrollment in a broad course of study)
8. Other Pupil Outcomes (Pupil outcomes in subject areas)

In addition to the above, the LCAP includes a range of state and local indicators that SCUSD uses to monitor progress towards the plan's goals. For each measurable outcome identified, specific target outcomes for 2023-24 are set.

The ESSER III Expenditure Plan template requires districts to outline the proposed actions to address

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student's academic, social, emotional, and mental health needs within three key areas:

### **Strategies for Continuous and Safe In-person Learning**

Operation of schools in a way that reduces or prevents the spread of COVID-19.

### **Addressing the Impact of Lost Instructional Time**

(At least 20% of the total funds must be used in this area)

Implementation of evidence-based interventions to address student needs and opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic.

### **Additional Uses**

Other actions to address students' academic, social, emotional, and mental health needs and to address opportunity gaps.

A key part of the ESSER III Expenditure Plan is the detailing of how progress will be monitored for each of the planned actions. The final section of the plan is dedicated to this detail and, for each action, includes a description of how progress will be monitored and a description of how frequently progress will be monitored. In many cases, the progress monitoring methods align to existing measurable outcomes in the Local Control Accountability Plan (LCAP) or other district plans.

## **V. Major Initiatives:**

A key aspect of the LCAP is the requirement that districts describe how they have increased and improved services for the following students groups (collectively referred to as 'Unduplicated Students') as compared to all students:

- English language learners
- Students eligible for free and reduced price meals program (low income)
- Foster Youth
- Homeless students

Within the LCAP, implementation of a Multi-Tiered System of Supports (MTSS) is a key initiative and guides much of the LCAP's structure and represents a major effort by the district to serve unduplicated students. The capacity-building required to install and sustain an effective MTSS stands alone as its own goal (Goal 6), while Goals 1-5 are heavily informed by and aligned to what is required for effective operation of a districtwide and site-based MTSS.

The ESSER III Expenditure plan, through its actions, is focused on addressing the impacts COVID-19 has had and continues to have on students, staff, and families across all schools. The actions in the ESSER III Expenditure plan build upon several of the approaches first proposed in the June 2021 Budget presentation



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through a plan developed jointly between the Academic Office and Student Support and Health Services team and aligns closely with district planning from other recent processes including:

- 2021-22 Local Control and Accountability Plan (LCAP)
- 2020-2021 Expanded Learning Opportunities Grant Plan
- 2020-21 Learning Continuity and Attendance Plan

Key input themes from educational partners that guided the initiatives within the ESSER III Expenditure Plan include:

- Increased mental health staff (social workers and counselors) and supports at each school site
- Increase health staff such as nurses and health aides on campus
- Maintain access to nutrition resources for students/families including free school meals
- Increased access to enrichment and extra/co-curricular opportunities (e.g. gardening, sports, VAPA, field trips)
- Access to High-quality instruction during times of quarantine and for students who are unable to attend in person – use virtual instruction/technology to facilitate this
- Maintain and expand access to before and after school programs
- Provide individual tutoring and intervention supports
- Hire more instructional aides/specialists to provide additional one on one support to students
- Continue/expand routine COVID testing and maintain/expand access to PPE, contact tracing, communication about positive cases
- Increased supports for individual student groups: AIEP program supports, increased staff/services for Students with Disabilities such as psychologists on site, supports for English Learners including bilingual staff
- Individualized learning plans/supports for students, in particular those students with identified needs
- Increase efforts to recruit, retain, and support staff – including compensation for efforts
- Partner with Community-Based Organizations (CBOs) and other community groups to expand offerings to students that the district cannot provide alone
- Expand Social Emotional Learning (SEL) programs and resources
- Provide instructional supports for teachers including planning time, resources to purchase supplies, access to software programs, and a reimagined vision of instruction that fits our new educational context.
- Create/expand outdoor learning spaces
- Provide effective transportation options so students can attend school
- Increased outreach and resources/space for the American Indian Education Program
- Revisit the criteria for determining independent study placement for Students with Disabilities
- Specific resources at the individual student level – tutors for targeted student groups, liaisons, case managers, one-on-one counseling sessions with struggling students, accessible office hours with one-on-one help with teachers
- Continue using credit recovery to maximize graduation rates

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- Emphasize VAPA supports in partnership with mental health efforts – addressing trauma through the arts
- Ensure that classrooms are staffed with certificated teachers and qualified substitutes are available when needed
- Expand collaboration between general education and special education staff
- Provide a resource hub for addressing learning needs at home
- Provide social activities to develop a fun-oriented campus culture
- Seek out additional funding with partners to increase available resources
- Update learning materials such as bilingual textbooks/materials, world languages, and ELD curriculum
- Dedicated class periods/instruction about the FAFSA, UC/CSU applications, and other college/career readiness topics
- Increase the number of school psychologists to support SEL and address anxiety/depression
- Provide students increased access to overviews of class material and lessons plans online
- Encourage student action/engagement through surveys and other input opportunities
- Focus support efforts on students/families who have been directly impacted by COVID-19 and are dealing with the repercussions of illness/deaths in their families

An Important note regarding terminology: The California Department of Education (CDE) will no longer be using the term 'stakeholder' based on feedback received from Native American communities:

- Feedback from Native American communities indicating that they find use of the term 'stakeholder' offensive, as it connotes the practice of "staking a claim" to land.
- The term 'stakeholder(s)' is being replaced by 'educational partner(s)' as recommended to and approved by the State Board of Education for adoption.

### *Differentiated Assistance*

The state's accountability and continuous improvement system is based on a three-tiered framework, with the first tier made up of resources and assistance available to all local education agencies. Differentiated Assistance is the second tier of assistance that is required by statute to provide to districts that meet certain eligibility criteria. The Sacramento County Office of Education offers technical assistance to foster improvement for the identified student groups.

Eligibility for Differentiated Assistance under the California System of Support is defined as two or more student groups receiving a red indicator on two or more state priorities on the California School Dashboard (Dashboard). Based on the review of student group performance on the 2019 Dashboard, SCUSD was identified as eligible for Differentiated Assistance for these student groups in these State indicators:

- Foster Youth: English Language Arts (ELA) and Math, Graduation Rate, Suspension Rate
- Students with Disabilities: English Language Arts (ELA) and Math, Graduation Rate
- Homeless Youth: English Language Arts (ELA) and Math, Chronic Absenteeism

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Due to COVID-19, the state of California did not publish a full Dashboard in 2020 and will not publish a full dashboard in 2021. Prior eligibility for Differentiated Assistance will be maintained through 2021-22.

The performance of these student groups over time - Students with Disabilities, Foster Youth, and Homeless Youth - has resulted in the district's identification by the state for additional support. As a result of persistent performance issues for these student groups over several years, the district became eligible in fall 2019 for Systemic Instructional Review (SIR) support from the California Collaborative for Education Excellence (CCEE). In the SIR process, CCEE staff conducted a comprehensive assessment (academic and social emotional) of the district's instructional systems, progress of state requirements, and implementation of teaching and learning practices in order to successfully meet the needs of all learners. SCUSD is now in an ongoing process of Continuous Improvement supported by CCEE, partners at the Sacramento County office of Education, and CORE staff.

Beginning with the 2022-23 LCAP as required by Education Code Section 52064(e)(5), districts that are eligible for Differentiated Assistance based on the performance of the same student group or groups for three or more consecutive years must include a goal (or goals) in the LCAP focused on improving the performance of that student group or groups.

## VI. Results:

The 2021-22 Local Control and Accountability Plan (LCAP) mid-year update, including mid-year data, projected expenditures, and implementation status of actions is included in full as an attachment to this item. The 1-time supplement to the Annual Update that is also attached includes an update on implementation status for actions in the ESSER III Expenditure Plan. For actions that are continuing unchanged from previous years or are expansions upon existing actions, implementation is generally occurring as planned, with the need for adaptation and flexibility due to the ongoing COVID-19 context. For actions that are brand new - and especially those actions requiring the hiring of new staff and/or creation of new positions - implementation status varies widely. While many positions have been approved, posted, hired, on boarded, and are currently in full implementation, others are still moving through approval, posting, or in the hiring process. For actions specific to the ESSER III Expenditure plan, it is important to note that the plan was approved in late October, updated per County guidance in November, and approved by the County in December. The most recent two months have also involved an extreme staffing crisis due to the omicron variant of COVID-19. Additionally, many of the actions are extensions of funding for the 2022-23 and 2023-24 years for actions that are already funded through other sources. For current year actions, there has been a relatively brief amount of time to implement and a significant portion of that time has involved a system wide effort to survive the omicron surge. It is anticipated that implementation pace will increase during the second half of the 2021-22 year.

Measurable outcome results have been provided where available. This includes both end-of-year 2020-21 results that were not available at the time of LCAP adoption and available mid-year 2021-22 data. There are

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several 2021-22 indicators that will be available in the coming weeks/months following spring CALPADS certification or closing of test/survey windows.

### VII. Lessons Learned/Next Steps:

The final Local Control and Accountability Plan (LCAP) for 2022-23 will include updated Annual Update information. This will include measurable outcome data not available at the time of this mid-year report, updated projected expenditures, and incorporation of these initial action implementation status updates into the full analysis sections required for each LCAP goal area.

The one-time supplement to the Annual update to the 2021-22 LCAP will be included in the districts 2022-23 LCAP package as part of the review and approval process by the board and county office of education.

Additional checkpoints in the LCAP development and adoption process include:

- March 3, 2022: Presentation of Community Input Summary to Board
- May 2022: LCAP Quarterly Update
- June 2, 2022: LCAP/Budget Public Hearing
- June 14, 2022: LCAP/Budget Adoption and Presentation of Dashboard Local Indicators
- June 14, 2022: Board appointment of LCAP Parent Advisory Committee (PAC) members
- June 19, 2022: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Summer 2022: (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

### Key Terms:

#### Local Control and Accountability Plan (LCAP)

A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes.

#### Local Control Funding Formula (LCFF)

The state's method for funding school districts

#### LCFF Base Funding

Uniform base grant based on grade span and average daily attendance

#### Unduplicated Pupils

English Learners, Foster Youth Homeless Youth, and Socioeconomically Disadvantaged students

#### LCFF Supplemental Grant Funding

Additional funding based upon unduplicated pupil percentage

#### LCFF Concentration Grant Funding

Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment

# 2021-22 Local Control and Accountability Plan (LCAP) Actions and Services Mid-Year Report



| Local Educational Agency (LEA) Name     | Contact Name and Title           | Email and Phone  |
|---|----------------------------------|--|
| Sacramento City Unified School District | Jorge A. Aguilar, Superintendent | <a href="mailto:Superintendent@scusd.edu">Superintendent@scusd.edu</a><br>916.643.7400 |

## Goals and Actions

### Goal

| Goal # | Description   |
|--------|---|
| 1      | 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. |

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three California State Dashboards (2017-18 through 2019-20) shows that almost 60% of SCUSD graduates are not placing in the ‘prepared’ level for the College and Career Indicator. Data from the California Department of Education (CDE) shows that almost half of SCUSD graduates are not completing UC ‘a-g’ requirements and more than one third do not enroll in college at any point during the 12 months after graduating. Significant performance gaps between student groups exist in all three of these outcomes, with results for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students of particular concern.

SCUSD’s guiding principle states that *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.* Stakeholder input has informed the evolution from the prior LCAP Goal focused on college and career to this new version. Key input has included the following:

- Inequitable outcomes have persisted and student groups with the highest needs should be called out explicitly. Increasing the percentage of students who are graduating college and career ready cannot just be a result of improving outcomes for those groups who are already achieving at a higher level.

- It is not sufficient to state that the percent of students who are on-track to graduate college and career ready will increase. The district’s goal should state that 100% of students will graduate college and career ready.
- It is important to acknowledge the importance of college AND career readiness as viable pathways to postsecondary success. Students need more support to understand and, as desired, pursue Career and Technical Education (CTE) and dual enrollment as part of their studies and technical program/trades as postsecondary options.
- Students need to have an individualized learning plan and clear postsecondary plan in addition to a wide array of options. Readiness includes a defined multi-year plan and understanding of the steps and processes necessary to reach one’s goals

Providing students ‘*the greatest number of postsecondary choices from the widest array of options*’ connects to the definitions of college and career readiness shared in the plan summary. ALL SCUSD students must graduate prepared for ANY post-secondary educational experience and have the skills needed for job training/education. Our charge as a school district is to prepare each every student so that all possible post-secondary options are open and accessible. While not all students may take the same path following their graduation from SCUSD, they should have the choice of any path. As a broad goal, no specific date is set for the ultimate realization of the 100% target. The desired outcome for 2023-24 below projects a rate of growth that closes that gap by 10% each year for ‘All students’ and each student group. As systems and supports are improved, in particular the implementation of an effective Multi-Tiered System of Supports (MTSS), it is expected that rates for secondary grade outcomes, including graduation rate and college and career readiness, can increase at higher rates. This will be due not only to improvements at the secondary level, but result from students entering high school having received more effective supports and preparation in the elementary and middle grades.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

# Measuring and Reporting Results

| Metric   | Baseline |              |              | Year 1 Mid-Year Progress |              | Desired Outcome for 2023–24 |              |
|--|----------|--------------|--------------|--------------------------|--------------|-----------------------------|--------------|
| <b>1A</b><br><b>Graduation Rate</b><br>Percentage of students who received a High School Diploma within 4 or 5 years of entering 9 <sup>th</sup> grade<br><b>Source:</b> California School Dashboard<br>Note: Results do not include Charter Schools                               |          | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> |                             | <b>23-24</b> |
|  | ALL      | 85.7         | 87.3         | ALL                      | 85.1         | ALL                         | 91           |
|  | EL       | 81.2         | 75.8         | EL                       | 80.4         | EL                          | 82           |
|  | FY       | 66.7         | 81.3         | FY                       | 64.5         | FY                          | 86           |
|  | HY       | 75.3         | 72.9         | HY                       | 60.3         | HY                          | 80           |
|  | SED      | 84.7         | 86.1         | SED                      | 83.7         | SED                         | 90           |
|  | SWD      | 66           | 70.4         | SWD                      | 64.8         | SWD                         | 78           |
|  | AA       | 77.1         | 82.4         | AA                       | 75.3         | AA                          | 87           |
|  | AI/AN    | 81.8         | 73.3         | AI/AN                    | 76.9         | AI/AN                       | 81           |
|  | A        | 93.7         | 93.5         | A                        | 93.9         | A                           | 95           |
|  | F        | 100          | 95.2         | F                        | 96.6         | F                           | 97           |
|  | H/L      | 84.2         | 84.6         | H/L                      | 82.7         | H/L                         | 89           |
|  | PI       | 87           | 71.9         | PI                       | 64.1         | PI                          | 80           |
| W  | 84.6     | 92.5         | W            | 90.4                     | W            | 95                          |              |
| TOM  | 88.1     | 87.8         | TOM          | 83.3                     | TOM          | 91                          |              |
| <b>1B</b><br><b>On-Track Graduation Status</b><br>Percentage of 9 <sup>th</sup> -12 <sup>th</sup> grade students on track for graduation considering course completion and current course enrollment<br><b>Source:</b> SCUSD Internal Dashboard<br>Note: 2020-21 data is to 4.5.21 |          | <b>19-20</b> | <b>20-21</b> |                          | <b>21-22</b> |                             | <b>23-24</b> |
|  | ALL      | 53.8         | 53.6         | ALL                      | TBD          | ALL                         | 70           |
|  | EL       | 43           | 41.2         | EL                       | TBD          | EL                          | 61           |
|  | FY       | 16           | 27.7         | FY                       | TBD          | FY                          | 53           |
|  | HY       | 21.9         | 28.8         | HY                       | TBD          | HY                          | 53           |
|  | SED      | 51.9         | 48.9         | SED                      | TBD          | SED                         | 66           |
|  | SWD      | 33.3         | 36.1         | SWD                      | TBD          | SWD                         | 58           |
|  | AA       | 43           | 39.7         | AA                       | TBD          | AA                          | 60           |
|  | AI/AN    | 48.2         | 40.7         | AI/AN                    | TBD          | AI/AN                       | 61           |
|  | A        | 68.5         | 70.3         | A                        | TBD          | A                           | 81           |
|  | F        | 67.3         | 68.6         | F                        | TBD          | F                           | 79           |
|  | H/L      | 48.3         | 47.4         | H/L                      | TBD          | H/L                         | 65           |
|  | PI       | 43.4         | 40.8         | PI                       | TBD          | PI                          | 61           |
| W  | 58.4     | 60.2         | W            | TBD                      | W            | 74                          |              |
| TOM  | 55.4     | 55.8         | TOM          | TBD                      | TOM          | 71                          |              |

| Metric  | Baseline     |              |              | Year 1 Mid-Year Progress |              |   | Desired Outcome for 2023–24 |              |
|---|--------------|--------------|--------------|--------------------------|--------------|---|-----------------------------|--------------|
| <b>1C</b><br><b>College/Career Indicator</b><br>Percentage of graduates who are placed in the ‘Prepared’ Level on the Dashboard<br><b>Source:</b> California School Dashboard<br><br>Note: Results do not include Charter Schools |              | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> | <b>NOTE:</b><br>As a result of Assembly Bill 130, there were no state indicators published on the 2021 California School Dashboard. |                             | <b>23-24</b> |
|   | <b>ALL</b>   | 40.5         | 41.7         | <b>ALL</b>               | N/A          |   | <b>ALL</b>                  | 62           |
|   | <b>EL</b>    | 19.5         | 18.7         | <b>EL</b>                | N/A          |   | <b>EL</b>                   | 47           |
|   | <b>FY</b>    | 11.1         | 30           | <b>FY</b>                | N/A          |   | <b>FY</b>                   | 54           |
|   | <b>HY</b>    | 16           | 12.3         | <b>HY</b>                | N/A          |   | <b>HY</b>                   | 42           |
|   | <b>SED</b>   | 36.2         | 37.6         | <b>SED</b>               | N/A          |   | <b>SED</b>                  | 59           |
|   | <b>SWD</b>   | 7            | 8.1          | <b>SWD</b>               | N/A          |   | <b>SWD</b>                  | 40           |
|   | <b>AA</b>    | 20           | 20.7         | <b>AA</b>                | N/A          |   | <b>AA</b>                   | 48           |
|   | <b>AI/AN</b> | 18.2         | 20           | <b>AI/AN</b>             | N/A          |   | <b>AI/AN</b>                | 48           |
|   | <b>A</b>     | 55.3         | 56.9         | <b>A</b>                 | N/A          |   | <b>A</b>                    | 72           |
|   | <b>F</b>     | 58.3         | 58.1         | <b>F</b>                 | N/A          |   | <b>F</b>                    | 73           |
|   | <b>H/L</b>   | 35.2         | 35.8         | <b>H/L</b>               | N/A          |   | <b>H/L</b>                  | 58           |
|   | <b>PI</b>    | 21.6         | 24.6         | <b>PI</b>                | N/A          |   | <b>PI</b>                   | 51           |
|   | <b>W</b>     | 51.2         | 53.5         | <b>W</b>                 | N/A          |   | <b>W</b>                    | 69           |
| <b>TOM</b>  | 51.1         | 51.7         | <b>TOM</b>   | N/A                      | <b>TOM</b>   | 68  |                             |              |
| <b>1D</b><br><b>A-G Completion</b><br>Percentage of graduating cohort who met UC/CSU Requirements<br><b>Source:</b> CDE Dataquest Reporting<br><br>Note: Results do not include Charter Schools                                   |              | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> |   | <b>23-24</b>                |              |
|   | <b>ALL</b>   | 50.7         | 54           | <b>ALL</b>               | 54.4         | <b>ALL</b>  | 70                          |              |
|   | <b>EL</b>    | 35.9         | 37.7         | <b>EL</b>                | 40.3         | <b>EL</b>   | 59                          |              |
|   | <b>FY</b>    | 29.4         | 38.5         | <b>FY</b>                | 36.8         | <b>FY</b>   | 60                          |              |
|   | <b>HY</b>    | 24.6         | 20.9         | <b>HY</b>                | 31.1         | <b>HY</b>   | 48                          |              |
|   | <b>SED</b>   | 46.1         | 50.3         | <b>SED</b>               | 49.5         | <b>SED</b>  | 67                          |              |
|   | <b>SWD</b>   | 11.8         | 17.6         | <b>SWD</b>               | 22.9         | <b>SWD</b>  | 46                          |              |
|   | <b>AA</b>    | 32.5         | 36.5         | <b>AA</b>                | 41.5         | <b>AA</b>   | 58                          |              |
|   | <b>AI</b>    | 44.4         | 30           | <b>AI/AN</b>             | 25           | <b>AI</b>   | 54                          |              |
|   | <b>A</b>     | 70.4         | 71.4         | <b>A</b>                 | 72.6         | <b>A</b>  | 81                          |              |
|   | <b>F</b>     | 76.6         | 80           | <b>F</b>                 | 63.6         | <b>F</b>  | 87                          |              |
|   | <b>HL</b>    | 41.9         | 45.5         | <b>H/L</b>               | 42.5         | <b>HL</b>   | 64                          |              |
|   | <b>PI</b>    | 24.4         | 47.5         | <b>PI</b>                | 43.6         | <b>PI</b>   | 66                          |              |
|   | <b>W</b>     | 54.6         | 58.5         | <b>W</b>                 | 61.8         | <b>W</b>  | 73                          |              |
| <b>TOM</b>  | 56.7         | 64.5         | <b>TOM</b>   | 64.2                     | <b>TOM</b>   | 77  |                             |              |



| Metric   | Baseline     |              |              | Year 1 Mid-Year Progress |              | Desired Outcome for 2023–24 |              |
|--|--------------|--------------|--------------|--------------------------|--------------|-----------------------------|--------------|
| <p><b>1E</b></p> <p><b>On-Track A-G Status</b></p> <p>Percentage of 9<sup>th</sup>-12<sup>th</sup> grade students on track for A-G considering course completion (does not include courses in progress)</p> <p><b>Source:</b> SCUSD Internal Dashboard</p> <p><i>Note: 2020-21 data is to 4.5.21</i></p> |              | <b>19-20</b> | <b>20-21</b> |                          | <b>21-22</b> |                             | <b>23-24</b> |
|  | <b>ALL</b>   | 53.8         | 53.9         | <b>ALL</b>               | TBD          | <b>ALL</b>                  | 70           |
|  | <b>EL</b>    | 34.3         | 36.8         | <b>EL</b>                | TBD          | <b>EL</b>                   | 59           |
|  | <b>FY</b>    | 28           | 21.3         | <b>FY</b>                | TBD          | <b>FY</b>                   | 48           |
|  | <b>HY</b>    | 25           | 17.8         | <b>HY</b>                | TBD          | <b>HY</b>                   | 46           |
|  | <b>SED</b>   | 48.6         | 48.1         | <b>SED</b>               | TBD          | <b>SED</b>                  | 66           |
|  | <b>SWD</b>   | 25.5         | 27.7         | <b>SWD</b>               | TBD          | <b>SWD</b>                  | 53           |
|  | <b>AA</b>    | 37.4         | 37.1         | <b>AA</b>                | TBD          | <b>AA</b>                   | 59           |
|  | <b>AI/AN</b> | 39.3         | 33.3         | <b>AI/AN</b>             | TBD          | <b>AI/AN</b>                | 56           |
|  | <b>A</b>     | 73.7         | 71.9         | <b>A</b>                 | TBD          | <b>A</b>                    | 82           |
|  | <b>F</b>     | 70.5         | 69.1         | <b>F</b>                 | TBD          | <b>F</b>                    | 80           |
|  | <b>H/L</b>   | 45.2         | 46.3         | <b>H/L</b>               | TBD          | <b>H/L</b>                  | 65           |
|  | <b>PI</b>    | 39.8         | 38.9         | <b>PI</b>                | TBD          | <b>PI</b>                   | 60           |
|  | <b>W</b>     | 63.2         | 64.1         | <b>W</b>                 | TBD          | <b>W</b>                    | 76           |
|  | <b>TOM</b>   | 60.2         | 61.3         | <b>TOM</b>               | TBD          | <b>TOM</b>                  | 75           |
| <p><b>1F</b></p> <p><b>A-G AND CTE Completion</b></p> <p>Percentage of graduating cohort completing UC/CSU Requirements <b>AND</b> completing a Career Technical Education (CTE) Pathway</p> <p><b>Source:</b> CALPADS Reporting (District Analysis)</p>   |              | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> |                             | <b>23-24</b> |
|  | <b>ALL</b>   | 5.8          | 6.4          | <b>ALL</b>               | 8.8          | <b>ALL</b>                  | 13.8         |
|  | <b>EL</b>    | 3.6          | 3.3          | <b>EL</b>                | 5.5          | <b>EL</b>                   | 11.6         |
|  | <b>FY</b>    | 0            | 0            | <b>FY</b>                | 0            | <b>FY</b>                   | 8            |
|  | <b>HY</b>    | 1.5          | 0            | <b>HY</b>                | 6.3          | <b>HY</b>                   | 9.5          |
|  | <b>SED</b>   | 4.2          | 6.5          | <b>SED</b>               | 9.6          | <b>SED</b>                  | 12.2         |
|  | <b>SWD</b>   | 1.3          | 0.7          | <b>SWD</b>               | 4.2          | <b>SWD</b>                  | 9.3          |
|  | <b>AA</b>    | 2.7          | 4.5          | <b>AA</b>                | 7.6          | <b>AA</b>                   | 10.7         |
|  | <b>AI</b>    | 0            | 0            | <b>AI/AN</b>             | 15.4         | <b>AI</b>                   | 8            |
|  | <b>A</b>     | 6.3          | 7.8          | <b>A</b>                 | 11.8         | <b>A</b>                    | 14.3         |
|  | <b>F</b>     | 2.1          | 6.4          | <b>F</b>                 | 7.6          | <b>F</b>                    | 10.1         |
|  | <b>HL</b>    | 3.8          | 7.2          | <b>H/L</b>               | 9.1          | <b>HL</b>                   | 11.8         |
|  | <b>PI</b>    | 7.1          | 9.1          | <b>PI</b>                | 6.1          | <b>PI</b>                   | 15.1         |
|  | <b>W</b>     | 3.7          | 3.9          | <b>W</b>                 | 6.8          | <b>W</b>                    | 11.7         |
|  | <b>TOM</b>   | 4.6          | 7            | <b>TOM</b>               | 4.9          | <b>TOM</b>                  | 12.6         |

| Metric  | Baseline   |              |              | Year 1 Mid-Year Progress |              |  | Desired Outcome for 2023–24 |      |
|---|------------|--------------|--------------|--------------------------|--------------|--|-----------------------------|------|
| <b>1G</b><br><b>CTE Pathway Completion</b><br>Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway<br><b>Source:</b> CALPADS Reporting (District Analysis)         |            | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> |  | <b>23-24</b>                |      |
|   | <b>ALL</b> | 8.9          | 10.9         | <b>ALL</b>               | 14.7         |  | <b>ALL</b>                  | 18.9 |
|   | <b>EL</b>  | 7.5          | 9.1          | <b>EL</b>                | 12.4         |  | <b>EL</b>                   | 17.1 |
|   | <b>FY</b>  | 5.6          | 0            | <b>FY</b>                | 8.3          |  | <b>FY</b>                   | 8    |
|   | <b>HY</b>  | 12.3         | 0            | <b>HY</b>                | 31.3         |  | <b>HY</b>                   | 8    |
|   | <b>SED</b> | 9.0          | 11.1         | <b>SED</b>               | 16.2         |  | <b>SED</b>                  | 19.1 |
|   | <b>SWD</b> | 6.4          | 5.8          | <b>SWD</b>               | 13.3         |  | <b>SWD</b>                  | 13.8 |
|   | <b>AA</b>  | 8.8          | 8            | <b>AA</b>                | 15.2         |  | <b>AA</b>                   | 16   |
|   | <b>AI</b>  | 9.1          | 0            | <b>AI/AN</b>             | 30.8         |  | <b>AI</b>                   | 8    |
|   | <b>A</b>   | 9.6          | 10           | <b>A</b>                 | 15.5         |  | <b>A</b>                    | 18   |
|   | <b>F</b>   | 8.5          | 7.9          | <b>F</b>                 | 10.6         |  | <b>F</b>                    | 15.9 |
|   | <b>HL</b>  | 9.0          | 13.3         | <b>H/L</b>               | 15.9         |  | <b>HL</b>                   | 21.3 |
|   | <b>PI</b>  | 19.0         | 13.6         | <b>PI</b>                | 20.4         |  | <b>PI</b>                   | 21.6 |
|   | <b>W</b>   | 8.5          | 9            | <b>W</b>                 | 11.2         |  | <b>W</b>                    | 17   |
| <b>TOM</b>  | 9.9        | 11.3         | <b>TOM</b>   | 9.8                      |              | <b>TOM</b>   | 19.3                        |      |
| <b>1H</b><br><b>CTE Pathway Enrollment</b><br>Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway<br><b>Source:</b> CALPADS Reporting (District Analysis) |            | <b>19-20</b> | <b>20-21</b> |                          | <b>21-22</b> | <b>NOTE:</b><br>2021-22 Enrollment data will be available in March 2022 following completion of the district's CALPADS submission. | <b>23-24</b>                |      |
|   | <b>ALL</b> | 23.3         | 24.3         | <b>ALL</b>               | TBD          |  | <b>ALL</b>                  | 31.3 |
|   | <b>EL</b>  | 19.8         | 20.8         | <b>EL</b>                | TBD          |  | <b>EL</b>                   | 27.8 |
|   | <b>FY</b>  | 15.4         | 18.0         | <b>FY</b>                | TBD          |  | <b>FY</b>                   | 23.4 |
|   | <b>HY</b>  | 25.4         | 19.1         | <b>HY</b>                | TBD          |  | <b>HY</b>                   | 33.4 |
|   | <b>SED</b> | 23.5         | 24.7         | <b>SED</b>               | TBD          |  | <b>SED</b>                  | 31.5 |
|   | <b>SWD</b> | 19.3         | 22.2         | <b>SWD</b>               | TBD          |  | <b>SWD</b>                  | 27.3 |
|   | <b>AA</b>  | 24.2         | 25.4         | <b>AA</b>                | TBD          |  | <b>AA</b>                   | 32.3 |
|   | <b>AI</b>  | 23.1         | 17.5         | <b>AI/AN</b>             | TBD          |  | <b>AI</b>                   | 31.1 |
|   | <b>A</b>   | 20.1         | 21.6         | <b>A</b>                 | TBD          |  | <b>A</b>                    | 28.1 |
|   | <b>F</b>   | 16.3         | 16.3         | <b>F</b>                 | TBD          |  | <b>F</b>                    | 24.3 |
|   | <b>HL</b>  | 24.7         | 25.6         | <b>H/L</b>               | TBD          |  | <b>HL</b>                   | 32.7 |
|   | <b>PI</b>  | 28.6         | 28.4         | <b>PI</b>                | TBD          |  | <b>PI</b>                   | 36.6 |
|   | <b>W</b>   | 21.8         | 23.9         | <b>W</b>                 | TBD          |  | <b>W</b>                    | 29.8 |
| <b>TOM</b>  | 26.1       | 24.8         | <b>TOM</b>   | TBD                      | <b>TOM</b>   | 34.1   |                             |      |

| Metric   | Baseline   |                |                | Year 1 Mid-Year Progress |                |                 | Desired Outcome for 2023–24   |              |
|--|--|----------------|----------------|--------------------------|----------------|-----------------|---|--------------|
| <b>1I</b><br><b>FAFSA Completion</b><br>Percentage of 12 <sup>th</sup> grade students completing the Free Application for Federal Student Aid (FAFSA)<br><b>Source:</b> Internal District Reporting<br><br><i>Note: 21-22 Mid-Year data is to 2.1.2022.</i>                  |  | <b>18-19</b>   | <b>19-20</b>   |                          | <b>20-21</b>   | <b>21-22 MY</b> |   | <b>23-24</b> |
|  | <b>ALL</b>   | 68.6           | 73.6           | <b>ALL</b>               | 59.2           | 32.8            | <b>ALL</b>  | 85           |
|  | <b>EL</b>  | 58.6           | 61             | <b>EL</b>                | 47.8           | 22.8            | <b>EL</b>   | 80           |
|  | <b>FY</b>  | 66.7           | 50             | <b>FY</b>                | 42.9           | 31.2            | <b>FY</b>   | 76           |
|  | <b>HY</b>  | N/A            | 43.8           | <b>HY</b>                | 27.3           | 26.7            | <b>HY</b>   | 70           |
|  | <b>SED</b>   | 68.4           | 72.1           | <b>SED</b>               | 54.6           | 30.6            | <b>SED</b>  | 84           |
|  | <b>SWD</b>   | 34.8           | 46.2           | <b>SWD</b>               | 27.8           | 11.5            | <b>SWD</b>  | 74           |
|  | <b>AA</b>  | 58.6           | 62.5           | <b>AA</b>                | 45.7           | 23.9            | <b>AA</b>   | 79           |
|  | <b>AI</b>  | 61.5           | 53.8           | <b>AI/AN</b>             | 55.6           | 10              | <b>AI</b>   | 70           |
|  | <b>A</b>   | 83.5           | 84             | <b>A</b>                 | 76.4           | 49.1            | <b>A</b>  | 91           |
|  | <b>F</b>   | 80.4           | 85.7           | <b>F</b>                 | 65.6           | 36.2            | <b>F</b>  | 92           |
|  | <b>HL</b>  | 64.2           | 69.3           | <b>H/L</b>               | 52.9           | 28.5            | <b>HL</b>   | 83           |
|  | <b>PI</b>  | 70.2           | 66.7           | <b>PI</b>                | 33.3           | 12.7            | <b>PI</b>   | 86           |
|  | <b>W</b>   | 63.9           | 76.7           | <b>W</b>                 | 65.6           | 31.8            | <b>W</b>  | 86           |
| <b>TOM</b>   | 71.5   | 83.7           | <b>TOM</b>     | 64.7                     | 40             | <b>TOM</b>      | 89  |              |
| <b>1J</b><br><b>Certificate of Completion</b><br>Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC)<br><b>Source:</b> CDE Dataquest Reporting<br>Note: Results do not include Charter Schools |  | <b>2019-20</b> |                |                          | <b>2020-21</b> |                 | 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.<br><br><i>Note:</i><br>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). |              |
|  |  | <b>D</b>       | <b>CC</b>      |                          | <b>D</b>       | <b>CC</b>       |   |              |
|  | <b>ALL</b>   | 66             | 13.9           | <b>ALL</b>               | 65.4           | 9.8             |   |              |
|  | <b>SWD+EL</b>  | 63.6           | 18.7           | <b>SWD+EL</b>            | 69.7           | 12.8            |   |              |
|  | <b>SWD+FY</b>  | 53.8           | 7.7            | <b>SWD+FY</b>            | 33.3           | 0               |   |              |
|  | <b>SWD+HY</b>  | 50             | 8.3            | <b>SWD+HY</b>            | 32             | 4               |   |              |
|  | <b>SWD+SED</b>   | 66.3           | 12.6           | <b>SWD+SED</b>           | 64.5           | 9.7             |   |              |
|  | <b>SWD+AA</b>  | 67.6           | 11.8           | <b>SWD+AA</b>            | 54.5           | 9.1             |   |              |
|  | <b>SWD+AI</b>  | *              | *              | <b>SWD+AI</b>            | *              | *               |   |              |
|  | <b>SWD+A</b>   | 70.3           | 21.6           | <b>SWD+A</b>             | 70.2           | 12.8            |   |              |
|  | <b>SWD+F</b>   | *              | *              | <b>SWD+F</b>             | *              | *               |   |              |
|  | <b>SWD+HL</b>  | 65.7           | 9.5            | <b>SWD+HL</b>            | 68.4           | 9.7             |   |              |
|  | <b>SWD+PI</b>  | *              | *              | <b>SWD+PI</b>            | *              | *               |   |              |
|  | <b>SWD+W</b>   | 68.9           | 15.6           | <b>SWD+W</b>             | 70.7           | 8.6             |   |              |
| <b>SWD+TOM</b>   | 64.3   | 21.4           | <b>SWD+TOM</b> | 55.6                     | 11.1           |                 |   |              |
|  | *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point. |                |                |                          |                |                 |   |              |

| Metric   | Baseline     |              |              | Year 1 Mid-Year Progress |              | Desired Outcome for 2023–24 |              |
|--|--------------|--------------|--------------|--------------------------|--------------|-----------------------------|--------------|
| <p><b>1K</b></p> <p><b>State Seal of Biliteracy (SSB)</b></p> <p>Percentage of graduates earning the State Seal of Biliteracy (SSB)</p> <p><b>Source:</b> CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>  |              | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> |                             | <b>23-24</b> |
|  | <b>ALL</b>   | 12.7         | 14.4         | <b>ALL</b>               | 25.2         | <b>ALL</b>                  | 30           |
|  | <b>EL</b>    | 6.9          | 5.9          | <b>EL</b>                | 14.5         | <b>EL</b>                   | 30           |
|  | <b>FY</b>    | 5.9          | 0            | <b>FY</b>                | 5.3          | <b>FY</b>                   | 30           |
|  | <b>HY</b>    | 1.6          | 4.7          | <b>HY</b>                | 11.1         | <b>HY</b>                   | 30           |
|  | <b>SED</b>   | 12           | 13.8         | <b>SED</b>               | 23.2         | <b>SED</b>                  | 30           |
|  | <b>SWD</b>   | 1.4          | 0            | <b>SWD</b>               | 4.6          | <b>SWD</b>                  | 30           |
|  | <b>AA</b>    | 2.8          | 3            | <b>AA</b>                | 10.5         | <b>AA</b>                   | 30           |
|  | <b>AI/AN</b> | 0            | 20           | <b>AI</b>                | 0            | <b>AI</b>                   | 30           |
|  | <b>A</b>     | 15.5         | 14.5         | <b>A</b>                 | 29.7         | <b>A</b>                    | 30           |
|  | <b>F</b>     | 12.8         | 26.7         | <b>F</b>                 | 25.5         | <b>F</b>                    | 30           |
|  | <b>H/L</b>   | 16.8         | 17           | <b>HL</b>                | 26.9         | <b>HL</b>                   | 30           |
|  | <b>PI</b>    | 2.4          | 2.5          | <b>PI</b>                | 10.3         | <b>PI</b>                   | 30           |
|  | <b>W</b>     | 10.1         | 13.5         | <b>W</b>                 | 30.9         | <b>W</b>                    | 30           |
|  | <b>TOM</b>   | 10           | 19.4         | <b>TOM</b>               | 18.3         | <b>TOM</b>                  | 30           |
| <p><b>1L</b></p> <p><b>State Seal of Civic Engagement (SSCE)</b></p> <p>Percentage of graduates earning the State Seal of Civic Engagement (SSCE)</p> <p><b>Source:</b> TBD</p> <p>Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.</p> |              | <b>20-21</b> |              |                          | <b>21-22</b> |                             | <b>23-24</b> |
|  | <b>ALL</b>   | 0            |              | <b>ALL</b>               | TBD          | <b>ALL</b>                  | 15           |
|  | <b>EL</b>    | 0            |              | <b>EL</b>                | TBD          | <b>EL</b>                   | 15           |
|  | <b>FY</b>    | 0            |              | <b>FY</b>                | TBD          | <b>FY</b>                   | 15           |
|  | <b>HY</b>    | 0            |              | <b>HY</b>                | TBD          | <b>HY</b>                   | 15           |
|  | <b>SED</b>   | 0            |              | <b>SED</b>               | TBD          | <b>SED</b>                  | 15           |
|  | <b>SWD</b>   | 0            |              | <b>SWD</b>               | TBD          | <b>SWD</b>                  | 15           |
|  | <b>AA</b>    | 0            |              | <b>AA</b>                | TBD          | <b>AA</b>                   | 15           |
|  | <b>AI/AN</b> | 0            |              | <b>AI</b>                | TBD          | <b>AI</b>                   | 15           |
|  | <b>A</b>     | 0            |              | <b>A</b>                 | TBD          | <b>A</b>                    | 15           |
|  | <b>F</b>     | 0            |              | <b>F</b>                 | TBD          | <b>F</b>                    | 15           |
|  | <b>H/L</b>   | 0            |              | <b>HL</b>                | TBD          | <b>HL</b>                   | 15           |
|  | <b>PI</b>    | 0            |              | <b>PI</b>                | TBD          | <b>PI</b>                   | 15           |
|  | <b>W</b>     | 0            |              | <b>W</b>                 | TBD          | <b>W</b>                    | 15           |
|  | <b>TOM</b>   | 0            |              | <b>TOM</b>               | TBD          | <b>TOM</b>                  | 15           |

| Metric   | Baseline  |       |  | Year 1 Mid-Year Progress |       | Desired Outcome for 2023–24 |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|--|---|-------|--|--------------------------|-------|-----------------------------|------------|------|------|--|-----|-----|-----------|------------|------|--|---|-----|------------|------------|-----|------------|-----|-----|-----------|-----|-----|-----------|----|-----|----------|------|-----|----------|------|-----|-----------|----|-----|-----------|-----|-----|----------|------|-----|------------|----|-----|--|--|--|-------|------------|-----|-----------|-----|-----------|-----|-----------|-----|------------|-----|------------|-----|-----------|-----|-----------|-----|----------|-----|----------|-----|-----------|-----|-----------|-----|----------|-----|------------|-----|--|--|--|-------|------------|----|-----------|----|-----------|----|-----------|----|------------|----|------------|----|-----------|----|-----------|----|----------|----|----------|----|-----------|----|-----------|----|----------|----|------------|----|
| <p>1M</p> <p><b>IB Exam Performance</b></p> <p>Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7)</p> <p><b>Source:</b> School Site Reporting</p>  | <table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>15.4</td> <td>23.8</td> </tr> </tbody> </table>   |       |  |                          | 18-19 | 19-20                       | <b>ALL</b> | 15.4 | 23.8 | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>30.9</td> </tr> </tbody> </table> |     |     | 20-21     | <b>ALL</b> | 30.9 | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>36</td> </tr> </tbody> </table> |   |     | 23-24      | <b>ALL</b> | 36  |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 18-19   | 19-20 |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 15.4  | 23.8  |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 20-21   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 30.9  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 23-24   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 36  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <p>1N</p> <p><b>IB Diploma Completion</b></p> <p>Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma</p> <p><b>Source:</b> School Site Reporting</p>  | <table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>3.3</td> <td>7.5</td> </tr> </tbody> </table>   |       |  |                          | 18-19 | 19-20                       | <b>ALL</b> | 3.3  | 7.5  | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>29.6</td> </tr> </tbody> </table> |     |     | 20-21     | <b>ALL</b> | 29.6 | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>24</td> </tr> </tbody> </table> |   |     | 23-24      | <b>ALL</b> | 24  |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 18-19   | 19-20 |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 3.3   | 7.5   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 20-21   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 29.6  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 23-24   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 24  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <p>1O</p> <p><b>ELA Early Assessment Program (EAP)</b></p> <p>Percentage of 11<sup>th</sup> grade students Exceeding Standard on the English Language Arts (ELA) State Assessment</p> <p><b>Source:</b> CAASPP Reporting</p> <p>Note: Results do not include Charter Schools</p> | <table border="1"> <thead> <tr> <th></th> <th>18-</th> <th>19-</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>21.4</td> <td>N/A</td> </tr> <tr> <td><b>EL</b></td> <td>0.3</td> <td>N/A</td> </tr> <tr> <td><b>FY</b></td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td><b>HY</b></td> <td>0</td> <td>N/A</td> </tr> <tr> <td><b>SED</b></td> <td>15.5</td> <td>N/A</td> </tr> <tr> <td><b>SWD</b></td> <td>3.4</td> <td>N/A</td> </tr> <tr> <td><b>AA</b></td> <td>7.7</td> <td>N/A</td> </tr> <tr> <td><b>AI</b></td> <td>25</td> <td>N/A</td> </tr> <tr> <td><b>A</b></td> <td>23.3</td> <td>N/A</td> </tr> <tr> <td><b>F</b></td> <td>29.3</td> <td>N/A</td> </tr> <tr> <td><b>HL</b></td> <td>16</td> <td>N/A</td> </tr> <tr> <td><b>PI</b></td> <td>5.8</td> <td>N/A</td> </tr> <tr> <td><b>W</b></td> <td>37.3</td> <td>N/A</td> </tr> <tr> <td><b>TOM</b></td> <td>39</td> <td>N/A</td> </tr> </tbody> </table> |       |  |                          | 18-   | 19-                         | <b>ALL</b> | 21.4 | N/A  | <b>EL</b>  | 0.3 | N/A | <b>FY</b> | N/A        | N/A  | <b>HY</b>  | 0 | N/A | <b>SED</b> | 15.5       | N/A | <b>SWD</b> | 3.4 | N/A | <b>AA</b> | 7.7 | N/A | <b>AI</b> | 25 | N/A | <b>A</b> | 23.3 | N/A | <b>F</b> | 29.3 | N/A | <b>HL</b> | 16 | N/A | <b>PI</b> | 5.8 | N/A | <b>W</b> | 37.3 | N/A | <b>TOM</b> | 39 | N/A | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>N/A</td> </tr> <tr> <td><b>EL</b></td> <td>N/A</td> </tr> <tr> <td><b>FY</b></td> <td>N/A</td> </tr> <tr> <td><b>HY</b></td> <td>N/A</td> </tr> <tr> <td><b>SED</b></td> <td>N/A</td> </tr> <tr> <td><b>SWD</b></td> <td>N/A</td> </tr> <tr> <td><b>AA</b></td> <td>N/A</td> </tr> <tr> <td><b>AI</b></td> <td>N/A</td> </tr> <tr> <td><b>A</b></td> <td>N/A</td> </tr> <tr> <td><b>F</b></td> <td>N/A</td> </tr> <tr> <td><b>HL</b></td> <td>N/A</td> </tr> <tr> <td><b>PI</b></td> <td>N/A</td> </tr> <tr> <td><b>W</b></td> <td>N/A</td> </tr> <tr> <td><b>TOM</b></td> <td>N/A</td> </tr> </tbody> </table> |  |  | 20-21 | <b>ALL</b> | N/A | <b>EL</b> | N/A | <b>FY</b> | N/A | <b>HY</b> | N/A | <b>SED</b> | N/A | <b>SWD</b> | N/A | <b>AA</b> | N/A | <b>AI</b> | N/A | <b>A</b> | N/A | <b>F</b> | N/A | <b>HL</b> | N/A | <b>PI</b> | N/A | <b>W</b> | N/A | <b>TOM</b> | N/A | <p><b>NOTE:</b></p> <p>State Assessments were not administered during the spring of 2021.</p> <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td><b>ALL</b></td> <td>43</td> </tr> <tr> <td><b>EL</b></td> <td>27</td> </tr> <tr> <td><b>FY</b></td> <td>27</td> </tr> <tr> <td><b>HY</b></td> <td>27</td> </tr> <tr> <td><b>SED</b></td> <td>38</td> </tr> <tr> <td><b>SWD</b></td> <td>30</td> </tr> <tr> <td><b>AA</b></td> <td>33</td> </tr> <tr> <td><b>AI</b></td> <td>45</td> </tr> <tr> <td><b>A</b></td> <td>44</td> </tr> <tr> <td><b>F</b></td> <td>48</td> </tr> <tr> <td><b>HL</b></td> <td>39</td> </tr> <tr> <td><b>PI</b></td> <td>31</td> </tr> <tr> <td><b>W</b></td> <td>54</td> </tr> <tr> <td><b>TOM</b></td> <td>56</td> </tr> </tbody> </table> |  |  | 23-24 | <b>ALL</b> | 43 | <b>EL</b> | 27 | <b>FY</b> | 27 | <b>HY</b> | 27 | <b>SED</b> | 38 | <b>SWD</b> | 30 | <b>AA</b> | 33 | <b>AI</b> | 45 | <b>A</b> | 44 | <b>F</b> | 48 | <b>HL</b> | 39 | <b>PI</b> | 31 | <b>W</b> | 54 | <b>TOM</b> | 56 |
|  | 18-   | 19-   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 21.4  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>EL</b>  | 0.3   | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>FY</b>  | N/A   | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>HY</b>  | 0   | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>SED</b>   | 15.5  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>SWD</b>   | 3.4   | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>AA</b>  | 7.7   | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>AI</b>  | 25  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>A</b>   | 23.3  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>F</b>   | 29.3  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>HL</b>  | 16  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>PI</b>  | 5.8   | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>W</b>   | 37.3  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>TOM</b>   | 39  | N/A   |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 20-21   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>EL</b>  | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>FY</b>  | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>HY</b>  | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>SED</b>   | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>SWD</b>   | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>AA</b>  | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>AI</b>  | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>A</b>   | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>F</b>   | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>HL</b>  | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>PI</b>  | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>W</b>   | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>TOM</b>   | N/A   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
|  | 23-24   |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>ALL</b>   | 43  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>EL</b>  | 27  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>FY</b>  | 27  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>HY</b>  | 27  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>SED</b>   | 38  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>SWD</b>   | 30  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>AA</b>  | 33  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>AI</b>  | 45  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>A</b>   | 44  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>F</b>   | 48  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>HL</b>  | 39  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>PI</b>  | 31  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>W</b>   | 54  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |
| <b>TOM</b>   | 56  |       |  |                          |       |                             |            |      |      |  |     |     |           |            |      |  |   |     |            |            |     |            |     |     |           |     |     |           |    |     |          |      |     |          |      |     |           |    |     |           |     |     |          |      |     |            |    |     |  |  |  |       |            |     |           |     |           |     |           |     |            |     |            |     |           |     |           |     |          |     |          |     |           |     |           |     |          |     |            |     |  |  |  |       |            |    |           |    |           |    |           |    |            |    |            |    |           |    |           |    |          |    |          |    |           |    |           |    |          |    |            |    |

| Metric  | Baseline       |              |              | Year 1 Mid-Year Progress   |              |   | Desired Outcome for 2023–24 |              |
|---|----------------|--------------|--------------|--|--------------|---|-----------------------------|--------------|
| <p>1P</p> <p><b>Math Early Assessment Program (EAP)</b></p> <p>Percentage of 11<sup>th</sup> grade students Exceeding Standard on the Mathematics State Assessment</p> <p><b>Source:</b> CAASPP Reporting</p> <p>Note: Results do not include Charter Schools</p>                             |                | <b>18-19</b> | <b>19-20</b> |  | <b>20-21</b> | <p><b>NOTE:</b></p> <p>State Assessments were not administered during the spring of 2021.</p> |                             | <b>23-24</b> |
|   | <b>ALL</b>     | 10           | N/A          | <b>ALL</b>   | N/A          |   | <b>ALL</b>                  | 34           |
|   | <b>EL</b>      | 1.3          | N/A          | <b>EL</b>  | N/A          |   | <b>EL</b>                   | 28           |
|   | <b>FY</b>      | N/A          | N/A          | <b>FY</b>  | N/A          |   | <b>FY</b>                   | 27           |
|   | <b>HY</b>      | 0            | N/A          | <b>HY</b>  | N/A          |   | <b>HY</b>                   | 27           |
|   | <b>SED</b>     | 6            | N/A          | <b>SED</b>   | N/A          |   | <b>SED</b>                  | 31           |
|   | <b>SWD</b>     | 0.9          | N/A          | <b>SWD</b>   | N/A          |   | <b>SWD</b>                  | 28           |
|   | <b>AA</b>      | 1.5          | N/A          | <b>AA</b>  | N/A          |   | <b>AA</b>                   | 28           |
|   | <b>AI</b>      | 0            | N/A          | <b>AI</b>  | N/A          |   | <b>AI</b>                   | 27           |
|   | <b>A</b>       | 14.9         | N/A          | <b>A</b>   | N/A          |   | <b>A</b>                    | 38           |
|   | <b>F</b>       | 12.1         | N/A          | <b>F</b>   | N/A          |   | <b>F</b>                    | 36           |
|   | <b>HL</b>      | 5.3          | N/A          | <b>HL</b>  | N/A          |   | <b>HL</b>                   | 31           |
|   | <b>PI</b>      | 0            | N/A          | <b>PI</b>  | N/A          |   | <b>PI</b>                   | 27           |
|   | <b>W</b>       | 21           | N/A          | <b>W</b>   | N/A          |   | <b>W</b>                    | 42           |
| <b>TOM</b>  | 16.5           | N/A          | <b>TOM</b>   | N/A  | <b>TOM</b>   | 39  |                             |              |
| <p>1Q</p> <p><b>Post-secondary outcomes for Students with Disabilities</b></p> <p>Percentage of students reporting participation in Higher Education or competitive employment following graduation/ matriculation from SCUSD.</p> <p><b>Source:</b> SpED Annual Performance Report (APR)</p> | 2018-19: 37.3% |              |              | 2019-20: 77.40%  |              |   | 2023-24: 75%                |              |
|   |                |              |              | <p>Note: 2019-20 is the most recent SpED Annual Performance Report (APR) available</p> |              |   |                             |              |

# Actions

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 1.1      | <p><b>Career and Technical Education (CTE) Pathways and Programs (Continuing)</b></p> <p>Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Engineering &amp; Design, Building Trades &amp; Construction, Health &amp; Medical Sciences, and Information Technology. Build a CTE pipeline at the middle school level beginning with a pilot program at Rosa Parks that articulate to Luther Burbank.</p> <p>Expanded efforts will include the implementation of Linked Learning at all high schools and the implementation of a ‘Defense of Learning’ assessment process in CTE pathways. Partnership with Youth Development Support Services will continue to provide college mentors and after-school staff support to implement the California College Guidance Initiative (CCGI) modules. These support students in their postsecondary preparation activities. Additional college mentors will be hired to provide targeted support to CTE students to strengthen engagement and develop post-secondary transition plans.</p> | Ongoing  | Y            | \$5,368,287           | \$3,347,764                  | <p>Pathways and programs are being implemented as planned. The CTE team has implemented virtual opportunities, partnered with city and community organizations to create internships and work-based learning opportunities, and is hiring a work-based learning coordinator. Linked Learning efforts have moved forward. The team has joined a community of practice (Linked Learning Alliance) to support operationalizing linked learning in the district. An SCUSD-specific community of practice has also been formed. 2022-23 implementation will bring linked learning to about half of the schools. Current efforts include master scheduling for cohorts and planning summer PD for teachers.</p> |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 1.2      | <p><b>Academic and Career Counseling (Base) (Modified)</b></p> <p>Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery.</p> <p>Staff will collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. Includes 25.4 FTE for 2021-22 school year.</p> | Ongoing  | N            | \$3,852,052           | \$3,719,641                  | <p>Implemented as planned. Counselors have adapted supports to the COVID-19 context, reviewing AB104 waivers and exemptions and following up with individual students to intervene in response to identified issues. The counseling team has also partnered with UCAN and IYT to collaborate on the provision of supplemental counseling for Black and African American students. This has included information about HBCUs and collaboratively problem-solving how to better provide support and services for B/AA students. Counselors are also supporting the building of awareness for the State Seal of Civic Engagement process.</p> |



| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 1.3      | <p><b>Academic and Career Counseling (Supplemental) (Modified)</b></p> <p>Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery. Includes 23.9 FTE for the 2021-22 school year.</p> | Ongoing  | Y            | \$3,321,917           | \$3,013,776                  | <p>Implemented as planned. Counselors continue to work directly with high-needs students to provide credit recovery referral, career awareness, and other supports. The counseling team has also worked with college mentors to provide additional support in the areas of matriculation, financial aid, and college planning.</p>                                      |
| 1.4      | <p><b>Central support for aligned master scheduling (Continuing)</b></p> <p>Coordinate districtwide scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, and maximize overall scheduling efficiency. Implemented by 1.0 FTE Director of Master Scheduling.</p>   | Ongoing  | Y            | \$155,714             | \$187,372                    | <p>Implemented as planned. Key recent efforts have included the realignment of staffing allocations to schools that ensures the full implementation of English Learner courses at class sizes that appropriately match their language level. Work will continue with a focus on supporting English Learners through master scheduling, including newcomer pathways.</p> |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 1.5      | <p><b>Credit Recovery Options (Continuing)</b></p> <p>Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high schools sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed with the district’s enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Includes 9.25 FTE for the 2021-22 school year.</p> <p>Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.</p> | Ongoing  | Y            | \$1,594,056           | \$1,526,704                  | <p>Implemented as planned. The program has surpassed past numbers of courses completed and participation reflects the demographics of the district. The credit recovery team is collaborating with partners (e.g. UCAN) to collaboratively support students with credit recovery efforts specific to Black/African American students.</p> |
| 1.6      | <p><b>Exam Fee Support (Continuing)</b></p> <p>Provide students access to Advanced Placement, International Baccalaureate (IB), PSAT, and SAT exams to ensure that no financial barriers prevent full participation.</p>  | Ongoing  | Y            | \$499,165             | \$499,249                    | <p>This action will be implemented as planned, with spring 2022 exam fees being provided to all students.</p>   |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 1.7      | <p><b>International Baccalaureate (IB) Program Support (Continuing)</b></p> <p>Continue providing expanded access to the International Baccalaureate (IB) program at target schools, particularly for low-income students, English Learners, and underrepresented students. Coursework in IB is designed to foster critical thinking, international mindedness, intellectual curiosity, and a love of learning. The rigor of the IB program also prepares students for post-secondary studies. This allocation funds 3.0 FTE, 1.0 at each of the IB sites (Kit Carson International Academy, Luther Burbank High School, and Caleb Greenwood Elementary) professional learning, and supplemental instructional materials.</p> | Ongoing  | Y            | \$459,625             | \$458,808                    | This action has been implemented as planned, with support continuing at the school sites with IB programs.   |
| 1.8      | <p><b>Site-determined, SPSA-based actions to support Goal 1 (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p>   | Ongoing  | Y            | \$1,049,872           | \$330,641                    | Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a> |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 1.9      | <p><b>Department-level data-based decision-making (Continuing)</b></p> <p>Use student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income students and English Learners. Funding provide stipends to department heads at district high schools to support their leadership of data use.</p>  | Ongoing  | Y            | \$461,753             | \$461,753                    | Department head stipends have been implemented  |
| 1.10     | <p><b>Transition Planning for Students with Disabilities (New)</b></p> <p>Provide adult professional learning regarding individual transition planning for special education instructional staff and school site administration to support development of transition planning at key milestones including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Preschool to Elementary School</li> <li>• Elementary to Middle School</li> <li>• Middle to High School</li> <li>• High School to Post- Secondary activities</li> <li>• Change in special education placement</li> </ul> <p>Improve post-secondary tracking of students with disabilities and the student response rate following their graduation/matriculation from SCUSD to inform transition strategic planning.</p> | Ongoing  | N            | \$10,000              | \$10,000                     | Transition professional development has been provided to Special Education Staff and other trainings are planned throughout the 21-22 school year |

# Goal

| Goal # | Description   |
|--------|---|
| 2      | 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. |

An explanation of why the LEA has developed this goal.

Analysis of student data from the most recent state assessments (2018-19) show that only 43% of students are ‘Meeting or Exceeding Standard’ in English Language Arts (ELA). For Math, the rate is only 33%. Results from the Dashboard show that on average, students scored 21.5 points below the ‘Standard Met’ level in ELA and 48.8 points below the ‘Standard Met’ level in Math. Significant performance gaps exist for multiple student groups including English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students.

Stakeholder input has emphasized the need for equity, inclusion, coherence and consistency across the district and the expectation that all students, regardless of school site, program participation, or classroom, should have equitable access to a high-quality educational experience. This includes fidelity to district programs and practices. A particular emphasis in stakeholder input has been the consistent implementation of district common assessments. This is currently an issue being discussed with labor partners. Participation rates in the beginning of year and interim assessments during 2020-21 for both Math and ELA have been near 50% districtwide.

This goal also aligns to the district’s current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of a high-quality Tier 1 instructional program for all students. This is the foundation upon which an effective MTSS is built. With a strong and effective Tier 1 program in place, the district will be able to more accurately assess the full range of needs that exist.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

# Measuring and Reporting Results

| Metric  | Baseline |              | Year 1 Mid-Year Progress |              |  | Desired Outcome for 2023–24 |              |
|---|----------|--------------|--------------------------|--------------|--|-----------------------------|--------------|
| 2A  |          |              |                          |              |  |                             |              |
| <b>ELA State Assessment</b>   |          | <b>18-19</b> |                          | <b>20-21</b> | <b>NOTE:</b><br><br>State Assessments were not administered during the spring of 2021. |                             | <b>23-24</b> |
| Average Distance from ‘Standard Met’ on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 | ALL      | -21.5        | ALL                      | N/A          |  | ALL                         | -15.6        |
|   | EL       | -58          | EL                       | N/A          |  | EL                          | -42.3        |
|   | ELO      | -100         | ELO                      | N/A          |  | ELO                         | -72.9        |
|   | RFEP     | 10.6         | REFP                     | N/A          |  | RFEP                        | 16.6         |
|   | FY       | -82.3        | FY                       | N/A          |  | FY                          | -60          |
|   | HY       | -88.1        | HY                       | N/A          |  | HY                          | -64.2        |
|   | SED      | -43.9        | SED                      | N/A          |  | SED                         | -32          |
|   | SWD      | -100.5       | SWD                      | N/A          |  | SWD                         | -73.3        |
|   | AA       | -72.5        | AA                       | N/A          |  | AA                          | -52.9        |
|   | AI       | -61.2        | AI                       | N/A          |  | AI                          | -44.6        |
|   | A        | -5.4         | A                        | N/A          |  | A                           | -3.9         |
|   | F        | 22.6         | F                        | N/A          |  | F                           | 28.6         |
|   | HL       | -39.7        | HL                       | N/A          |  | HL                          | -28.9        |
|   | PI       | -66.1        | PI                       | N/A          | PI   | -48.2                       |              |
|   | W        | 34.1         | W                        | N/A          | W  | 40.1                        |              |
|   | TOM      | 3.3          | TOM                      | N/A          | TOM  | 9.3                         |              |

**Source:** California School Dashboard  
 Note: Results do not include Charter Schools

| Metric   | Baseline  |  | Year 1 Mid-Year Progress |     |       | Desired Outcome for 2023–24 |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
|--|---|--|--------------------------|-----|-------|-----------------------------|-------|-----|--------|------|-------|-----|--------|-----|--------|-----|-------|-----|--------|----|------|----|-------|----|-------|----|------|----|-------|-----|-------|--|-----|-------|-------|---|----|-------|-----|-----|----|-----|-----|-----|------|-----|----|-----|----|-----|-----|-----|-----|-----|----|-----|----|-----|---|-----|-----|-----|---|--|----|-------|-----|-----|-----|-----|---|---|----|-------|-----|-------|-----|-------|-----|-----|------|-------|----|-------|----|-------|-----|-------|-----|-------|----|-----|-----|-------|---|-------|---|------|----|-------|----|-----|---|------|-----|-------|
| <p>2B</p> <p><b>Math State Assessment</b></p> <p>Average Distance from ‘Standard Met’ on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11</p> <p><b>Source:</b> California School Dashboard</p> <p>Note: Results do not include Charter Schools</p> | <table border="1"> <thead> <tr> <th></th> <th>18-19</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>-48.8</td></tr> <tr><td>EL</td><td>-75.1</td></tr> <tr><td>ELO</td><td>-112.5</td></tr> <tr><td>RFEP</td><td>-13.9</td></tr> <tr><td>FY</td><td>-116.4</td></tr> <tr><td>HY</td><td>-122.3</td></tr> <tr><td>SED</td><td>-70.5</td></tr> <tr><td>SWD</td><td>-129.1</td></tr> <tr><td>AA</td><td>-107</td></tr> <tr><td>AI</td><td>-98.6</td></tr> <tr><td>A</td><td>-19.8</td></tr> <tr><td>F</td><td>-3.2</td></tr> <tr><td>HL</td><td>-69.8</td></tr> <tr><td>PI</td><td>-91.9</td></tr> <tr><td>W</td><td>5.1</td></tr> <tr><td>TOM</td><td>-21.4</td></tr> </tbody> </table> |  | 18-19                    | ALL | -48.8 | EL                          | -75.1 | ELO | -112.5 | RFEP | -13.9 | FY  | -116.4 | HY  | -122.3 | SED | -70.5 | SWD | -129.1 | AA | -107 | AI | -98.6 | A  | -19.8 | F  | -3.2 | HL | -69.8 | PI  | -91.9 | W  | 5.1 | TOM   | -21.4 | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>N/A</td></tr> <tr><td>EL</td><td>N/A</td></tr> <tr><td>ELO</td><td>N/A</td></tr> <tr><td>RFEP</td><td>N/A</td></tr> <tr><td>FY</td><td>N/A</td></tr> <tr><td>HY</td><td>N/A</td></tr> <tr><td>SED</td><td>N/A</td></tr> <tr><td>SWD</td><td>N/A</td></tr> <tr><td>AA</td><td>N/A</td></tr> <tr><td>AI</td><td>N/A</td></tr> <tr><td>A</td><td>N/A</td></tr> <tr><td>F</td><td>N/A</td></tr> <tr><td>HL</td><td>N/A</td></tr> <tr><td>PI</td><td>N/A</td></tr> <tr><td>W</td><td>N/A</td></tr> <tr><td>TOM</td><td>N/A</td></tr> </tbody> </table> |    | 20-21 | ALL | N/A | EL | N/A | ELO | N/A | RFEP | N/A | FY | N/A | HY | N/A | SED | N/A | SWD | N/A | AA | N/A | AI | N/A | A | N/A | F   | N/A | HL  | N/A  | PI | N/A   | W   | N/A | TOM | N/A | <p><b>NOTE:</b></p> <p>State Assessments were not administered during the spring of 2021.</p> | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>-35.6</td></tr> <tr><td>EL</td><td>-54.7</td></tr> <tr><td>ELO</td><td>-82</td></tr> <tr><td>RFEP</td><td>-10.1</td></tr> <tr><td>FY</td><td>-84.9</td></tr> <tr><td>HY</td><td>-89.2</td></tr> <tr><td>SED</td><td>-51.4</td></tr> <tr><td>SWD</td><td>-94.1</td></tr> <tr><td>AA</td><td>-78</td></tr> <tr><td>AI</td><td>-71.9</td></tr> <tr><td>A</td><td>-14.4</td></tr> <tr><td>F</td><td>-2.3</td></tr> <tr><td>HL</td><td>-50.9</td></tr> <tr><td>PI</td><td>-67</td></tr> <tr><td>W</td><td>18.4</td></tr> <tr><td>TOM</td><td>-15.6</td></tr> </tbody> </table> |    | 23-24 | ALL | -35.6 | EL  | -54.7 | ELO | -82 | RFEP | -10.1 | FY | -84.9 | HY | -89.2 | 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 |
|  | 18-19   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ALL  | -48.8   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| EL   | -75.1   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ELO  | -112.5  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| RFEP   | -13.9   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| FY   | -116.4  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HY   | -122.3  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SED  | -70.5   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SWD  | -129.1  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AA   | -107  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AI   | -98.6   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| A  | -19.8   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| F  | -3.2  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HL   | -69.8   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| PI   | -91.9   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| W  | 5.1   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| TOM  | -21.4   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
|  | 20-21   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ALL  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| EL   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ELO  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| RFEP   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| FY   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HY   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SED  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SWD  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AA   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AI   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| A  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| F  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HL   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| PI   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| W  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| TOM  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
|  | 23-24   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ALL  | -35.6   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| EL   | -54.7   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ELO  | -82   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| RFEP   | -10.1   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| FY   | -84.9   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HY   | -89.2   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| 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   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| <p>2C</p> <p><b>California Science Test (CAST)</b></p> <p>Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)</p> <p><b>Source:</b> CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>                            | <table border="1"> <thead> <tr> <th></th> <th>18-19</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>24.8</td></tr> <tr><td>EL</td><td>1.5</td></tr> <tr><td>FY</td><td>N/A</td></tr> <tr><td>HY</td><td>8.5</td></tr> <tr><td>SED</td><td>17.7</td></tr> <tr><td>SWD</td><td>6.5</td></tr> <tr><td>AA</td><td>9.4</td></tr> <tr><td>AI</td><td>20</td></tr> <tr><td>A</td><td>31.4</td></tr> <tr><td>F</td><td>36.2</td></tr> <tr><td>HL</td><td>16.6</td></tr> <tr><td>PI</td><td>10.9</td></tr> <tr><td>W</td><td>45.6</td></tr> <tr><td>TOM</td><td>35.5</td></tr> </tbody> </table>   |  | 18-19                    | ALL | 24.8  | EL                          | 1.5   | FY  | N/A    | HY   | 8.5   | SED | 17.7   | SWD | 6.5    | AA  | 9.4   | AI  | 20     | A  | 31.4 | F  | 36.2  | HL | 16.6  | PI | 10.9 | W  | 45.6  | TOM | 35.5  | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>N/A</td></tr> <tr><td>EL</td><td>N/A</td></tr> <tr><td>FY</td><td>N/A</td></tr> <tr><td>HY</td><td>N/A</td></tr> <tr><td>SED</td><td>N/A</td></tr> <tr><td>SWD</td><td>N/A</td></tr> <tr><td>AA</td><td>N/A</td></tr> <tr><td>AI</td><td>N/A</td></tr> <tr><td>A</td><td>N/A</td></tr> <tr><td>F</td><td>N/A</td></tr> <tr><td>HL</td><td>N/A</td></tr> <tr><td>PI</td><td>N/A</td></tr> <tr><td>W</td><td>N/A</td></tr> <tr><td>TOM</td><td>N/A</td></tr> </tbody> </table> |     | 20-21 | ALL   | N/A   | EL | N/A   | FY  | N/A | HY | N/A | SED | N/A | SWD  | N/A | AA | N/A | AI | N/A | A   | N/A | F   | N/A | HL | N/A | PI | N/A | W | N/A | TOM | N/A | <p><b>NOTE:</b></p> <p>State Assessments were not administered during the spring of 2021.</p> | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>45</td></tr> <tr><td>EL</td><td>28</td></tr> <tr><td>FY</td><td>33</td></tr> <tr><td>HY</td><td>33</td></tr> <tr><td>SED</td><td>40</td></tr> <tr><td>SWD</td><td>32</td></tr> <tr><td>AA</td><td>34</td></tr> <tr><td>AI</td><td>42</td></tr> <tr><td>A</td><td>50</td></tr> <tr><td>F</td><td>53</td></tr> <tr><td>HL</td><td>39</td></tr> <tr><td>PI</td><td>35</td></tr> <tr><td>W</td><td>60</td></tr> <tr><td>TOM</td><td>53</td></tr> </tbody> </table> |    | 23-24 | 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    |   |       |   |      |    |       |    |     |   |      |     |       |
|  | 18-19   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ALL  | 24.8  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| EL   | 1.5   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| FY   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HY   | 8.5   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SED  | 17.7  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SWD  | 6.5   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AA   | 9.4   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AI   | 20  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| A  | 31.4  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| F  | 36.2  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HL   | 16.6  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| PI   | 10.9  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| W  | 45.6  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| TOM  | 35.5  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
|  | 20-21   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| ALL  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| EL   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| FY   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HY   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SED  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| SWD  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AA   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| AI   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| A  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| F  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| HL   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| PI   | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| W  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| TOM  | N/A   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
|  | 23-24   |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |
| 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  |  |                          |     |       |                             |       |     |        |      |       |     |        |     |        |     |       |     |        |    |      |    |       |    |       |    |      |    |       |     |       |  |     |       |       |   |    |       |     |     |    |     |     |     |      |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |     |     |   |  |    |       |     |     |     |     |   |   |    |       |     |       |     |       |     |     |      |       |    |       |    |       |     |       |     |       |    |     |     |       |   |       |   |      |    |       |    |     |   |      |     |       |

| Metric   | Baseline   | Year 1 Mid-Year Progress | Desired Outcome for 2023–24   |   |             |   |             |                                      |            |   |             |                          |             |                     |   |
|--|--|--------------------------|---|---|-------------|---|-------------|--------------------------------------|------------|---|-------------|--------------------------|-------------|---------------------|---|
| <p>2D</p> <p><b>English Learner Progress Indicator (ELPI)</b></p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p><b>Source:</b> California School Dashboard</p> <p>Note: Results do not include Charter Schools</p> | <table border="1"> <tr> <td></td> <td><b>19-20</b></td> </tr> <tr> <td>% of ELs decreasing at least 1 ELPI level</td> <td><b>18.5</b></td> </tr> <tr> <td>% of ELs who maintained ELPI Level of 1-3</td> <td><b>37.4</b></td> </tr> <tr> <td>% of ELs who maintained ELPI Level 4</td> <td><b>3.4</b></td> </tr> <tr> <td>% of ELs who progressed at least 1 ELPI Level</td> <td><b>40.6</b></td> </tr> <tr> <td><b>% Making Progress</b></td> <td><b>44.1</b></td> </tr> </table> |                          | <b>19-20</b>  | % of ELs decreasing at least 1 ELPI level | <b>18.5</b> | % of ELs who maintained ELPI Level of 1-3 | <b>37.4</b> | % of ELs who maintained ELPI Level 4 | <b>3.4</b> | % of ELs who progressed at least 1 ELPI Level | <b>40.6</b> | <b>% Making Progress</b> | <b>44.1</b> | <p>2021-22: TBD</p> | <p>2023-24:</p> <p>55.6% of ELs will progress at least 1 ELPI Level</p> <p>AND</p> <p>59.1% of ELs overall will make progress</p> |
|  | <b>19-20</b>   |                          |   |   |             |   |             |                                      |            |   |             |                          |             |                     |   |
| % of ELs decreasing at least 1 ELPI level  | <b>18.5</b>  |                          |   |   |             |   |             |                                      |            |   |             |                          |             |                     |   |
| % of ELs who maintained ELPI Level of 1-3  | <b>37.4</b>  |                          |   |   |             |   |             |                                      |            |   |             |                          |             |                     |   |
| % of ELs who maintained ELPI Level 4   | <b>3.4</b>   |                          |   |   |             |   |             |                                      |            |   |             |                          |             |                     |   |
| % of ELs who progressed at least 1 ELPI Level  | <b>40.6</b>  |                          |   |   |             |   |             |                                      |            |   |             |                          |             |                     |   |
| <b>% Making Progress</b>   | <b>44.1</b>  |                          |   |   |             |   |             |                                      |            |   |             |                          |             |                     |   |
| <p>2E</p> <p><b>Reclassification Rate</b></p> <p>Percentage of English Learners reclassified to Fluent English Proficient (RFEP)</p> <p><b>Source:</b> CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>   | <p>2018-19: 9.5%</p> <p>2019-20: 10.4%</p> <p>2020-21: 4.6%</p>  | <p>2021-22: TBD</p>      | <p>2023-24:</p> <p>Reclassification rate will be within .5% of the state reclassification average</p> <p>Rate will be at least 13.3% based on 2019-20 state rate of 13.8%</p> |   |             |   |             |                                      |            |   |             |                          |             |                     |   |



| Metric   | Baseline   | Year 1 Mid-Year Progress | Desired Outcome for 2023–24 |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
|--|--|--------------------------|-----------------------------|-----------------|-----|-----------------|-----|-----------------|-----|-----------------|----|------------------|-----|------------------|-----|------------------|-----|--|-------|---------|-----|-----|----|-----------------|-----|------|-----------------|-----|------|-----------------|-----|----|-----------------|-----|------|------------------|-----|------|------------------|-----|------|------------------|-----|------|---|-------|---|-----------------|-------|-----------------|------|-----------------|-----|-----------------|----|------------------|----|------------------|----|------------------|-----|----|-----|----|-----|---|----|---|------|----|-----|----|-----|---|------|-----|------|---|--|-------|-----|----|----|---|----|---|----|---|-----|----|-----|---|----|---|----|---|---|----|---|----|----|----|----|---|---|----|-----|----|
| <p>2F</p> <p><b>Long-Term English Learners (LTELs)</b></p> <p>Percentage of English Learners that have been classified as ELs for 6+ years</p> <p><b>Source:</b> CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>   | <table border="1"> <thead> <tr> <th>Grade</th> <th>19-20</th> </tr> </thead> <tbody> <tr><td>6<sup>th</sup></td><td>26</td></tr> <tr><td>7<sup>th</sup></td><td>22</td></tr> <tr><td>8<sup>th</sup></td><td>21</td></tr> <tr><td>9<sup>th</sup></td><td>17</td></tr> <tr><td>10<sup>th</sup></td><td>19</td></tr> <tr><td>11<sup>th</sup></td><td>15</td></tr> <tr><td>12<sup>th</sup></td><td>28</td></tr> </tbody> </table>  | Grade                    | 19-20                       | 6 <sup>th</sup> | 26  | 7 <sup>th</sup> | 22  | 8 <sup>th</sup> | 21  | 9 <sup>th</sup> | 17 | 10 <sup>th</sup> | 19  | 11 <sup>th</sup> | 15  | 12 <sup>th</sup> | 28  | <table border="1"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="2">2020-21</th> </tr> <tr> <th>N</th> <th>%</th> </tr> </thead> <tbody> <tr><td>6<sup>th</sup></td><td>463</td><td>52.6</td></tr> <tr><td>7<sup>th</sup></td><td>442</td><td>47.5</td></tr> <tr><td>8<sup>th</sup></td><td>461</td><td>43</td></tr> <tr><td>9<sup>th</sup></td><td>464</td><td>41.5</td></tr> <tr><td>10<sup>th</sup></td><td>344</td><td>30.6</td></tr> <tr><td>11<sup>th</sup></td><td>296</td><td>25.6</td></tr> <tr><td>12<sup>th</sup></td><td>322</td><td>28.6</td></tr> </tbody> </table> | Grade | 2020-21 |     | N   | %  | 6 <sup>th</sup> | 463 | 52.6 | 7 <sup>th</sup> | 442 | 47.5 | 8 <sup>th</sup> | 461 | 43 | 9 <sup>th</sup> | 464 | 41.5 | 10 <sup>th</sup> | 344 | 30.6 | 11 <sup>th</sup> | 296 | 25.6 | 12 <sup>th</sup> | 322 | 28.6 | <table border="1"> <thead> <tr> <th>Grade</th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>6<sup>th</sup></td><td>18</td></tr> <tr><td>7<sup>th</sup></td><td>17</td></tr> <tr><td>8<sup>th</sup></td><td>15</td></tr> <tr><td>9<sup>th</sup></td><td>13</td></tr> <tr><td>10<sup>th</sup></td><td>15</td></tr> <tr><td>11<sup>th</sup></td><td>11</td></tr> <tr><td>12<sup>th</sup></td><td>14</td></tr> </tbody> </table> | Grade | 23-24   | 6 <sup>th</sup> | 18    | 7 <sup>th</sup> | 17   | 8 <sup>th</sup> | 15  | 9 <sup>th</sup> | 13 | 10 <sup>th</sup> | 15 | 11 <sup>th</sup> | 11 | 12 <sup>th</sup> | 14  |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| Grade  | 19-20  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 6 <sup>th</sup>  | 26   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 7 <sup>th</sup>  | 22   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 8 <sup>th</sup>  | 21   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 9 <sup>th</sup>  | 17   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 10 <sup>th</sup>   | 19   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 11 <sup>th</sup>   | 15   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 12 <sup>th</sup>   | 28   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| Grade  | 2020-21  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
|  | N  | %                        |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 6 <sup>th</sup>  | 463  | 52.6                     |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 7 <sup>th</sup>  | 442  | 47.5                     |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 8 <sup>th</sup>  | 461  | 43                       |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 9 <sup>th</sup>  | 464  | 41.5                     |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 10 <sup>th</sup>   | 344  | 30.6                     |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 11 <sup>th</sup>   | 296  | 25.6                     |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 12 <sup>th</sup>   | 322  | 28.6                     |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| Grade  | 23-24  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 6 <sup>th</sup>  | 18   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 7 <sup>th</sup>  | 17   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 8 <sup>th</sup>  | 15   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 9 <sup>th</sup>  | 13   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 10 <sup>th</sup>   | 15   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 11 <sup>th</sup>   | 11   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 12 <sup>th</sup>   | 14   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| <p>2G</p> <p><b>Advanced Placement (AP) Pass Rate 1</b></p> <p>Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more</p> <p><b>Source:</b> CALPADS Reporting (District Analysis)</p> <p>Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</p> | <table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>10.6</td><td>5.7</td></tr> <tr><td>EL</td><td>4.4</td><td>2.1</td></tr> <tr><td>FY</td><td>0</td><td>0.0</td></tr> <tr><td>HY</td><td>1.4</td><td>0.0</td></tr> <tr><td>SED</td><td>8</td><td>4.2</td></tr> <tr><td>SWD</td><td>0.4</td><td>0.7</td></tr> <tr><td>AA</td><td>2.4</td><td>1.6</td></tr> <tr><td>AI</td><td>1.5</td><td>0.0</td></tr> <tr><td>A</td><td>16.8</td><td>9.3</td></tr> <tr><td>F</td><td>17.6</td><td>8.7</td></tr> <tr><td>HL</td><td>8.9</td><td>4.4</td></tr> <tr><td>PI</td><td>1.8</td><td>1.6</td></tr> <tr><td>W</td><td>15.7</td><td>8.3</td></tr> <tr><td>TOM</td><td>15.1</td><td>6.9</td></tr> </tbody> </table> |                          | 18-19                       | 19-20           | ALL | 10.6            | 5.7 | EL              | 4.4 | 2.1             | FY | 0                | 0.0 | HY               | 1.4 | 0.0              | SED | 8  | 4.2   | SWD     | 0.4 | 0.7 | AA | 2.4             | 1.6 | AI   | 1.5             | 0.0 | A    | 16.8            | 9.3 | F  | 17.6            | 8.7 | HL   | 8.9              | 4.4 | PI   | 1.8              | 1.6 | W    | 15.7             | 8.3 | TOM  | 15.1  | 6.9   | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>10.2</td></tr> <tr><td>EL</td><td>2.5</td></tr> <tr><td>FY</td><td>0</td></tr> <tr><td>HY</td><td>0</td></tr> <tr><td>SED</td><td>7</td></tr> <tr><td>SWD</td><td>0.6</td></tr> <tr><td>AA</td><td>2.9</td></tr> <tr><td>AI</td><td>1.9</td></tr> <tr><td>A</td><td>16</td></tr> <tr><td>F</td><td>15.1</td></tr> <tr><td>HL</td><td>7.3</td></tr> <tr><td>PI</td><td>1.6</td></tr> <tr><td>W</td><td>16.7</td></tr> <tr><td>TOM</td><td>13.6</td></tr> </tbody> </table> |                 | 20-21 | ALL             | 10.2 | EL              | 2.5 | FY              | 0  | HY               | 0  | SED              | 7  | SWD              | 0.6 | AA | 2.9 | AI | 1.9 | A | 16 | F | 15.1 | HL | 7.3 | PI | 1.6 | W | 16.7 | TOM | 13.6 | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>20</td></tr> <tr><td>EL</td><td>8</td></tr> <tr><td>FY</td><td>2</td></tr> <tr><td>HY</td><td>3</td></tr> <tr><td>SED</td><td>16</td></tr> <tr><td>SWD</td><td>5</td></tr> <tr><td>AA</td><td>5</td></tr> <tr><td>AI</td><td>3</td></tr> <tr><td>A</td><td>20</td></tr> <tr><td>F</td><td>20</td></tr> <tr><td>HL</td><td>15</td></tr> <tr><td>PI</td><td>3</td></tr> <tr><td>W</td><td>20</td></tr> <tr><td>TOM</td><td>20</td></tr> </tbody> </table> |  | 23-24 | 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 |
|  | 18-19  | 19-20                    |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| ALL  | 10.6   | 5.7                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| EL   | 4.4  | 2.1                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| FY   | 0  | 0.0                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| HY   | 1.4  | 0.0                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| SED  | 8  | 4.2                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| SWD  | 0.4  | 0.7                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| AA   | 2.4  | 1.6                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| AI   | 1.5  | 0.0                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| A  | 16.8   | 9.3                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| F  | 17.6   | 8.7                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| HL   | 8.9  | 4.4                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| PI   | 1.8  | 1.6                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| W  | 15.7   | 8.3                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| TOM  | 15.1   | 6.9                      |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
|  | 20-21  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| ALL  | 10.2   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| EL   | 2.5  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| FY   | 0  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| HY   | 0  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| SED  | 7  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| SWD  | 0.6  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| AA   | 2.9  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| AI   | 1.9  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| A  | 16   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| F  | 15.1   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| HL   | 7.3  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| PI   | 1.6  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| W  | 16.7   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| TOM  | 13.6   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
|  | 23-24  |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |
| 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   |                          |                             |                 |     |                 |     |                 |     |                 |    |                  |     |                  |     |                  |     |  |       |         |     |     |    |                 |     |      |                 |     |      |                 |     |    |                 |     |      |                  |     |      |                  |     |      |                  |     |      |   |       |   |                 |       |                 |      |                 |     |                 |    |                  |    |                  |    |                  |     |    |     |    |     |   |    |   |      |    |     |    |     |   |      |     |      |   |  |       |     |    |    |   |    |   |    |   |     |    |     |   |    |   |    |   |   |    |   |    |    |    |    |   |   |    |     |    |

| Metric  | Baseline   | Year 1 Mid-Year Progress | Desired Outcome for 2023–24 |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|---|--|--------------------------|-----------------------------|-------|-----|------|------|----|-----|-----|----|-----|-----|----|-----|-----|-----|------|------|-----|-----|-----|----|------|------|----|------|-----|---|------|------|---|------|------|----|------|------|----|------|------|---|------|----|-----|------|------|---|--|-------|-----|-----|----|-----|----|-----|----|-----|-----|-----|-----|-----|----|-----|----|-----|---|-----|---|-----|----|-----|----|-----|---|-----|-----|-----|--|--|-------|-----|----|----|----|----|---|----|----|-----|----|-----|---|----|----|----|----|---|----|---|----|----|----|----|----|---|----|-----|----|
| <p>2H</p> <p><b>Advanced Placement (AP) Pass Rate 2</b></p> <p>Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more</p> <p><b>Source:</b> CDE Dataquest Reporting</p> | <p>2018-19: 43.4%</p> <p>2019-20: 49.9%*</p> <p><i>*Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</i></p>   | <p>2020-21: TBD</p>      | <p>2023-24: 67%</p>         |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| <p>2I</p> <p><b>Advanced Placement (AP) Enrollment</b></p> <p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes</p> <p><b>Source:</b> CALPADS Reporting (District Analysis)</p>                    | <table border="1"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>25.5</td><td>25.4</td></tr> <tr><td>EL</td><td>9.2</td><td>7.2</td></tr> <tr><td>FY</td><td>3.4</td><td>2.5</td></tr> <tr><td>HY</td><td>7.9</td><td>4.2</td></tr> <tr><td>SED</td><td>20.1</td><td>19.7</td></tr> <tr><td>SWD</td><td>2.7</td><td>2.7</td></tr> <tr><td>AA</td><td>12.4</td><td>12.9</td></tr> <tr><td>AI</td><td>15.7</td><td>9.6</td></tr> <tr><td>A</td><td>37.5</td><td>38.9</td></tr> <tr><td>F</td><td>39.1</td><td>39.6</td></tr> <tr><td>HL</td><td>19.9</td><td>18.7</td></tr> <tr><td>PI</td><td>11.4</td><td>11.8</td></tr> <tr><td>W</td><td>34.1</td><td>35</td></tr> <tr><td>TOM</td><td>33.8</td><td>33.5</td></tr> </tbody> </table> |                          | 19-20                       | 20-21 | ALL | 25.5 | 25.4 | EL | 9.2 | 7.2 | FY | 3.4 | 2.5 | HY | 7.9 | 4.2 | SED | 20.1 | 19.7 | SWD | 2.7 | 2.7 | AA | 12.4 | 12.9 | AI | 15.7 | 9.6 | A | 37.5 | 38.9 | F | 39.1 | 39.6 | HL | 19.9 | 18.7 | PI | 11.4 | 11.8 | W | 34.1 | 35 | TOM | 33.8 | 33.5 | <table border="1"> <thead> <tr> <th></th> <th>21-22</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>TBD</td></tr> <tr><td>EL</td><td>TBD</td></tr> <tr><td>FY</td><td>TBD</td></tr> <tr><td>HY</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td></tr> <tr><td>AA</td><td>TBD</td></tr> <tr><td>AI</td><td>TBD</td></tr> <tr><td>A</td><td>TBD</td></tr> <tr><td>F</td><td>TBD</td></tr> <tr><td>HL</td><td>TBD</td></tr> <tr><td>PI</td><td>TBD</td></tr> <tr><td>W</td><td>TBD</td></tr> <tr><td>TOM</td><td>TBD</td></tr> </tbody> </table> <p><b>NOTE:</b><br/>2021-22 Enrollment data will be available in March 2022 following completion of the district's CALPADS submission.</p> |  | 21-22 | ALL | TBD | EL | TBD | FY | TBD | HY | TBD | SED | TBD | SWD | TBD | AA | TBD | AI | TBD | A | TBD | F | TBD | HL | TBD | PI | TBD | W | TBD | TOM | TBD | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>30</td></tr> <tr><td>EL</td><td>15</td></tr> <tr><td>FY</td><td>5</td></tr> <tr><td>HY</td><td>10</td></tr> <tr><td>SED</td><td>30</td></tr> <tr><td>SWD</td><td>5</td></tr> <tr><td>AA</td><td>20</td></tr> <tr><td>AI</td><td>20</td></tr> <tr><td>A</td><td>40</td></tr> <tr><td>F</td><td>40</td></tr> <tr><td>HL</td><td>25</td></tr> <tr><td>PI</td><td>15</td></tr> <tr><td>W</td><td>40</td></tr> <tr><td>TOM</td><td>40</td></tr> </tbody> </table> |  | 23-24 | ALL | 30 | EL | 15 | FY | 5 | HY | 10 | SED | 30 | SWD | 5 | AA | 20 | AI | 20 | A | 40 | F | 40 | HL | 25 | PI | 15 | W | 40 | TOM | 40 |
|   | 19-20  | 20-21                    |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| ALL   | 25.5   | 25.4                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| EL  | 9.2  | 7.2                      |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| FY  | 3.4  | 2.5                      |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HY  | 7.9  | 4.2                      |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SED   | 20.1   | 19.7                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SWD   | 2.7  | 2.7                      |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AA  | 12.4   | 12.9                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AI  | 15.7   | 9.6                      |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| A   | 37.5   | 38.9                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| F   | 39.1   | 39.6                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HL  | 19.9   | 18.7                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| PI  | 11.4   | 11.8                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| W   | 34.1   | 35                       |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| TOM   | 33.8   | 33.5                     |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|   | 21-22  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| ALL   | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| EL  | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| FY  | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HY  | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SED   | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SWD   | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AA  | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AI  | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| A   | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| F   | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HL  | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| PI  | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| W   | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| TOM   | TBD  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|   | 23-24  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| ALL   | 30   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| EL  | 15   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| FY  | 5  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HY  | 10   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SED   | 30   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SWD   | 5  |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AA  | 20   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AI  | 20   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| A   | 40   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| F   | 40   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HL  | 25   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| PI  | 15   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| W   | 40   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| TOM   | 40   |                          |                             |       |     |      |      |    |     |     |    |     |     |    |     |     |     |      |      |     |     |     |    |      |      |    |      |     |   |      |      |   |      |      |    |      |      |    |      |      |   |      |    |     |      |      |   |  |       |     |     |    |     |    |     |    |     |     |     |     |     |    |     |    |     |   |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |   |    |    |     |    |     |   |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |

| Metric   | Baseline   | Year 1 Mid-Year Progress | Desired Outcome for 2023–24   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
|--|--|--------------------------|---|--|-----|------|-----|-----|------|----|------|------|-----|------|-----|-----|------|-----|-----|------|------|-----|------|-----|----|------|------|----|------|-----|----|------|------|----|------|------|-----|-----|------|---|-------------|-------|-----|---|------|---|-----------------------|-------|-----|--|-----|------|-----|-----|-----|-----|-----|-----|----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|----|-----|-----|-----|-----|-----|---|-----|-----|----|-----|-----|---|-----|-----|-----|-----|-----|--|
| <p>2J</p> <p><b>GATE Identification</b></p> <p>Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1<sup>st</sup> grade by student group</p> <p><b>Source:</b> SCUSD Advanced Learning Department</p>     | <table border="1"> <thead> <tr> <th rowspan="2">1<sup>st</sup> Grade</th> <th colspan="2">18-19</th> </tr> <tr> <th>All</th> <th>GATE</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>N/A</td><td>12.6</td></tr> <tr><td>EL</td><td>21.2</td><td>11.2</td></tr> <tr><td>FY</td><td>0.3</td><td>0.0</td></tr> <tr><td>HY</td><td>0.7</td><td>0.0</td></tr> <tr><td>SED</td><td>69.0</td><td>43.2</td></tr> <tr><td>SWD</td><td>14.3</td><td>6.8</td></tr> <tr><td>AA</td><td>13.8</td><td>2.9</td></tr> <tr><td>AI</td><td>0.7</td><td>0.7</td></tr> <tr><td>A</td><td>18.7</td><td>23.1</td></tr> <tr><td>HL</td><td>39.9</td><td>24.7</td></tr> <tr><td>PI</td><td>2.1</td><td>1.1</td></tr> <tr><td>W</td><td>17.3</td><td>34.1</td></tr> <tr><td>TOM</td><td>7.6</td><td>13.4</td></tr> </tbody> </table> | 1 <sup>st</sup> Grade    | 18-19   |  | All | GATE | ALL | N/A | 12.6 | EL | 21.2 | 11.2 | FY  | 0.3  | 0.0 | HY  | 0.7  | 0.0 | SED | 69.0 | 43.2 | SWD | 14.3 | 6.8 | AA | 13.8 | 2.9  | AI | 0.7  | 0.7 | A  | 18.7 | 23.1 | HL | 39.9 | 24.7 | PI  | 2.1 | 1.1  | W   | 17.3        | 34.1  | TOM | 7.6   | 13.4 | <table border="1"> <thead> <tr> <th rowspan="2">1<sup>st</sup> Grade</th> <th colspan="2">21-22</th> <th rowspan="13"> <p><b>Note:</b><br/>The GATE screening window is open through 3.4.22. Identification data will be available after that date.</p> </th> </tr> <tr> <th>All</th> <th>GATE</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>TBD</td><td>TBD</td></tr> <tr><td>EL</td><td>TBD</td><td>TBD</td></tr> <tr><td>FY</td><td>TBD</td><td>TBD</td></tr> <tr><td>HY</td><td>TBD</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td><td>TBD</td></tr> <tr><td>AA</td><td>TBD</td><td>TBD</td></tr> <tr><td>AI</td><td>TBD</td><td>TBD</td></tr> <tr><td>A</td><td>TBD</td><td>TBD</td></tr> <tr><td>HL</td><td>TBD</td><td>TBD</td></tr> <tr><td>PI</td><td>TBD</td><td>TBD</td></tr> <tr><td>W</td><td>TBD</td><td>TBD</td></tr> <tr><td>TOM</td><td>TBD</td><td>TBD</td></tr> </tbody> </table> | 1 <sup>st</sup> Grade | 21-22 |     | <p><b>Note:</b><br/>The GATE screening window is open through 3.4.22. Identification data will be available after that date.</p> | All | GATE | ALL | TBD | TBD | EL  | TBD | TBD | FY | TBD | TBD | HY | TBD | TBD | SED | TBD | TBD | SWD | TBD | TBD | AA | TBD | TBD | AI | TBD | TBD | A   | TBD | TBD | HL  | TBD | TBD | PI | TBD | TBD | W | TBD | TBD | TOM | TBD | TBD | <p>Percentage of students newly identified as GATE during the 1<sup>st</sup> grade will be comparable to each group’s proportion of the overall 1<sup>st</sup> grade population.</p> |
| 1 <sup>st</sup> Grade  | 18-19  |                          |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
|  | All  | GATE                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| ALL  | N/A  | 12.6                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| EL   | 21.2   | 11.2                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| FY   | 0.3  | 0.0                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| HY   | 0.7  | 0.0                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SED  | 69.0   | 43.2                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SWD  | 14.3   | 6.8                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AA   | 13.8   | 2.9                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AI   | 0.7  | 0.7                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| A  | 18.7   | 23.1                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| HL   | 39.9   | 24.7                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| PI   | 2.1  | 1.1                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| W  | 17.3   | 34.1                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| TOM  | 7.6  | 13.4                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| 1 <sup>st</sup> Grade  | 21-22  |                          | <p><b>Note:</b><br/>The GATE screening window is open through 3.4.22. Identification data will be available after that date.</p>    |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
|  | All  | GATE                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| ALL  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| EL   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| FY   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| HY   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SED  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SWD  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AA   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AI   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| A  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| HL   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| PI   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| W  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| TOM  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| <p>2K</p> <p><b>GATE Demographics</b></p> <p>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</p> <p><b>Source:</b> Advanced Learning Department</p> | <table border="1"> <thead> <tr> <th rowspan="2">Grades 2-12</th> <th colspan="2">18-19</th> </tr> <tr> <th>All</th> <th>GATE</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>N/A</td><td>15.0</td></tr> <tr><td>EL</td><td>18.0</td><td>4.0</td></tr> <tr><td>SED</td><td>60.3</td><td>8.0</td></tr> <tr><td>SWD</td><td>15.6</td><td>5.0</td></tr> <tr><td>AA</td><td>13.2</td><td>4.7</td></tr> <tr><td>AI</td><td>0.5</td><td>7.6</td></tr> <tr><td>A</td><td>19.2</td><td>18.4</td></tr> <tr><td>HL</td><td>40.7</td><td>9.4</td></tr> <tr><td>PI</td><td>2.2</td><td>5.6</td></tr> <tr><td>W</td><td>16.7</td><td>29.9</td></tr> <tr><td>TOM</td><td>7.4</td><td>23.7</td></tr> </tbody> </table>   | Grades 2-12              | 18-19   |  | All | GATE | ALL | N/A | 15.0 | EL | 18.0 | 4.0  | SED | 60.3 | 8.0 | SWD | 15.6 | 5.0 | AA  | 13.2 | 4.7  | AI  | 0.5  | 7.6 | A  | 19.2 | 18.4 | HL | 40.7 | 9.4 | PI | 2.2  | 5.6  | W  | 16.7 | 29.9 | TOM | 7.4 | 23.7 | <table border="1"> <thead> <tr> <th rowspan="2">Grades 2-12</th> <th colspan="2">21-22</th> <th rowspan="13"> <p><b>Note:</b><br/>The GATE screening window is open through 3.4.22. Final demographic data will be available after that date.</p> </th> </tr> <tr> <th>All</th> <th>GATE</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>TBD</td><td>TBD</td></tr> <tr><td>EL</td><td>TBD</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td><td>TBD</td></tr> <tr><td>AA</td><td>TBD</td><td>TBD</td></tr> <tr><td>AI</td><td>TBD</td><td>TBD</td></tr> <tr><td>A</td><td>TBD</td><td>TBD</td></tr> <tr><td>HL</td><td>TBD</td><td>TBD</td></tr> <tr><td>PI</td><td>TBD</td><td>TBD</td></tr> <tr><td>W</td><td>TBD</td><td>TBD</td></tr> <tr><td>TOM</td><td>TBD</td><td>TBD</td></tr> </tbody> </table> | Grades 2-12 | 21-22 |     | <p><b>Note:</b><br/>The GATE screening window is open through 3.4.22. Final demographic data will be available after that date.</p> | All  | GATE  | ALL                   | TBD   | TBD | EL   | TBD | TBD  | SED | TBD | TBD | SWD | TBD | TBD | AA | TBD | TBD | AI | TBD | TBD | A   | TBD | TBD | HL  | TBD | TBD | PI | TBD | TBD | W  | TBD | TBD | TOM | TBD | TBD | <p>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).</p> |     |     |    |     |     |   |     |     |     |     |     |  |
| Grades 2-12  | 18-19  |                          |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
|  | All  | GATE                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| ALL  | N/A  | 15.0                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| EL   | 18.0   | 4.0                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SED  | 60.3   | 8.0                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SWD  | 15.6   | 5.0                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AA   | 13.2   | 4.7                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AI   | 0.5  | 7.6                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| A  | 19.2   | 18.4                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| HL   | 40.7   | 9.4                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| PI   | 2.2  | 5.6                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| W  | 16.7   | 29.9                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| TOM  | 7.4  | 23.7                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| Grades 2-12  | 21-22  |                          | <p><b>Note:</b><br/>The GATE screening window is open through 3.4.22. Final demographic data will be available after that date.</p> |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
|  | All  | GATE                     |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| ALL  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| EL   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SED  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| SWD  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AA   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| AI   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| A  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| HL   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| PI   | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| W  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |
| TOM  | TBD  | TBD                      |   |  |     |      |     |     |      |    |      |      |     |      |     |     |      |     |     |      |      |     |      |     |    |      |      |    |      |     |    |      |      |    |      |      |     |     |      |   |             |       |     |   |      |   |                       |       |     |  |     |      |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |     |     |     |   |     |     |    |     |     |   |     |     |     |     |     |  |

| Metric   | Baseline   |  | Year 1 Mid-Year Progress |                                 | Desired Outcome for 2023–24 |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|--|--|--|--------------------------|---------------------------------|-----------------------------|---|----|---------------------------------------|-----|------------------------|-----|---|----|---|----|-------|---------------------------------|-----|---|-----|---------------------------------------|-----|------------------------|-----|---|-----|---|-----|-------|--|-----|---|--|---------------------------------------|-----|------------------------|-----|---|-----|----|-----|-----|-----|-----|-----|----|-----|----|-----|---|-----|----|-----|----|-----|---|-----|-----|-----|--|--|-------|-----|----|----|----|----|----|----|----|-----|----|-----|----|----|----|----|----|---|----|---|----|----|----|----|----|---|----|-----|----|
| <p>2L</p> <p><b>State Standards Implementation Survey</b></p> <p>Percentage of respondents indicating ‘Fully Implementing’ or ‘Fully Implementing with Sustainability’ by survey domain</p> <p><b>Source:</b> Local Survey of Administrators</p>   | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>Providing Professional Learning</td> <td>28</td> </tr> <tr> <td>Identifying Professional Learning Needs</td> <td>20</td> </tr> <tr> <td>Providing Standards-Aligned Materials</td> <td>45</td> </tr> <tr> <td>Implementing Standards</td> <td>19</td> </tr> <tr> <td>Implementing Policies or Programs to help staff identify areas of improvement</td> <td>3</td> </tr> </tbody> </table>  |  | 20-21                    | Providing Professional Learning | 28                          | Identifying Professional Learning Needs | 20 | Providing Standards-Aligned Materials | 45  | Implementing Standards | 19  | Implementing Policies or Programs to help staff identify areas of improvement | 3  | <table border="1"> <thead> <tr> <th></th> <th>21-22</th> </tr> </thead> <tbody> <tr> <td>Providing Professional Learning</td> <td>TBD</td> </tr> <tr> <td>Identifying Professional Learning Needs</td> <td>TBD</td> </tr> <tr> <td>Providing Standards-Aligned Materials</td> <td>TBD</td> </tr> <tr> <td>Implementing Standards</td> <td>TBD</td> </tr> <tr> <td>Implementing Policies or Programs to help staff identify areas of improvement</td> <td>TBD</td> </tr> </tbody> </table> |    | 21-22 | Providing Professional Learning | TBD | Identifying Professional Learning Needs | TBD | Providing Standards-Aligned Materials | TBD | Implementing Standards | TBD | Implementing Policies or Programs to help staff identify areas of improvement | TBD | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>Providing Professional Learning</td> <td>100</td> </tr> <tr> <td>Identifying Professional Learning Needs</td> <td>100</td> </tr> <tr> <td>Providing Standards-Aligned Materials</td> <td>100</td> </tr> <tr> <td>Implementing Standards</td> <td>100</td> </tr> <tr> <td>Implementing Policies or Programs to help staff identify areas of improvement</td> <td>100</td> </tr> </tbody> </table> |     | 23-24 | 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 |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|  | 20-21  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Providing Professional Learning  | 28   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Identifying Professional Learning Needs  | 20   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Providing Standards-Aligned Materials  | 45   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Implementing Standards   | 19   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Implementing Policies or Programs to help staff identify areas of improvement  | 3  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|  | 21-22  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Providing Professional Learning  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Identifying Professional Learning Needs  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Providing Standards-Aligned Materials  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Implementing Standards   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| Implementing Policies or Programs to help staff identify areas of improvement  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|  | 23-24  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| 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  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| <p>2M</p> <p><b>District Common Assessment Participation Rate (Math)</b></p> <p>Percentage of students completing the second Interim District Common Assessment in Math</p> <p><b>Source:</b> District Analysis</p> <p><i>Note: iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p> | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>24</td> </tr> <tr> <td>EL</td> <td>30</td> </tr> <tr> <td>FY</td> <td>TBD</td> </tr> <tr> <td>HY</td> <td>TBD</td> </tr> <tr> <td>SED</td> <td>24</td> </tr> <tr> <td>SWD</td> <td>18</td> </tr> <tr> <td>AA</td> <td>17</td> </tr> <tr> <td>AI</td> <td>18</td> </tr> <tr> <td>A</td> <td>31</td> </tr> <tr> <td>HL</td> <td>23</td> </tr> <tr> <td>PI</td> <td>22</td> </tr> <tr> <td>W</td> <td>23</td> </tr> <tr> <td>TOM</td> <td>23</td> </tr> </tbody> </table> |  | 20-21                    | ALL                             | 24                          | EL                                      | 30 | FY                                    | TBD | HY                     | TBD | SED   | 24 | SWD   | 18 | AA    | 17                              | AI  | 18                                      | A   | 31                                    | HL  | 23                     | PI  | 22  | W   | 23  | TOM | 23    | <table border="1"> <thead> <tr> <th></th> <th>21-22</th> <th rowspan="12"> <p><b>NOTE:</b></p> <p>The administration window for the second Interim District Common Assessment for Math ends on March 31</p> </th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>TBD</td> </tr> <tr> <td>EL</td> <td>TBD</td> </tr> <tr> <td>FY</td> <td>TBD</td> </tr> <tr> <td>HY</td> <td>TBD</td> </tr> <tr> <td>SED</td> <td>TBD</td> </tr> <tr> <td>SWD</td> <td>TBD</td> </tr> <tr> <td>AA</td> <td>TBD</td> </tr> <tr> <td>AI</td> <td>TBD</td> </tr> <tr> <td>A</td> <td>TBD</td> </tr> <tr> <td>HL</td> <td>TBD</td> </tr> <tr> <td>PI</td> <td>TBD</td> </tr> <tr> <td>W</td> <td>TBD</td> </tr> <tr> <td>TOM</td> <td>TBD</td> </tr> </tbody> </table> |     | 21-22                                   | <p><b>NOTE:</b></p> <p>The administration window for the second Interim District Common Assessment for Math ends on March 31</p> | ALL                                   | TBD | EL                     | TBD | FY  | TBD | HY | TBD | SED | TBD | SWD | TBD | AA | TBD | AI | TBD | A | TBD | HL | TBD | PI | TBD | W | TBD | TOM | TBD | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>95</td> </tr> <tr> <td>EL</td> <td>95</td> </tr> <tr> <td>FY</td> <td>95</td> </tr> <tr> <td>HY</td> <td>95</td> </tr> <tr> <td>SED</td> <td>95</td> </tr> <tr> <td>SWD</td> <td>95</td> </tr> <tr> <td>AA</td> <td>95</td> </tr> <tr> <td>AI</td> <td>95</td> </tr> <tr> <td>A</td> <td>95</td> </tr> <tr> <td>F</td> <td>95</td> </tr> <tr> <td>HL</td> <td>95</td> </tr> <tr> <td>PI</td> <td>95</td> </tr> <tr> <td>W</td> <td>95</td> </tr> <tr> <td>TOM</td> <td>95</td> </tr> </tbody> </table> |  | 23-24 | ALL | 95 | EL | 95 | FY | 95 | HY | 95 | SED | 95 | SWD | 95 | AA | 95 | AI | 95 | A | 95 | F | 95 | HL | 95 | PI | 95 | W | 95 | TOM | 95 |
|  | 20-21  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | 24   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| EL   | 30   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| FY   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HY   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SED  | 24   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | 18   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AA   | 17   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AI   | 18   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| A  | 31   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HL   | 23   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| PI   | 22   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| W  | 23   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | 23   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|  | 21-22  | <p><b>NOTE:</b></p> <p>The administration window for the second Interim District Common Assessment for Math ends on March 31</p> |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| EL   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| FY   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HY   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SED  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AA   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AI   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| A  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HL   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| PI   | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| W  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | TBD  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
|  | 23-24  |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| EL   | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| FY   | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HY   | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SED  | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AA   | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| AI   | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| A  | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| F  | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| HL   | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| PI   | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| W  | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | 95   |  |                          |                                 |                             |   |    |                                       |     |                        |     |   |    |   |    |       |                                 |     |   |     |                                       |     |                        |     |   |     |   |     |       |  |     |   |  |                                       |     |                        |     |   |     |    |     |     |     |     |     |    |     |    |     |   |     |    |     |    |     |   |     |     |     |  |  |       |     |    |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |   |    |    |    |    |    |   |    |     |    |

| Metric  | Baseline   |              | Year 1 Mid-Year Progress |              |   | Desired Outcome for 2023–24 |              |
|---|------------|--------------|--------------------------|--------------|---|-----------------------------|--------------|
| <p><b>2N</b><br/> <b>District Common Assessment Participation Rate (ELA)</b><br/>                     Percentage of students completing the second Interim District Common Assessment in ELA</p> <p><b>Source:</b> District Analysis</p> <p><i>Note: iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p> |            | <b>20-21</b> |                          | <b>21-22</b> | <p><b>NOTE:</b></p> <p>The administration window for the second Interim District Common Assessment for ELA ends in late April</p> |                             | <b>23-24</b> |
|   | <b>ALL</b> | 49           | <b>ALL</b>               | TBD          |   | <b>ALL</b>                  | 95           |
|   | <b>EL</b>  | 49           | <b>EL</b>                | TBD          |   | <b>EL</b>                   | 95           |
|   | <b>FY</b>  | 36           | <b>FY</b>                | TBD          |   | <b>FY</b>                   | 95           |
|   | <b>HY</b>  | 31           | <b>HY</b>                | TBD          |   | <b>HY</b>                   | 95           |
|   | <b>SED</b> | 46           | <b>SED</b>               | TBD          |   | <b>SED</b>                  | 95           |
|   | <b>SWD</b> | 40           | <b>SWD</b>               | TBD          |   | <b>SWD</b>                  | 95           |
|   | <b>AA</b>  | 41           | <b>AA</b>                | TBD          |   | <b>AA</b>                   | 95           |
|   | <b>AI</b>  | 42           | <b>AI</b>                | TBD          |   | <b>AI</b>                   | 95           |
|   | <b>A</b>   | 56           | <b>A</b>                 | TBD          |   | <b>A</b>                    | 95           |
|   | <b>HL</b>  | 47           | <b>HL</b>                | TBD          |   | <b>HL</b>                   | 95           |
|   | <b>PI</b>  | 43           | <b>PI</b>                | TBD          |   | <b>PI</b>                   | 95           |
|   | <b>W</b>   | 52           | <b>W</b>                 | TBD          |   | <b>W</b>                    | 95           |
|   | <b>TOM</b> | 50           | <b>TOM</b>               | TBD          |   | <b>TOM</b>                  | 95           |
| <p><b>2O</b><br/> <b>District Common Assessment Performance (Math)</b><br/>                     Percentage of correct responses on the second Interim District Common Assessment (Math)</p> <p><b>Source:</b> District Analysis</p> <p><i>Note: iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p>      |            | <b>20-21</b> |                          | <b>20-21</b> | <p><b>NOTE:</b></p> <p>The administration window for the second Interim District Common Assessment for Math ends on March 31</p>  |                             | <b>23-24</b> |
|   | <b>ALL</b> | 59           | <b>ALL</b>               | TBD          |   | <b>ALL</b>                  | 70           |
|   | <b>EL</b>  | 51           | <b>EL</b>                | TBD          |   | <b>EL</b>                   | 64           |
|   | <b>SED</b> | 54           | <b>SED</b>               | TBD          |   | <b>SED</b>                  | 66           |
|   | <b>SWD</b> | 49           | <b>SWD</b>               | TBD          |   | <b>SWD</b>                  | 63           |
|   | <b>AA</b>  | 46           | <b>AA</b>                | TBD          |   | <b>AA</b>                   | 61           |
|   | <b>AI</b>  | 53           | <b>AI</b>                | TBD          |   | <b>AI</b>                   | 66           |
|   | <b>A</b>   | 61           | <b>A</b>                 | TBD          |   | <b>A</b>                    | 72           |
|   | <b>HL</b>  | 54           | <b>HL</b>                | TBD          |   | <b>HL</b>                   | 66           |
|   | <b>PI</b>  | 50           | <b>PI</b>                | TBD          |   | <b>PI</b>                   | 64           |
|   | <b>W</b>   | 72           | <b>W</b>                 | TBD          |   | <b>W</b>                    | 80           |
|   | <b>TOM</b> | 64           | <b>TOM</b>               | TBD          |   | <b>TOM</b>                  | 74           |

| Metric   | Baseline   |  | Year 1 Mid-Year Progress |     |      | Desired Outcome for 2023–24 |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
|--|--|--|--------------------------|-----|------|-----------------------------|-----|------|------|----|-----|-----|------|-----|-----|----|-----|----|-----|---|------|----|------|----|------|----|-----|-----|------|--|------|--|-----|-------|-----|-----|----|-----|----|-----|-----|-----|-----|-----|-----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|-----|-----|---|---|-----|-------|---|---|----|----|----|----|----|----|-----|----|-----|----|----|----|----|----|---|----|----|----|----|----|---|----|-----|----|
| <p><b>2P</b><br/> <b>District Common Assessment Performance (ELA)</b><br/>                     Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA)<br/> <b>Source:</b> District Analysis<br/> <i>Note: iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p> | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>54</td></tr> <tr><td>EL</td><td>40</td></tr> <tr><td>FY</td><td>40</td></tr> <tr><td>HY</td><td>39</td></tr> <tr><td>SED</td><td>48</td></tr> <tr><td>SWD</td><td>41</td></tr> <tr><td>AA</td><td>44</td></tr> <tr><td>AI</td><td>48</td></tr> <tr><td>A</td><td>56</td></tr> <tr><td>HL</td><td>49</td></tr> <tr><td>PI</td><td>45</td></tr> <tr><td>W</td><td>65</td></tr> <tr><td>TOM</td><td>60</td></tr> </tbody> </table>  |  | 20-21                    | ALL | 54   | EL                          | 40  | FY   | 40   | HY | 39  | SED | 48   | SWD | 41  | AA | 44  | AI | 48  | A | 56   | HL | 49   | PI | 45   | W  | 65  | TOM | 60   | <table border="1"> <thead> <tr> <th></th> <th>21-22</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>TBD</td></tr> <tr><td>EL</td><td>TBD</td></tr> <tr><td>FY</td><td>TBD</td></tr> <tr><td>HY</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td></tr> <tr><td>AA</td><td>TBD</td></tr> <tr><td>AI</td><td>TBD</td></tr> <tr><td>A</td><td>TBD</td></tr> <tr><td>HL</td><td>TBD</td></tr> <tr><td>PI</td><td>TBD</td></tr> <tr><td>W</td><td>TBD</td></tr> <tr><td>TOM</td><td>TBD</td></tr> </tbody> </table> |      | 21-22  | ALL | TBD   | EL  | TBD | FY | TBD | HY | TBD | SED | TBD | SWD | TBD | AA  | TBD | AI | TBD | A  | TBD | HL | TBD | PI | TBD | W  | TBD | TOM | TBD | <p><b>NOTE:</b><br/>                     The administration window for the second Interim District Common Assessment for ELA ends in late April</p> | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>66</td></tr> <tr><td>EL</td><td>56</td></tr> <tr><td>FY</td><td>56</td></tr> <tr><td>HY</td><td>56</td></tr> <tr><td>SED</td><td>62</td></tr> <tr><td>SWD</td><td>57</td></tr> <tr><td>AA</td><td>59</td></tr> <tr><td>AI</td><td>62</td></tr> <tr><td>A</td><td>68</td></tr> <tr><td>HL</td><td>63</td></tr> <tr><td>PI</td><td>60</td></tr> <tr><td>W</td><td>74</td></tr> <tr><td>TOM</td><td>71</td></tr> </tbody> </table> |     | 23-24 | ALL   | 66  | EL | 56 | FY | 56 | HY | 56 | SED | 62 | SWD | 57 | AA | 59 | AI | 62 | A | 68 | HL | 63 | PI | 60 | W | 74 | TOM | 71 |
|  | 20-21  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | 54   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| EL   | 40   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| FY   | 40   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HY   | 39   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SED  | 48   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | 41   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AA   | 44   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AI   | 48   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| A  | 56   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HL   | 49   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| PI   | 45   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| W  | 65   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | 60   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
|  | 21-22  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| EL   | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| FY   | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HY   | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SED  | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AA   | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AI   | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| A  | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HL   | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| PI   | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| W  | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | TBD  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
|  | 23-24  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | 66   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| EL   | 56   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| FY   | 56   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HY   | 56   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SED  | 62   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | 57   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AA   | 59   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AI   | 62   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| A  | 68   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HL   | 63   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| PI   | 60   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| W  | 74   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | 71   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| <p><b>2Q</b><br/> <b>Third Grade Reading Proficiency (State Assessment)</b><br/>                     Percentage of third grade students above standard on the Reading-specific domain of the state’s ELA assessment<br/> <b>Source:</b> California Assessment of Student Performance and Progress (CAASPP)<br/> <i>Note: Results do not include Charter Schools</i></p>  | <table border="1"> <thead> <tr> <th></th> <th>18-19</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>21.5</td></tr> <tr><td>EL</td><td>4.2</td></tr> <tr><td>RFEP</td><td>29.7</td></tr> <tr><td>HY</td><td>3.6</td></tr> <tr><td>SED</td><td>13.5</td></tr> <tr><td>SWD</td><td>9.4</td></tr> <tr><td>AA</td><td>8.6</td></tr> <tr><td>AI</td><td>7.1</td></tr> <tr><td>A</td><td>21.7</td></tr> <tr><td>F</td><td>37.5</td></tr> <tr><td>HL</td><td>14.8</td></tr> <tr><td>PI</td><td>7.1</td></tr> <tr><td>W</td><td>43.1</td></tr> <tr><td>TOM</td><td>33.9</td></tr> </tbody> </table> |  | 18-19                    | ALL | 21.5 | EL                          | 4.2 | RFEP | 29.7 | HY | 3.6 | SED | 13.5 | SWD | 9.4 | AA | 8.6 | AI | 7.1 | A | 21.7 | F  | 37.5 | HL | 14.8 | PI | 7.1 | W   | 43.1 | TOM  | 33.9 | <table border="1"> <thead> <tr> <th></th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>N/A</td></tr> <tr><td>EL</td><td>N/A</td></tr> <tr><td>FY</td><td>N/A</td></tr> <tr><td>HY</td><td>N/A</td></tr> <tr><td>SED</td><td>N/A</td></tr> <tr><td>SWD</td><td>N/A</td></tr> <tr><td>AA</td><td>N/A</td></tr> <tr><td>AI</td><td>N/A</td></tr> <tr><td>A</td><td>N/A</td></tr> <tr><td>F</td><td>N/A</td></tr> <tr><td>HL</td><td>N/A</td></tr> <tr><td>PI</td><td>N/A</td></tr> <tr><td>W</td><td>N/A</td></tr> <tr><td>TOM</td><td>N/A</td></tr> </tbody> </table> |     | 20-21 | ALL | N/A | EL | N/A | FY | N/A | HY  | N/A | SED | N/A | SWD | N/A | AA | N/A | AI | N/A | A  | N/A | F  | N/A | HL | N/A | PI  | N/A | W   | N/A   | TOM | N/A   | <p><b>NOTE:</b><br/>                     State Assessments were not administered during the spring of 2021.</p> | <p>The district’s desired outcome for this metric is that <b>100%</b> of all students and all student groups will exceed the standard on the reading-specific domain of the state’s ELA assessment.</p> |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
|  | 18-19  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | 21.5   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| EL   | 4.2  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| RFEP   | 29.7   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HY   | 3.6  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SED  | 13.5   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | 9.4  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AA   | 8.6  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AI   | 7.1  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| A  | 21.7   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| F  | 37.5   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HL   | 14.8   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| PI   | 7.1  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| W  | 43.1   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | 33.9   |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
|  | 20-21  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| ALL  | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| EL   | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| FY   | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HY   | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SED  | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| SWD  | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AA   | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| AI   | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| A  | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| F  | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| HL   | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| PI   | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| W  | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |
| TOM  | N/A  |  |                          |     |      |                             |     |      |      |    |     |     |      |     |     |    |     |    |     |   |      |    |      |    |      |    |     |     |      |  |      |  |     |       |     |     |    |     |    |     |     |     |     |     |     |     |    |     |    |     |    |     |    |     |    |     |     |     |   |   |     |       |   |   |    |    |    |    |    |    |     |    |     |    |    |    |    |    |   |    |    |    |    |    |   |    |     |    |

| Metric   | Baseline   | Year 1 Mid-Year Progress  | Desired Outcome for 2023–24   |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
|--|--|---|---|-------|--|--|---|------|--------|---|-----|----|----|---|-----|----|----|---|-----|----|----|---|-----|----|----|---|-----|----|----|---|-----|----|----|---|-----|----|----|--|
| <p>2R</p> <p><b>Third Grade Reading Proficiency (District Assessment)</b></p> <p>Percentage of students achieving proficiency on the Reading-specific domain of the district’s local ELA assessment</p> <p><b>Source:</b> District Common Assessments</p>  | <p>2020-21 Baseline: 0</p> <p><i>Currently, district benchmark assessments measure overall performance in ELA and Math. In 2021-22, staff will develop specific question groups within the ELA assessments to enable specific measurement of reading proficiency.</i></p> <p><i>Note: iReady is being considered for districtwide use. If selected, this metric will be realigned.</i></p> | <table border="1" data-bbox="1031 159 1518 506"> <thead> <tr> <th rowspan="2">Grade</th> <th colspan="3">21-22</th> </tr> <tr> <th>N</th> <th>Fall</th> <th>Spring</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>348</td> <td>73</td> <td>78</td> </tr> <tr> <td>1</td> <td>761</td> <td>35</td> <td>43</td> </tr> <tr> <td>2</td> <td>847</td> <td>26</td> <td>34</td> </tr> <tr> <td>3</td> <td>924</td> <td>31</td> <td>40</td> </tr> <tr> <td>4</td> <td>833</td> <td>18</td> <td>27</td> </tr> <tr> <td>5</td> <td>847</td> <td>18</td> <td>27</td> </tr> <tr> <td>6</td> <td>764</td> <td>21</td> <td>31</td> </tr> </tbody> </table> <p>Note: The above results provide the fall and spring percentage of students who placed above or on grade-level for the iReady ELA assessment.</p> | Grade   | 21-22 |  |  | N | Fall | Spring | K | 348 | 73 | 78 | 1 | 761 | 35 | 43 | 2 | 847 | 26 | 34 | 3 | 924 | 31 | 40 | 4 | 833 | 18 | 27 | 5 | 847 | 18 | 27 | 6 | 764 | 21 | 31 | <p>The district’s desired outcome for this metric is that <b>100%</b> of all students and all student groups will achieve proficiency on the reading-specific domain of the district’s local ELA assessment.</p> |
| Grade  | 21-22  |   |   |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
|  | N  | Fall  | Spring  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| K  | 348  | 73  | 78  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| 1  | 761  | 35  | 43  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| 2  | 847  | 26  | 34  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| 3  | 924  | 31  | 40  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| 4  | 833  | 18  | 27  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| 5  | 847  | 18  | 27  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| 6  | 764  | 21  | 31  |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |
| <p>2S</p> <p><b>Collaboration Time</b></p> <p>Percentage of school sites completing the collaboration time data collection tool and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students.</p> <p><b>Source:</b> Site Administrator Responses</p> | <p>Data collection tool to be developed and implemented in 2021-22. Tool will ask sites to describe how collaboration time is used, including how efforts are focused on improved outcomes for unduplicated students.</p> <p>2020-21 Baseline for response rate: 0%</p> <p>2020-21 Baseline for confirmation of explicit use rate: 0%</p>  | <p>2021-22 Response Rate: TBD</p> <p>2021-22 Confirmation of explicit use: TBD</p>  | <p>Response rate: 100%</p> <p>Confirmation of explicit use rate: 100%</p> |       |  |  |   |      |        |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |   |     |    |    |  |

| Metric   | Baseline   | Year 1 Mid-Year Progress | Desired Outcome for 2023–24 |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
|--|--|--------------------------|-----------------------------|---------------------------|------|---------------------------|------|--|-----------------------|---------------|---------------------------|-------|---------------------------|-----|--|-----------------------|---------------|---------------------------|----|---------------------------|----|
| <p>2T</p> <p><b>Least Restrictive Environment</b></p> <p>Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time.</p> <p><b>Source:</b> SpED Annual Performance Report (APR)</p> | <p>2018-19:</p> <table border="1"> <thead> <tr> <th>Time in Regular Class</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>More than 80% of the time</td> <td>57.7</td> </tr> <tr> <td>Less than 40% of the time</td> <td>23.8</td> </tr> </tbody> </table> | Time in Regular Class    | % of Students               | More than 80% of the time | 57.7 | Less than 40% of the time | 23.8 | <p>2029-20:</p> <table border="1"> <thead> <tr> <th>Time in Regular Class</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>More than 80% of the time</td> <td>54.1%</td> </tr> <tr> <td>Less than 40% of the time</td> <td>22%</td> </tr> </tbody> </table> | Time in Regular Class | % of Students | More than 80% of the time | 54.1% | Less than 40% of the time | 22% | <p>2023-24:</p> <table border="1"> <thead> <tr> <th>Time in Regular Class</th> <th>% of Students</th> </tr> </thead> <tbody> <tr> <td>More than 80% of the time</td> <td>61</td> </tr> <tr> <td>Less than 40% of the time</td> <td>20</td> </tr> </tbody> </table> | Time in Regular Class | % of Students | More than 80% of the time | 61 | Less than 40% of the time | 20 |
| Time in Regular Class  | % of Students  |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| More than 80% of the time  | 57.7   |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| Less than 40% of the time  | 23.8   |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| Time in Regular Class  | % of Students  |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| More than 80% of the time  | 54.1%  |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| Less than 40% of the time  | 22%  |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| Time in Regular Class  | % of Students  |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| More than 80% of the time  | 61   |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |
| Less than 40% of the time  | 20   |                          |                             |                           |      |                           |      |  |                       |               |                           |       |                           |     |  |                       |               |                           |    |                           |    |

**Actions**

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 2.1      | <p><b>Professional Development to support implementation of state standards (Continuing)</b></p> <p>Curriculum Coordinators and Training Specialists in the Curriculum and Instruction department will provide teachers and other instructional staff professional development and a wide range of supports for implementation of state standards. Professional Learning will include guidance for the use of grade level scope and sequence plans, administration and analysis of the district’s common assessments, and on-site coaching for effective delivery of research-based, standards-aligned instruction. Professional development is anchored in the district’s commitment to the practices of Universal Design for Learning (UDL). Staffing includes 25.1 total FTE for the 2021-22 school year.</p> | Ongoing  | Y            | \$3,655,438           | \$3,181,020                  | <p>Action implemented as planned. Curriculum coordinators and training specialists are providing professional learning to sites and individual staff.</p> <p>Preservice training in August was designed and delivered and staff are working ongoing to co-create and co-facilitate sessions based on site goals and needs in alignment with SPSAs</p> |



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| 2.2      | <p><b>Advanced Learning Programs (Continuing)</b><br/>                     Central coordination, support, and professional development to implement Gifted and Talented Education (GATE) instruction and Advanced Placement (AP) course options. Includes the coordination and management of GATE assessment and identification. Staffing includes 1.8 FTE (1 Coordinator, 0.8 Resource Teacher).</p>  | Ongoing  | Y            | \$288,665             | \$286,238                    | Universal GATE screening/identification for students in grades 1-4 is occurring during Jan-Feb 2022. New Advanced Placement (AP) teachers were provided the opportunity to attend online AP Summer Institute training   |
| 2.3      | <p><b>Expanded Learning Programs (Continuing)</b><br/>                     Youth Development Support Services (YDSS) provides expanded learning programs at 60 school sites. Programs include before school, after school, summer, and intersession learning. Implemented in collaboration with community partners and external providers, staff develop programs at each school site that provide supports including home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Examples of providers include the Sacramento Chinese Community Services Center and the Boys and Girls Club.</p> | Ongoing  | N            | \$13,460,300          | \$10,085,441                 | YDSS is currently operating 70 expanded learning (after school and before school) programs. This includes the expansion to eight non-grant-funded sites that previously did not have YDSS programs. The recent Expanded Learning Opportunities Program Grant will provide enough funding to offer programming to all unduplicated students. |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
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| 2.4      | <p><b>Multisensory Reading Intervention: Curriculum and Training (New)</b></p> <p>Expand the accessibility to Sonday reading curriculum and training to all special education instructional staff (including Special Day Class (SDC) teachers and Resource Specialist Program (RSP) teachers) and Curriculum &amp; Instruction coaches. Action includes the coordination of ongoing implementation support.</p> | Ongoing  | N            | \$197,250             | \$166,000                    | <p>As of December 2021, training has been completed for approximately 160 staff including RSP teachers, SDC teachers, training specialists, and full inclusion coaches. Trained staff have received Sonday curriculum and training specialists are available to support implementation (including a specialist who is a trained Sonday coach).</p> |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|--|----------|--------------|-----------------------|------------------------------|--|
| 2.5      | <p><b>Language Acquisition Programs for English Learners (New)</b></p> <p>Implement programs to support language acquisition for English Learners. For the 2021-2022 school year, a training specialist will be assigned to work with all of SCUSD’s dual immersion programs. Specific activities will include coordination of grant efforts, the bilingual teacher’s network, county meetings, and all immersion site-specific needs and professional learning. The specialist will also work with the Multilingual Office to develop the vertical articulation necessary to create middle school immersion programs and heritage language courses.</p> <p>Over the next three years, new ELD content-area classes and Long-Term EL intervention classes will be added to build Pathways to Multiliteracy, increase the reclassification rate, and improve graduation rates, Staff will seek approval of courses in A-G Pathways, with potential courses including ELD Math II, ELD Geography, ELD Ethnic Studies, Ethnic Studies and Literature.</p> <p>The Multilingual Literacy Department includes 8.8 FTE in certificated and classified staffing for the 2021-22 school year.</p> | Ongoing  | Y            | \$320,000             | \$257,600                    | This process/pathway is currently being reviewed. A needs assessment of the resources needed is being reviewed.. |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 2.6      | <p><b>Professional Learning specific to instruction for English Learners (New)</b></p> <p>Provide professional learning to build capacity of the Curriculum and Instruction Office educators by completing the two-year training of LETRS (Language Essentials for Teachers of Reading and Spelling) in 2022, a three-year training of EL Rise in 2023, and on-going training on the ERWC (Expository Reading and Writing Curriculum from the California State University System) in order to promote full implementation of the ELD standards (including foundational skills found in Part III of the standards) across the grade-levels and content areas.</p> <p>In 2021-22 and 2022-23, an additional ELD Specialist will be added at the secondary level to expand the capacity of Multilingual Literacy to provide professional learning and direct support to school sites.</p> <p>A bilingual aide will be assigned to work at the two elementary sites that have the highest number of identified migrant students. This bilingual aide will be paid by the DSA with Butte County.</p> | Ongoing  | Y            | \$310,000             | \$255,600                    | <p>ELA/ELD training specialists are in year two of LETRS training. The ELD Coordinator continues to attend EL RISE professional learning and the ERWC training is being offered to high school teachers who need or request the training. An additional secondary ELD specialist has been added to the multilingual literacy team.</p> |

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|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 2.7      | <p><b>Pathways to Multiliteracy (New)</b></p> <p>For the 2021-2022 school year, the Multilingual Office will roll out its process of awarding world language credit to students who are multiliterate. The Avant World Language Placement Exam will be offered to eligible incoming 9th grade students (who speak a language other than English at home) in order to receive world language credit and ensure appropriate placement, as well as newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English. This process will increase the number of students who receive the State Seal of Biliteracy (a CA School Dashboard Indicator), are on-track for graduation and UC/CSU A-G eligibility. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses. The increase in AP enrollment and testing will help to increase college and career readiness for English Learners.</p> | Ongoing  | Y            | \$724,370             | \$586,254                    | A process is currently being reviewed. |
| 2.8      | <p><b>Class Size Reduction (K-3) (Continuing)</b></p> <p>Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade. Includes 20.5 teacher FTE for the 2021-22 school year.</p>   | Ongoing  | Y            | \$2,607,600           | \$2,607,600                  | Action implemented as planned          |

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|----------|---|----------|--------------|-----------------------|------------------------------|-------------------------------|
| 2.9      | <p><b>Additional staffing for high-needs sites (Continuing)</b></p> <p>Provide additional staffing (FTE) to high-needs sites across the district to reduce class size and expand access to programs. Includes 146.5 teacher FTE for the 2021-22 school year.</p>  | Ongoing  | Y            | \$18,535,037          | \$18,316,439                 | Action implemented as planned |
| 2.10     | <p><b>Weekly Collaboration Time for certificated staff (Continuing)</b></p> <p>Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups.</p> | Ongoing  | Y            | \$6,219,696           | \$6,219,696                  | Action implemented as planned |
| 2.11     | <p><b>Restructured Salary Schedule (Continuing)</b></p> <p>Maintain a competitive salary and benefit package for certificated staff to increase the district’s ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.</p>  | Ongoing  | Y            | \$14,203,819          | \$14,203,819                 | Action implemented as planned |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 2.12     | <p><b>Early Childhood Education: Preschool Programs (Continuing)</b></p> <p>Provide access to early childhood education for eligible students and families to build a strong foundation for success in elementary school and beyond. Operation of 42 classrooms across the district with approximately 1120 spaces available. Offerings include a combination of state-funded and Head Start-funded programs. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites. Includes 109.3 certificated and classified FTE for the 2021-22 school year.</p> | Ongoing  | N            | \$12,740,638          | \$11,283,847                 | Preschool programs have been implemented for the 2021-22 school year   |
| 2.13     | <p><b>Early Childhood Education: Early/Transitional Kindergarten (Continuing)</b></p> <p>Provide early access to Kindergarten for students who meet the state-defined age eligibility. Students enroll in a full year of Early/Transitional Kindergarten programming to build a strong foundation for success in Kindergarten and beyond. Early Kindergarten classrooms will be offered at 10 schools sites for a total of 240 students. Includes small materials budget. Includes 8.0 teacher FTE for the 2021-22 school year.</p>   | Ongoing  | N            | \$1,165,505           | \$1,104,233                  | Action implemented as planned. The Early Kinder program will change beginning in 2022-23 and beyond following the state’s move to require Universal Transitional Kindergarten for all 4 year old students. |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|--|----------|--------------|-----------------------|------------------------------|--|
| 2.14     | <p><b>Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)</b></p> <p>Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across sites so all students at targeted grade levels have access to library resources and supports. Includes 11.1 teacher FTE for the 2021-22 school year.</p>   | Ongoing  | Y            | \$1,612,731           | \$1,377,089                  | Action implemented as planned  |
| 2.15     | <p><b>Expansion of Theater Arts/Social Emotional Learning Pilot Program (New)</b></p> <p>Expand offerings of a pilot that previously served 1696 students across 72 classrooms in an integrated Theater Arts/Social Emotional Learning program. Implementation includes professional development for teachers and course offerings for students. Expansion is being funded through the Expanded Learning Opportunities (ELO) Grant and will enable the district to serve 140 classrooms, doubling the number of participating students from the previous scope of the pilot.</p> | 1 Year   | N            | \$600,000             | \$597,800                    | <p>Implemented as planned. The program has expanded into 140 classrooms across two cohorts. Both cohorts are on track to complete the planned teaching artist sessions and SEL modules. Initial reports from teaching artists and cooperating teachers indicate that the sessions are helping teachers and students learn SEL core competencies using Theater Arts. Next steps include development of an informational video to inform the community about this opportunity.</p> |



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|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 2.16     | <p><b>Visual and Performing Arts Opportunities (Continuing)</b></p> <p>Provide instrumental music instructors for 7-8<sup>th</sup> grade students in our comprehensive middle schools and larger K-8 schools and ensure that students are provided access to instruments, needed supplies, and sheet music through a music library. Provide arts assemblies and residencies through the Any Given Child Program, as well as 3<sup>rd</sup> and 4<sup>th</sup> grade recorder instruction through the Kennedy Center’s Link-Up! program. Includes 4.8 teacher FTE for the 2021-22 school year.</p> | Ongoing  | Y            | \$796,438             | \$616,468                    | <p>Implemented as planned. All K-8 schools have VAPA opportunities funded. The music library has expanded student access to instruments by working through the backlog of repair needs.</p>       |
| 2.17     | <p><b>Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p>   | Ongoing  | Y            | \$1,390,325           | \$1,093,205                  | <p>Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a></p> |
| 2.18     | <p><b>Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA) (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p>   | Ongoing  | Y            | \$1,197,943           | \$862,981                    | <p>Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a></p> |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 2.19     | <p><b>Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p>                     | Ongoing  | Y            | \$552,264             | \$453,682                    | <p>Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a></p> |
| 2.20     | <p><b>Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p> | Ongoing  | Y            | \$3,401,365           | \$1,548,859                  | <p>Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a></p> |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 2.21     | <p><b>Extra and co-curricular opportunities (Continuing)</b></p> <p>Providing increased access for students to College Visits, Field Trips, and other experiential learning opportunities including elementary athletics. These increased opportunities are intended to primarily benefit unduplicated students, in particular low-income students, who may not have the same access to such opportunities outside of school.</p>   | Ongoing  | Y            | \$711,571             | \$355,786                    | <p>Implementation with modifications due to the context of the COVID-19 pandemic. The traditional elementary school sports leagues have been pivoted to a new intramural sports program at each elementary school, with site leaders conducting programs based on an assessment of sport interest at their sites. Single-campus activities will allow for more effective contact tracing and the ability to maintain safety protocols.</p> |
| 2.22     | <p><b>Building Teacher Capacity to Teach Reading Districtwide (New)</b></p> <p>Implement a six-year improvement of literacy plan. Provide LETRS (Language Essentials for Teachers of Reading and Spelling) training for all elementary principals and staff. Training was initiated in 2020-21 for ELA/ELD Teacher Specialists, Inclusion Coaches, and ELA/ELD Coordinators. From 2021-22 through 2024-25, three successive cohorts will go through training, with each cohort receiving two years of training. Training in year 6 and beyond will ensure that newly hired staff are included. Student outcomes will be measured using district common assessments.</p> | 3 Years  | N            | \$361,273             | \$3,723                      | <p>Currently in year two of implementation. Year two has focused on training of management staff and new training specialists/coaches to build capacity. Subsequent cohorts will expand to full cohorts of administrators and teachers.</p>  |

# Goal

| Goal # | Description  |
|--------|--|
| 3      | 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. |

An explanation of why the LEA has developed this goal.

Analysis of student data from the Dashboard (2019) shows that almost 15% of students were chronically absent during the 2018-19 school year. Data from the 2019-20 school year prior to school closures was comparable, with 11% of students chronically absent through February of 2020. Significant performance gaps exist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

The need for targeted services and supports in SCUSD is high and has been increased during the time of school closures and distance learning. In the first part of 2020-21, Student Support and Health Services staff recorded a 31% increase in the number of students served, a 194% increase in home visits, and a 44% increase in the provision of basic needs/services relative to the same time in 2019-20. These services are critical for ensuring that students can remain fully engaged in school both in terms of attendance and receiving the social, emotional, and health supports they need to focus on their academics. Targeted academic supports are critical for ensuring that students are able to fully access core instruction. Where assessments reveal gaps in content or conceptual understanding, targeted intervention can be provided that addresses the need as soon as possible with ongoing monitoring to measure progress.

Stakeholders input has emphasized the importance of providing wrap-around services for students at the individual level, with particular focus on students groups with the highest needs. As with other goals, input has specified that student groups with the highest needs should be called out in the goal. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being a key priority across stakeholder groups.

This goal also aligns to the district’s current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 2 and 3 supports that are specific to identified student needs. Doing this well is one of the primary reasons the district has used the term ‘Data-based decision-making’ to describe its MTSS efforts. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services is necessary to ensure their access to standards-aligned instruction (Goal 2) and support them in becoming college and career ready (Goal 1).

**Note:**

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

## Measuring and Reporting Results

| Metric   | Baseline   |       |       | Year 1 Mid-Year Progress |          | Desired Outcome for 2023–24 |       |
|--|------------|-------|-------|--------------------------|----------|-----------------------------|-------|
| 3A   |            | 19-20 | 20-21 |                          | 21-22 MY |                             | 23-24 |
| <b>Attendance Rate</b>   | <b>ALL</b> | 60    | 67    | <b>ALL</b>               | 48       | <b>ALL</b>                  | 76    |
| Percentage of students who attended school 96% of the time or more                 | <b>EL</b>  | 64    | 62    | <b>EL</b>                | 52       | <b>EL</b>                   | 72    |
|  | <b>FY</b>  | 41    | 46    | <b>FY</b>                | 40       | <b>FY</b>                   | 61    |
|  | <b>HY</b>  | N/A   | 17    | <b>HY</b>                | 18       | <b>HY</b>                   | 39    |
|  | <b>SED</b> | 57    | 61    | <b>SED</b>               | 45       | <b>SED</b>                  | 72    |
|  | <b>SWD</b> | 52    | 59    | <b>SWD</b>               | 40       | <b>SWD</b>                  | 70    |
|  | <b>AA</b>  | 48    | 47    | <b>AA</b>                | 37       | <b>AA</b>                   | 61    |
|  | <b>AI</b>  | 54    | 55    | <b>AI</b>                | 38       | <b>AI</b>                   | 67    |
|  | <b>A</b>   | 76    | 78    | <b>A</b>                 | 65       | <b>A</b>                    | 84    |
|  | <b>F</b>   | 69    | 83    | <b>F</b>                 | 303      | <b>F</b>                    | 88    |
|  | <b>HL</b>  | 56    | 63    | <b>HL</b>                | 43       | <b>HL</b>                   | 73    |
|  | <b>PI</b>  | 46    | 45    | <b>PI</b>                | 38       | <b>PI</b>                   | 60    |
|  | <b>W</b>   | 63    | 82    | <b>W</b>                 | 52       | <b>W</b>                    | 87    |
|  | <b>TOM</b> | 59    | 71    | <b>TOM</b>               | 47       | <b>TOM</b>                  | 79    |
| <b>Source:</b> District Attendance, Behavior, and Course Performance (ABC) Reports |            |       |       |                          |          |                             |       |
| <i>Note: Rates are to 2.4.20 for 2019-20 and to 2.25.21 for 2020-21.</i>           |            |       |       |                          |          |                             |       |

| Metric   | Baseline  |             |          | Year 1 Mid-Year Progress |          | Desired Outcome for 2023–24 |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
|--|---|-------------|----------|--------------------------|----------|-----------------------------|------|----------|------|------|-----------|------|------|--|------------|-----------|----------|----------|------|------|----------|-----|------|-----------|------|------|--|------------|-------|----------|------|----------|------|-----------|------|------|------|---|-----|-----|-----|---|-----|---|---|----|------|------|------|----|------|------|------|---|-----|-----|---|-----|------|------|------|--|--|-----------|----------|-----|------|------|----|------|------|----|------|------|----|------|-----|-----|------|------|-----|----|------|----|------|------|----|------|----|---|------|------|---|-----|-------------|----|------|------|----|------|------|---|-----|------|-----|------|------|---|--|-------|-----|---|----|-----|----|------|----|------|-----|---|-----|-----|----|------|----|------|---|---|---|-----|----|-----|----|------|---|-----|-----|-----|
| <p><b>3B</b></p> <p><b>Chronic Absenteeism Rate</b></p> <p>Percentage of students in grades K-8 who were absent for 10% or more of the total instructional days</p> <p><b>Source:</b> California School Dashboard</p> <p><i>Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21.</i></p> <p><i>Note: 2021-22 Mid-Year data is an internal analysis to 2.1.2022 and includes students K-12 and dependent charter schools. The Asian student group ('A') data includes Filipino students (F).</i></p> | <table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> <th>20-21 MY</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>14.8</td><td>11</td><td>17.8</td></tr> <tr><td>EL</td><td>11.2</td><td>8.3</td><td>20.4</td></tr> <tr><td>FY</td><td>30.1</td><td>21.4</td><td>33.8</td></tr> <tr><td>HY</td><td>57.9</td><td>42.8</td><td>63.6</td></tr> <tr><td>SED</td><td>18.1</td><td>12.4</td><td>22.6</td></tr> <tr><td>SWD</td><td>19.8</td><td>12.8</td><td>24</td></tr> <tr><td>AA</td><td>27.6</td><td>20.2</td><td>33.5</td></tr> <tr><td>AI</td><td>25.7</td><td>16.3</td><td>25.9</td></tr> <tr><td>A</td><td>5.5</td><td>4.1</td><td>9.9</td></tr> <tr><td>F</td><td>7.8</td><td>6</td><td>8</td></tr> <tr><td>HL</td><td>16.5</td><td>11.8</td><td>19.5</td></tr> <tr><td>PI</td><td>27.3</td><td>18.4</td><td>31.3</td></tr> <tr><td>W</td><td>8.3</td><td>7.9</td><td>9</td></tr> <tr><td>TOM</td><td>14.9</td><td>11.1</td><td>16.3</td></tr> </tbody> </table> |             | 18-19    | 19-20                    | 20-21 MY | ALL                         | 14.8 | 11       | 17.8 | EL   | 11.2      | 8.3  | 20.4 | FY   | 30.1       | 21.4      | 33.8     | HY       | 57.9 | 42.8 | 63.6     | SED | 18.1 | 12.4      | 22.6 | SWD  | 19.8   | 12.8       | 24    | AA       | 27.6 | 20.2     | 33.5 | AI        | 25.7 | 16.3 | 25.9 | A | 5.5 | 4.1 | 9.9 | F | 7.8 | 6 | 8 | HL | 16.5 | 11.8 | 19.5 | PI | 27.3 | 18.4 | 31.3 | W | 8.3 | 7.9 | 9 | TOM | 14.9 | 11.1 | 16.3 | <table border="1"> <thead> <tr> <th></th> <th>20-21 EOY</th> <th>21-22 MY</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>18.6</td><td>32.4</td></tr> <tr><td>EL</td><td>18.5</td><td>28.3</td></tr> <tr><td>FY</td><td>33.9</td><td>40.9</td></tr> <tr><td>HY</td><td>71.4</td><td>TBD</td></tr> <tr><td>SED</td><td>23.9</td><td>34.6</td></tr> <tr><td>SWD</td><td>25</td><td>38.5</td></tr> <tr><td>AA</td><td>38.6</td><td>43.2</td></tr> <tr><td>AI</td><td>31.1</td><td>39</td></tr> <tr><td>A</td><td>10.3</td><td>29.7</td></tr> <tr><td>F</td><td>7.8</td><td>Part of 'A'</td></tr> <tr><td>HL</td><td>20.2</td><td>34.3</td></tr> <tr><td>PI</td><td>37.4</td><td>35.9</td></tr> <tr><td>W</td><td>8.3</td><td>24.9</td></tr> <tr><td>TOM</td><td>17.4</td><td>32.6</td></tr> </tbody> </table> |  | 20-21 EOY | 21-22 MY | ALL | 18.6 | 32.4 | EL | 18.5 | 28.3 | FY | 33.9 | 40.9 | HY | 71.4 | TBD | SED | 23.9 | 34.6 | SWD | 25 | 38.5 | AA | 38.6 | 43.2 | AI | 31.1 | 39 | A | 10.3 | 29.7 | F | 7.8 | Part of 'A' | HL | 20.2 | 34.3 | PI | 37.4 | 35.9 | W | 8.3 | 24.9 | TOM | 17.4 | 32.6 | <table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>8</td></tr> <tr><td>EL</td><td>6.1</td></tr> <tr><td>FY</td><td>15.6</td></tr> <tr><td>HY</td><td>31.2</td></tr> <tr><td>SED</td><td>9</td></tr> <tr><td>SWD</td><td>9.3</td></tr> <tr><td>AA</td><td>14.7</td></tr> <tr><td>AI</td><td>11.9</td></tr> <tr><td>A</td><td>3</td></tr> <tr><td>F</td><td>4.4</td></tr> <tr><td>HL</td><td>8.6</td></tr> <tr><td>PI</td><td>13.4</td></tr> <tr><td>W</td><td>5.8</td></tr> <tr><td>TOM</td><td>8.1</td></tr> </tbody> </table> |  | 23-24 | 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 |
|  | 18-19   | 19-20       | 20-21 MY |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| ALL  | 14.8  | 11          | 17.8     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| EL   | 11.2  | 8.3         | 20.4     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| FY   | 30.1  | 21.4        | 33.8     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| HY   | 57.9  | 42.8        | 63.6     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| SED  | 18.1  | 12.4        | 22.6     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| SWD  | 19.8  | 12.8        | 24       |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| AA   | 27.6  | 20.2        | 33.5     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| AI   | 25.7  | 16.3        | 25.9     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| A  | 5.5   | 4.1         | 9.9      |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| F  | 7.8   | 6           | 8        |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| HL   | 16.5  | 11.8        | 19.5     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| PI   | 27.3  | 18.4        | 31.3     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| W  | 8.3   | 7.9         | 9        |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| TOM  | 14.9  | 11.1        | 16.3     |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
|  | 20-21 EOY   | 21-22 MY    |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| ALL  | 18.6  | 32.4        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| EL   | 18.5  | 28.3        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| FY   | 33.9  | 40.9        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| HY   | 71.4  | TBD         |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| SED  | 23.9  | 34.6        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| SWD  | 25  | 38.5        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| AA   | 38.6  | 43.2        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| AI   | 31.1  | 39          |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| A  | 10.3  | 29.7        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| F  | 7.8   | Part of 'A' |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| HL   | 20.2  | 34.3        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| PI   | 37.4  | 35.9        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| W  | 8.3   | 24.9        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| TOM  | 17.4  | 32.6        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
|  | 23-24   |             |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| 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   |             |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| <p><b>3C</b></p> <p><b>Chronic Absenteeism Interventions</b></p> <p>Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions</p> <p><b>Source:</b> SCUSD Performance Targeted Academic Index (PTAI)</p>  | <table border="1"> <thead> <tr> <th>Grade Span</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr><td>ES (K-6)</td><td>58.6</td><td>38.8</td></tr> <tr><td>MS (7-8)</td><td>52.5</td><td>40.7</td></tr> <tr><td>HS (9-12)</td><td>48.2</td><td>37.3</td></tr> </tbody> </table> <p><i>Note: 2020-21 results are to 3.10.21</i></p>   | Grade Span  | 19-20    | 20-21                    | ES (K-6) | 58.6                        | 38.8 | MS (7-8) | 52.5 | 40.7 | HS (9-12) | 48.2 | 37.3 | <table border="1"> <thead> <tr> <th>Grade Span</th> <th>20-21 EOY</th> <th>21-22 MY</th> </tr> </thead> <tbody> <tr><td>ES (K-6)</td><td>46.5</td><td>42.4</td></tr> <tr><td>MS (7-8)</td><td>43</td><td>40.8</td></tr> <tr><td>HS (9-12)</td><td>55.1</td><td>56.9</td></tr> </tbody> </table> <p><i>Note: 2021-22 Mid-Year results to 2.1.2022</i></p> | Grade Span | 20-21 EOY | 21-22 MY | ES (K-6) | 46.5 | 42.4 | MS (7-8) | 43  | 40.8 | HS (9-12) | 55.1 | 56.9 | <table border="1"> <thead> <tr> <th>Grade Span</th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ES (K-6)</td><td>55</td></tr> <tr><td>MS (7-8)</td><td>57</td></tr> <tr><td>HS (9-12)</td><td>54</td></tr> </tbody> </table> | Grade Span | 23-24 | ES (K-6) | 55   | MS (7-8) | 57   | HS (9-12) | 54   |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| Grade Span   | 19-20   | 20-21       |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| ES (K-6)   | 58.6  | 38.8        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| MS (7-8)   | 52.5  | 40.7        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| HS (9-12)  | 48.2  | 37.3        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| Grade Span   | 20-21 EOY   | 21-22 MY    |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| ES (K-6)   | 46.5  | 42.4        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| MS (7-8)   | 43  | 40.8        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| HS (9-12)  | 55.1  | 56.9        |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| Grade Span   | 23-24   |             |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| ES (K-6)   | 55  |             |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| MS (7-8)   | 57  |             |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |
| HS (9-12)  | 54  |             |          |                          |          |                             |      |          |      |      |           |      |      |  |            |           |          |          |      |      |          |     |      |           |      |      |  |            |       |          |      |          |      |           |      |      |      |   |     |     |     |   |     |   |   |    |      |      |      |    |      |      |      |   |     |     |   |     |      |      |      |  |  |           |          |     |      |      |    |      |      |    |      |      |    |      |     |     |      |      |     |    |      |    |      |      |    |      |    |   |      |      |   |     |             |    |      |      |    |      |      |   |     |      |     |      |      |   |  |       |     |   |    |     |    |      |    |      |     |   |     |     |    |      |    |      |   |   |   |     |    |     |    |      |   |     |     |     |

| Metric  | Baseline  | Year 1 Mid-Year Progress | Desired Outcome for 2023–24 |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
|---|---|--------------------------|-----------------------------|-------|----------|------|------|----------|------|------|-----------|------|------|---|------------|-------|----------|------|----------|------|-----------|------|---|------------|-------|----------|------|----------|----|-----------|----|---|------|------|----|------|------|----|------|------|---|------|------|-----|----|------|--|--|-----------|----------|-----|------|-----|----|------|-----|----|------|-----|----|------|-----|-----|------|-----|-----|----|-----|----|------|-----|----|------|-----|---|------|-----|---|------|-----|----|------|-----|----|------|-----|---|------|-----|-----|------|-----|---|
| <p><b>3D</b></p> <p><b>Attendance Interventions</b></p> <p>Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31</p> <p><b>Source:</b> SCUSD Performance Targeted Academic Index (PTAI)</p>  | <table border="1"> <thead> <tr> <th>Grade Span</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>21.4</td> <td>23.8</td> </tr> <tr> <td>MS (7-8)</td> <td>25.5</td> <td>26.5</td> </tr> <tr> <td>HS (9-12)</td> <td>30</td> <td>19.8</td> </tr> </tbody> </table>  | Grade Span               | 19-20                       | 20-21 | ES (K-6) | 21.4 | 23.8 | MS (7-8) | 25.5 | 26.5 | HS (9-12) | 30   | 19.8 | <table border="1"> <thead> <tr> <th>Grade Span</th> <th>21-22</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>15.4</td> </tr> <tr> <td>MS (7-8)</td> <td>11.7</td> </tr> <tr> <td>HS (9-12)</td> <td>15.5</td> </tr> </tbody> </table> | Grade Span | 21-22 | ES (K-6) | 15.4 | MS (7-8) | 11.7 | HS (9-12) | 15.5 | <table border="1"> <thead> <tr> <th>Grade Span</th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>44</td> </tr> <tr> <td>MS (7-8)</td> <td>46</td> </tr> <tr> <td>HS (9-12)</td> <td>42</td> </tr> </tbody> </table> | Grade Span | 23-24 | ES (K-6) | 44   | MS (7-8) | 46 | HS (9-12) | 42 |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| Grade Span  | 19-20   | 20-21                    |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| ES (K-6)  | 21.4  | 23.8                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| MS (7-8)  | 25.5  | 26.5                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| HS (9-12)   | 30  | 19.8                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| Grade Span  | 21-22   |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| ES (K-6)  | 15.4  |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| MS (7-8)  | 11.7  |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| HS (9-12)   | 15.5  |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| Grade Span  | 23-24   |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| ES (K-6)  | 44  |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| MS (7-8)  | 46  |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| HS (9-12)   | 42  |                          |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| <p><b>3E</b></p> <p><b>Provision of Responsive Services</b></p> <p>Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services</p> <p><b>Source:</b> SCUSD EIIS (Indicator 14620)</p> <p><i>Note: 2020-21 data is to 4.5.21</i></p> | <table border="1"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>35.7</td> <td>29.6</td> </tr> <tr> <td>EL</td> <td>51.6</td> <td>42.6</td> </tr> <tr> <td>FY</td> <td>86.6</td> <td>94.3</td> </tr> <tr> <td>HY</td> <td>74.1</td> <td>95.2</td> </tr> <tr> <td>SED</td> <td>42.7</td> <td>36.8</td> </tr> <tr> <td>SWD</td> <td>37.9</td> <td>34.3</td> </tr> <tr> <td>AA</td> <td>42.9</td> <td>39.4</td> </tr> <tr> <td>AI</td> <td>43.8</td> <td>38.5</td> </tr> <tr> <td>A</td> <td>41.7</td> <td>31</td> </tr> <tr> <td>F</td> <td>25.3</td> <td>19.9</td> </tr> <tr> <td>HL</td> <td>40.5</td> <td>33.8</td> </tr> <tr> <td>PI</td> <td>48.5</td> <td>45.4</td> </tr> <tr> <td>W</td> <td>15.8</td> <td>12.1</td> </tr> <tr> <td>TOM</td> <td>25</td> <td>20.2</td> </tr> </tbody> </table> |                          | 19-20                       | 20-21 | ALL      | 35.7 | 29.6 | EL       | 51.6 | 42.6 | FY        | 86.6 | 94.3 | HY  | 74.1       | 95.2  | SED      | 42.7 | 36.8     | SWD  | 37.9      | 34.3 | AA  | 42.9       | 39.4  | AI       | 43.8 | 38.5     | A  | 41.7      | 31 | F | 25.3 | 19.9 | HL | 40.5 | 33.8 | PI | 48.5 | 45.4 | W | 15.8 | 12.1 | TOM | 25 | 20.2 | <table border="1"> <thead> <tr> <th></th> <th>20-21 EOY</th> <th>21-22 MY</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>37.1</td> <td>TBD</td> </tr> <tr> <td>EL</td> <td>50.5</td> <td>TBD</td> </tr> <tr> <td>FY</td> <td>94.4</td> <td>TBD</td> </tr> <tr> <td>HY</td> <td>96.6</td> <td>TBD</td> </tr> <tr> <td>SED</td> <td>43.5</td> <td>TBD</td> </tr> <tr> <td>SWD</td> <td>40</td> <td>TBD</td> </tr> <tr> <td>AA</td> <td>44.4</td> <td>TBD</td> </tr> <tr> <td>AI</td> <td>43.5</td> <td>TBD</td> </tr> <tr> <td>A</td> <td>37.2</td> <td>TBD</td> </tr> <tr> <td>F</td> <td>26.1</td> <td>TBD</td> </tr> <tr> <td>HL</td> <td>42.6</td> <td>TBD</td> </tr> <tr> <td>PI</td> <td>54.4</td> <td>TBD</td> </tr> <tr> <td>W</td> <td>20.1</td> <td>TBD</td> </tr> <tr> <td>TOM</td> <td>26.6</td> <td>TBD</td> </tr> </tbody> </table> |  | 20-21 EOY | 21-22 MY | ALL | 37.1 | TBD | EL | 50.5 | TBD | FY | 94.4 | TBD | HY | 96.6 | TBD | SED | 43.5 | TBD | SWD | 40 | TBD | AA | 44.4 | TBD | AI | 43.5 | TBD | A | 37.2 | TBD | F | 26.1 | TBD | HL | 42.6 | TBD | PI | 54.4 | TBD | W | 20.1 | TBD | TOM | 26.6 | TBD | <p>For 2023-24, 100% of identified HY and FY will be provided responsive services.</p> <p>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.</p> |
|   | 19-20   | 20-21                    |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| ALL   | 35.7  | 29.6                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| EL  | 51.6  | 42.6                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| FY  | 86.6  | 94.3                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| HY  | 74.1  | 95.2                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| SED   | 42.7  | 36.8                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| SWD   | 37.9  | 34.3                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| AA  | 42.9  | 39.4                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| AI  | 43.8  | 38.5                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| A   | 41.7  | 31                       |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| F   | 25.3  | 19.9                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| HL  | 40.5  | 33.8                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| PI  | 48.5  | 45.4                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| W   | 15.8  | 12.1                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| TOM   | 25  | 20.2                     |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
|   | 20-21 EOY   | 21-22 MY                 |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| ALL   | 37.1  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| EL  | 50.5  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| FY  | 94.4  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| HY  | 96.6  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| SED   | 43.5  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| SWD   | 40  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| AA  | 44.4  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| AI  | 43.5  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| A   | 37.2  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| F   | 26.1  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| HL  | 42.6  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| PI  | 54.4  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| W   | 20.1  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |
| TOM   | 26.6  | TBD                      |                             |       |          |      |      |          |      |      |           |      |      |   |            |       |          |      |          |      |           |      |   |            |       |          |      |          |    |           |    |   |      |      |    |      |      |    |      |      |   |      |      |     |    |      |  |  |           |          |     |      |     |    |      |     |    |      |     |    |      |     |     |      |     |     |    |     |    |      |     |    |      |     |   |      |     |   |      |     |    |      |     |    |      |     |   |      |     |     |      |     |   |

| Metric   | Baseline   |              |              | Year 1 Mid-Year Progress |              | Desired Outcome for 2023–24 |              |
|--|------------|--------------|--------------|--------------------------|--------------|-----------------------------|--------------|
| <p>3F</p> <p><b>High School Drop-out Rate</b></p> <p>Percentage of students in the 4-year adjusted cohort who drop out of high school</p> <p><b>Source:</b> CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>  |            | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> |                             | <b>23-24</b> |
|  | <b>ALL</b> | 7.6          | 6.2          | <b>ALL</b>               | 7.4          | <b>ALL</b>                  | 4.5          |
|  | <b>EL</b>  | 10           | 13           | <b>EL</b>                | 11           | <b>EL</b>                   | 9.5          |
|  | <b>FY</b>  | 37.5         | 16.7         | <b>FY</b>                | 15.6         | <b>FY</b>                   | 12.2         |
|  | <b>HY</b>  | 22.8         | 22.1         | <b>HY</b>                | 19.2         | <b>HY</b>                   | 16.1         |
|  | <b>SED</b> | 8.4          | 6.9          | <b>SED</b>               | 8.3          | <b>SED</b>                  | 5            |
|  | <b>SWD</b> | 10.3         | 7.8          | <b>SWD</b>               | 9.3          | <b>SWD</b>                  | 5.7          |
|  | <b>AA</b>  | 14.6         | 9.7          | <b>AA</b>                | 13.5         | <b>AA</b>                   | 7.1          |
|  | <b>AI</b>  | 9.1          | 12.5         | <b>AI</b>                | 9.1          | <b>AI</b>                   | 9.1          |
|  | <b>A</b>   | 4.4          | 2.5          | <b>A</b>                 | 2.6          | <b>A</b>                    | 1.8          |
|  | <b>F</b>   | 0            | 0            | <b>F</b>                 | 3.4          | <b>F</b>                    | 0            |
|  | <b>HL</b>  | 7.4          | 7.6          | <b>HL</b>                | 8.9          | <b>HL</b>                   | 5.5          |
|  | <b>PI</b>  | 4.3          | 14.3         | <b>PI</b>                | 20.6         | <b>PI</b>                   | 10.4         |
|  | <b>W</b>   | 6.1          | 2.6          | <b>W</b>                 | 3.8          | <b>W</b>                    | 1.9          |
|  | <b>TOM</b> | 8.6          | 8.4          | <b>TOM</b>               | 4.8          | <b>TOM</b>                  | 6.1          |
| <p>3G</p> <p><b>Middle School Drop-out Rate</b></p> <p>Percentage of 8<sup>th</sup> grade cohort that dropped out of school (2020-21 and beyond)</p> <p>Percentage of students in grades 7 and 8 who dropped out of school (2019-20 and prior)</p> <p><b>Source:</b> CALPADS Reporting (District Analysis)</p> |            | <b>18-19</b> | <b>19-20</b> |                          | <b>20-21</b> |                             | <b>23-24</b> |
|  | <b>ALL</b> | 0.1          | 0.06         | <b>ALL</b>               | 0.09         | <b>ALL</b>                  | 0            |
|  | <b>EL</b>  | 0.1          | 0            | <b>EL</b>                | 0            | <b>EL</b>                   | 0            |
|  | <b>FY</b>  | 0            | 0            | <b>FY</b>                | 0            | <b>FY</b>                   | 0            |
|  | <b>HY</b>  | 0            | 2.5          | <b>HY</b>                | 0            | <b>HY</b>                   | 0            |
|  | <b>SED</b> | 0.04         | 0.08         | <b>SED</b>               | 0.12         | <b>SED</b>                  | 0            |
|  | <b>SWD</b> | 0.1          | 0            | <b>SWD</b>               | 0            | <b>SWD</b>                  | 0            |
|  | <b>AA</b>  | 0.1          | 0.11         | <b>AA</b>                | 0            | <b>AA</b>                   | 0            |
|  | <b>AI</b>  | 0            | 0            | <b>AI</b>                | 0            | <b>AI</b>                   | 0            |
|  | <b>A</b>   | 0.1          | 0            | <b>A</b>                 | 0            | <b>A</b>                    | 0            |
|  | <b>F</b>   | 0.9          | 0            | <b>F</b>                 | 0            | <b>F</b>                    | 0            |
|  | <b>HL</b>  | 0.1          | 0.07         | <b>HL</b>                | 0            | <b>HL</b>                   | 0            |
|  | <b>PI</b>  | 0            | 0            | <b>PI</b>                | 0            | <b>PI</b>                   | 0            |
|  | <b>W</b>   | 0            | 0.08         | <b>W</b>                 | 0.45         | <b>W</b>                    | 0            |
|  | <b>TOM</b> | 0.2          | 0            | <b>TOM</b>               | 0            | <b>TOM</b>                  | 0            |



## Actions

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 3.1      | <p><b>Foster Youth Services (Continuing)</b></p> <p>Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. Staffing includes 8.0 FTE (1 Coordinator, 5 Program Associates (2 Elementary, 1 Middle, and 1 High School), 1 case manager/community school liaison, and 1 clerk).</p> | Ongoing  | Y            | \$826,954             | \$1,499,076                  | Implemented as planned. Foster Youth Services team now includes two additional program associates that are serving K-6 students and tutoring and support services are in place for all eligible youth. All other support services are ongoing and will continue throughout the district. |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|--|----------|--------------|-----------------------|------------------------------|--|
| 3.2      | <p><b>Homeless Youth Services (Continuing)</b><br/>                     Homeless Services staff provide direct support for Homeless Youth and families in compliance with state and federal requirements. This includes identification and documentation for eligible services; enrollment and attendance support; referrals for eligible services including free meals, transportation, Title 1, and other district, state, and federal programs; referrals to social, emotional, and health services; intervention and outreach; referrals to community services; dispute resolution; and training/support for staff. Staff strive to facilitate a systemic approach by developing collective ownership and effective collaboration across the district in service of Homeless Youth and families. Staffing includes 1 Homeless Program Coordinator, 2 Social Workers, 2 Youth and Family Mental Health Advocates, and 1 Clerk. This reflects the addition in 2021 of 1 social worker, 2 Youth and Family Mental Health Advocates, and 1 Clerk to increase supports to students and families. The increase will decrease caseload ratios, enable more school site coverage, and provide more intervention services for students.</p> | Ongoing  | N            | \$639,666             | \$428,480                    | <p>Homeless Youth Services is fully staffed and is implementing the actions as planned. Three support teams have been created, each with a full time social worker and advocate, that focuses on one-third of the district. These staff provide student and family support services to schools who do not have their own Student Support Center and supplemental services to those that do have an SSC. Supports include case management, home visitations, referrals and access to district and community resources, and other critical services.</p> |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 3.3      | <p><b>School Psychologists (Continuing)</b><br/>                     School psychologists conduct special education assessments, serve as a member of Student Success Team (SST) to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals. Includes 48.6 FTE for the 2021-22 school year.</p> | Ongoing  | Y            | \$7,179,443           | \$6,266,474                  | Implemented as planned, with some positions still to be filled.             |
| 3.4      | <p><b>Instructional Assistants (Continuing)</b><br/>                     Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP). Includes 40.3 FTE for the 2021-22 school year.</p>   | Ongoing  | N            | \$2,711,808           | \$1,335,710                  | Implemented as planned, with positions still in hiring process.             |
| 3.5      | <p><b>Social Workers specific to Special Education (Modified)</b><br/>                     Social Workers to address the needs of students with disabilities. Includes 8.0 FTE for the 2021-22 school year.</p>   | Ongoing  | N            | \$1,193,336           | \$1,216,159                  | Implemented as planned, with hiring of some positions still moving forward. |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 3.6      | <p><b>Review and Approve a New English Learner Master Plan (New)</b></p> <p>The English Learner Master Plan is currently being revised. Members of the ELD and ELA training specialists cohort are working together to complete revisions by the end of June 2021. The New English Learner Master Plan will be approved by the Board in the 2021-2022 school year.</p> | 1 Year   | Y            | \$70,000              | \$57,600                     | <p>The English Learner Master Plan has been completed and is in draft form. The state has approved the initial chapters submitted and the draft plan will be presented to DELAC in the February meeting. The EL Master Plan will guide the provision of EL services to all district English Learners and will be presented to the board for final approval.</p> |

|            |   |                |          |                  |                  |  |
|------------|---|----------------|----------|------------------|------------------|--|
| <p>3.7</p> | <p><b>Intervention and Supports specific to English Learners (New)</b></p> <p>The Multilingual Literacy Office will develop student videos in our top five languages (at the elementary and secondary level) to welcome students to our district, affirm the assets of being multilingual, provide an overview of reclassification, and provide an introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year.</p> <p>Tutoring specific to Migrant Students will be provided by certificated staff. These staff members will be paid by the DSA with Butte County.</p> <p>Summer School programs and services are being prioritized for specific student groups, including English Learners. Staffing and materials will be funded through one-time CARES funding. Beginning in Summer 2022, the Multilingual office will support one high school to become a dual-immersion summer site where English Learners will receive target instruction on language acquisition. If successful, this summer program will be expanded to other sites or grade levels. Materials used in this summer program will include Language Launch, which mirrors the ELPAC assessment domains, providing further practice for our English Learners and support our Long-Term English Learner (LTEL) population. Within this program, there are also specific resources to support our newcomer students. Materials licensing, which will end in 2021-2022, will be reevaluated for funding. A summer program</p> | <p>Ongoing</p> | <p>Y</p> | <p>\$259,229</p> | <p>\$215,229</p> | <p>Language Launch curriculum and training has been offered to middle school and high school staff who have requested additional support for the English Learner Newcomer population. Currently, specialized support with implementation and lesson planning for Language Launch is being provided to one high school.</p> |
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| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status |
|----------|--|----------|--------------|-----------------------|------------------------------|-----------------------|
|          | <p>specific to English Learners with support for language development and academic skills will be planned for summer of 2022.</p> <p>Secondary Newcomer intervention will include USA Learns and In the USA workbook by National Geographic Cengage. Primary Newcomer student curriculum is embedded within Benchmark Advance, SIPPS, Heggerty and LETRS training in collaboration with ELA department.</p> <p>World languages have recently been incorporated into the Multilingual Department. This includes responsibility for presenting professional learning in the new state standards, Universal Design for Learning, addressing the Federal Program Monitoring findings for administrative and site teams, on-going coaching and teacher professional learning.</p> |          |              |                       |                              |                       |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 3.8      | <p><b>Health Services: School Nurses and Immunization Clinic (Modified)</b></p> <p>Nurses are key components of the district’s wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district’s efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families.</p> <p>Services will be provided by 1 Health Services Coordinator and 26 school nurses (24.1 FTE). School nurses include a lead school nurse, a vision and hearing team (2 FTE), a Special Education Preschool Assessment Team (2 FTE), and an Adult Education nurse.</p> | Ongoing  | Y            | \$3,471,036           | \$3,394,285                  | <p>Implemented as planned and in alignment with additional nurse and health aide support provided through ESSER III funding. Health services staff have supported the wide range of critically important activities stemming from the COVID-19 pandemic in addition to the range of previously existing duties related to addressing the physical and mental health needs of students.</p> |

|            |   |                |          |                  |                  |  |
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| <p>3.9</p> | <p><b>Attendance and Engagement Strategies (Continuing)</b></p> <p>Support school sites in focused efforts to reduce chronic absenteeism. Best practices that are supported include the regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. SCUSD was awarded 3 years of funding as part of Cohort 4 of the Learning Communities for School Success Program (LCSSP) state grant. With this funding, the goal is to scale Be Here! Efforts up to all SCUSD schools.</p> <p>The Attendance and Engagement Office staffing includes: 1 student Services Supervisor who oversees truancy, a restorative School Attendance Review Board (SARB) process, and support for connectivity including hotspots and chromebooks. 1 Student Family and support specialist who oversees the home check-in program, creates and delivers professional development, and collaborates closely with the Connect Center, Homeless Youth Services, and Special Education to ensure cohesive programming for target student groups. 7 Child Welfare and Attendance (CWA) specialists directly supports sites leadership teams to address attendance and engagement within the MTSS framework. This includes coaching to review data, conduct outreach, and develop and implement interventions.</p> | <p>Ongoing</p> | <p>N</p> | <p>\$345,703</p> | <p>\$437,658</p> | <p>The COVID-19 pandemic has made physical attendance protocols very challenging and staff are working to adjust and support sites through the changing and emergent needs of the current context. The Attendance and Engagement Office has hired an additional Child Welfare and Attendance Specialist and has posted additional positions. Chronic Absenteeism has increased significantly as a result of the omicron variant and staff will be working to focus intensely on target sites through tiered reengagement efforts to mitigate lost instructional time caused by quarantine.</p> |
|------------|---|----------------|----------|------------------|------------------|--|



|             |   |                |          |                    |                  |  |
|-------------|---|----------------|----------|--------------------|------------------|--|
| <p>3.10</p> | <p><b>Student Support: Central Connect Center and Site-based Student Support Centers (Modified)</b></p> <p>The Connect Center serves as a critical hub in the districtwide effort to monitor and address mental health needs. Staff provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. The Connect Center staffing includes 6.0 FTE (1 Coordinator, 3 Social Workers, 1 Student/Family Support Specialist, and 1 Family Youth Advocate). 29 schools have site-specific Student Support Centers. These are grant and site-funded and serve as local hubs to coordinate a range of services. The Connect Center primarily supports those school sites without Student Support Centers.</p> <p>Note: Some schools sites fund additional resources for site-based Student Support Centers through their SPSA-based allocations.</p> | <p>Ongoing</p> | <p>Y</p> | <p>\$1,816,390</p> | <p>\$872,834</p> | <p>Student Support and Health Services staff continue to adapt their services and supports to the changing context of the district and world during the COVID-19 pandemic. The need for interventions has increased greatly and staff have responded by increasing the number of interventions provided as measured from Quarter 1, 2020 to the same period in 2021. Interventions include behavioral supports, caregiver support &amp; education, conflict resolution &amp; peer mediation, gang/violence prevention, homeless/housing services, and LGBTQ supports. Staff continue to provide a wide range of professional learning opportunities across staff, family, student, and community groups.</p> |
|-------------|---|----------------|----------|--------------------|------------------|--|

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 3.11     | <p><b>Enrollment Center (Continuing)</b></p> <p>The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition. Includes 15.0 total FTE for the 2021-22 school year.</p> | Ongoing  | Y            | \$1,658,031           | \$1,548,341                  | <p>Due to the COVID-19 pandemic, the enrollment center has had to create an online process that helped to mitigate exposure and create safe paths to enrollment. Online enrollment has been successfully implemented, but also led to a backlog of applications. Processing times have been extended and additional staff capacity is being obtained to reduce the turnaround times for enrollment processing.</p> |

|             |   |                |          |                    |                    |  |
|-------------|---|----------------|----------|--------------------|--------------------|--|
| <p>3.12</p> | <p><b>Summer programming to address learning loss (Modified)</b></p> <p>Summer Matters @SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. Activities will be offered five days a week for five weeks from June 28 through July 30, 2021. Tentatively 28 elementary, five middle and all 15 SCUSD high schools will host summer programs. The final number of sites will depend on CBO capacity, availability of staff, and interest from families.</p> <p>During the morning hours, students will participate in academics and physical education. Enrichment activities such as art, dance, music, and STEM programming will be held in the afternoon hours. Each day will open with a social and emotional (SEL) welcoming, a daily skill-builder following a weekly theme. Staff from Community-Based Organizations will provide classroom instruction while Credentialed teachers pull out groups of three to four students for high-dosage tutoring sessions of 45 minutes. The day will end with an SEL closing.</p> <p>High School juniors and seniors will have the opportunity to work as paid interns (Summer Ambassadors/Peer Mentors) to support programs at elementary and middle school sites. Online credit recovery will be available at every SCUSD high with both in-person and distance options will available for students. In-person programming at every</p> | <p>Ongoing</p> | <p>N</p> | <p>\$7,763,837</p> | <p>\$7,763,837</p> | <p>Planning and preparation for the 2022 Summer Matters (Summer School) programming is underway. Youth Development Support Services (YDSS) has identified community partners that will help to deliver programming and a summer advisory group has been formed to guide planning for robust and enriching summer opportunities. Initial curricula development is underway for both elementary and summer school. This will be an integration of physical activity, STEAM, SEL, and social justice. Professional learning is in development for staff that will deliver summer programming.</p> |
|-------------|---|----------------|----------|--------------------|--------------------|--|

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
|          | high school during the same time period may also include 9 <sup>th</sup> and 10 <sup>th</sup> grade Bridge Programs and Math and AP Success Camps, depending on the site needs and capacity.   |          |              |                       |                              |   |
| 3.13     | <p><b>Grade Level Readiness Intervention (Modified)</b></p> <p>Additional staffing to provide intervention at Title 1 schools for students who are low income and other students demonstrating high needs. Intervention is intended to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency.</p> | Ongoing  | N            | \$914,344             | \$17,874                     | <p>The majority of this action is yet to be implemented. The curriculum and instruction team will be leading implementation efforts moving forward.</p> |

|             |   |                |          |                 |                 |   |
|-------------|---|----------------|----------|-----------------|-----------------|---|
| <p>3.14</p> | <p><b>American Indian Education Program (AIEP) (New)</b></p> <p>This program addresses the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. The AIEP serves students in grades K-12 throughout the district. 2021-22 will include an expansion of capacity for the AIEP to serve additional students. This will include increased staffing capacity to provide supports directly to students and families.</p> | <p>Ongoing</p> | <p>N</p> | <p>\$53,638</p> | <p>\$32,251</p> | <p>YDSS hired a new Youth Services Specialist that is managing the expansion of services. Worked with educational partners to design a process and system for identifying students that are currently unable to qualify for services through the Title VI Indian Education formula grant. This will enable the district to provide support to students that self-identify as Native American and recruitment is underway. Staff have reviewed student grades and recruited students with Ds/Fs to link them to tutoring. Students have received a pre-assessment and are being paired with tutors. Transcripts of 12th graders have been reviewed to determine additional needs and follow-ups with families are occurring.</p> |
|-------------|---|----------------|----------|-----------------|-----------------|---|

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 3.15     | <p><b>Tobacco Use Prevention Education (TUPE) Program (Modified)</b></p> <p>Educate students on the dangers of tobacco use and the impact on themselves and their community. Students have the opportunity to participate in meaningful, social gatherings with peers to actively engage and give feedback on school site initiatives around tobacco, drug, and alcohol usage. Services include prevention programs, intervention, and cessation support.</p> | Ongoing  | N            | \$382,424             | \$155,277                    | <p>Implemented as planned. TUPE providers are providing tobacco use prevention education at school sites. Recent implementation includes Red Ribbon week and a mobile health and wellness program. Service delivery has been impacted recently by the COVID-19 surge.</p> |
| 3.16     | <p><b>Site-determined, SPSA-based actions to support Goal 3 (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p>                                       | Ongoing  | Y            | \$291,959             | \$268,747                    | <p>Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a></p>   |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure   | Estimated Actual Expenditure  | Implementation Status   |
|----------|---|----------|--------------|---|---|---|
| 3.17     | <p><b>Data practices for Students with Disabilities (New)</b></p> <p>In 2021-22 improvements to district data systems will be made specific to the availability of data for students with disabilities. The District’s Early Identification and Intervention System (EIS) dashboard system will display school site indicators that align the District’s special education compliance monitoring processes. The District will improve the accuracy of data within the Special Education Information System (SEIS) to better inform implementation of systems which monitor and support providing compliant Special Education services and supports. SCUSD’s SPSA processes will integrate a review of student metrics in alignment with the District’s Special Education compliance monitoring processes.</p> | Ongoing  | N            | Costs for this action are addressed within existing department budgets. | Costs for this action are addressed within existing department budgets. | SEIS technicians have been employed to improve accurate and updated student records. Data dashboard are in place for SEIS. Implementation of the EIS work is moving forward as planned. |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure  | Estimated Actual Expenditure   | Implementation Status  |
|----------|--|----------|--------------|--|--|--|
| 3.18     | <p><b>Site Assistance to improve supports for Foster and Homeless Youth (New)</b></p> <p>District staff will provide assistance to sites to improve their ability to support Foster and Homeless Youth. This will result in monthly reviews of multiple data sources for homeless and foster youth to analyze the effectiveness of interventions and supports. Staff will also provide a webinar training for school sites that provides professional learning on how to support, care for, and identify families experiencing homelessness and foster youth using healing-centered engagement strategies. A policies and procedures handbook will also be developed to define assessment, case management, and intervention processes and timelines. Student Support Staff will continue to participate on District MTSS and Leadership Teams to ensure needs of foster students and students with unstable housing are addressed, with emphasis on their academic and social emotional needs</p> | Ongoing  | N            | <p>Costs for this action are addressed in the budgets for actions 3.1 and 3.2.</p> | <p>Costs for this action are addressed in the budgets for actions 3.1 and 3.2.</p> | <p>Implemented as planned. District staff in the Foster Youth Services and Homeless Youth Services teams have provided focused support to sites to improve supports for Foster and Homeless Youth. This has included support at a general level as well as targeted support specific to addressing student and family needs stemming from the COVID-19 pandemic context.</p> |



# Goal

| Goal # | Description  |
|--------|--|
| 4      | 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. |

An explanation of why the LEA has developed this goal.

Analysis of student data shows that SCUSD’s Suspension Rate (5.6% on the 2019 Dashboard) is above the state average (3.4%) and that disproportionately high rates persist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, and American Indian or Alaska Native students. Results from the district’s fall 2020 School Climate Survey shows that about 70% of students answered positively for questions assessing perception of safety and belongingness.

This goal closely aligns to the district’s stated Core Value: *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.*

The need to confront and interrupt inequitable and discriminatory systems has also been emphasized over time through stakeholder input. Stakeholders have more recently indicated that beyond confronting and interrupting inequities, aspects of the system that are inequitable and/or discriminatory must be dismantled. As with other goals, stakeholders have prioritized the specific identification of student groups most affected.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

# Measuring and Reporting Results

| Metric  | Baseline     |                                |              | Year 1 Mid-Year Progress |                                |                 | Desired Outcome for 2023–24  |              |
|---|--------------|--------------------------------|--------------|--------------------------|--------------------------------|-----------------|--|--------------|
| <p><b>4A</b><br/><b>Suspension Rate</b><br/>Percentage of students suspended 1 or more times during the school year<br/><b>Source:</b> California School Dashboard<br/><i>Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting.</i><br/><br/><i>Note: 2021-22 Mid-Year data is an internal analysis to 1.12.2022 and includes students K-12 and dependent charter schools. The Asian student group ('A') data includes Filipino students (F).</i></p> |              | <b>18-19</b>                   | <b>19-20</b> |                          | <b>20-21 EOY</b>               | <b>21-22 MY</b> |  | <b>23-24</b> |
|   | <b>ALL</b>   | 5.6                            | 3.7          | <b>ALL</b>               | 0.02                           | 2.1             | <b>ALL</b>   | 2.7          |
|   | <b>EL</b>    | 3.7                            | 2.3          | <b>EL</b>                | 0.03                           | 1.2             | <b>EL</b>  | 1.7          |
|   | <b>FY</b>    | 21.2                           | 13.5         | <b>FY</b>                | 0.0                            | 9.0             | <b>FY</b>  | 9.8          |
|   | <b>HY</b>    | 12.2                           | 6.4          | <b>HY</b>                | 0.0                            | TBD             | <b>HY</b>  | 4.7          |
|   | <b>SED</b>   | 6.8                            | 4.5          | <b>SED</b>               | 0.02                           | 2.6             | <b>SED</b>   | 3.3          |
|   | <b>SWD</b>   | 10                             | 6.7          | <b>SWD</b>               | 0.05                           | 3.7             | <b>SWD</b>   | 4.9          |
|   | <b>AA</b>    | 14.6                           | 10.3         | <b>AA</b>                | 0.06                           | 4.5             | <b>AA</b>  | 7.5          |
|   | <b>AI</b>    | 8                              | 3.0          | <b>AI</b>                | 0.0                            | 3.9             | <b>AI</b>  | 2.2          |
|   | <b>A</b>     | 1.6                            | 1.0          | <b>A</b>                 | 0.0                            | 0.7             | <b>A</b>   | 0.7          |
|   | <b>F</b>     | 3                              | 1.3          | <b>F</b>                 | 0.0                            | Part of 'A'     | <b>F</b>   | 0.9          |
|   | <b>HL</b>    | 5.4                            | 3.3          | <b>HL</b>                | 0.02                           | 1.7             | <b>HL</b>  | 2.4          |
|   | <b>PI</b>    | 6.4                            | 3.8          | <b>PI</b>                | 0.0                            | 2.6             | <b>PI</b>  | 2.8          |
|   | <b>W</b>     | 2.9                            | 2.1          | <b>W</b>                 | 0.03                           | 1.2             | <b>W</b>   | 1.5          |
| <b>TOM</b>  | 4.9          | 4.2                            | <b>TOM</b>   | 0.0                      | 2.5                            | <b>TOM</b>      | 3.1  |              |
| <p><b>4B</b><br/><b>Suspension Disproportionality</b><br/>Percentage of students with 1 or more suspension whose student groups are disproportionately represented* among all suspended students.<br/><b>Source:</b> CDE Dataquest<br/><i>*Includes AA and AI students.</i></p>   | <b>Grade</b> | <b>% of Suspended Students</b> |              | <b>Grade</b>             | <b>% of Suspended Students</b> |                 | <p>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.</p> |              |
|   | All          | 39.2                           |              | All                      | 33.3                           |                 |  |              |
|   | K-3          | 51.5                           |              | K-3                      | 0                              |                 |  |              |
|   | 4-6          | 37.7                           |              | 4-6                      | 0                              |                 |  |              |
|   | 7-8          | 35                             |              | 7-8                      | 33.3                           |                 |  |              |
|   | 9-12         | 40.1                           |              | 9-12                     | 100.0                          |                 |  |              |
|   | <b>Grade</b> | <b>% of Total Enrollment</b>   |              | <b>Grade</b>             | <b>% of Total Enrollment</b>   |                 |  |              |
|   | All          | 14.7                           |              | All                      | 13.6                           |                 |  |              |
|   | K-3          | 13.4                           |              | K-3                      | 11.3                           |                 |  |              |
|   | 4-6          | 14.9                           |              | 4-6                      | 14.3                           |                 |  |              |
|   | 7-8          | 14.4                           |              | 7-8                      | 14.1                           |                 |  |              |
|   | 9-12         | 16                             |              | 9-12                     | 15.1                           |                 |  |              |

| Metric   | Baseline   |                                    |              | Year 1 Mid-Year Progress |                                    | Desired Outcome for 2023–24 |                     |
|--|------------|------------------------------------|--------------|--------------------------|------------------------------------|-----------------------------|---------------------|
| <p>4C</p> <p><b>Expulsion Rate</b></p> <p>Percentage of students expelled at any time during the school year</p> <p><b>Source:</b> CDE Dataquest</p>   |            | <b>18-19</b>                       | <b>19-20</b> |                          | <b>20-21</b>                       |                             | <b>23-24</b>        |
|  | <b>ALL</b> | 0.04                               | 0.01         | <b>ALL</b>               | 0                                  | <b>ALL</b>                  | 0                   |
|  | <b>EL</b>  | 0.01                               | 0.01         | <b>EL</b>                | 0                                  | <b>EL</b>                   | 0                   |
|  | <b>FY</b>  | 0.56                               | 0            | <b>FY</b>                | 0                                  | <b>FY</b>                   | 0                   |
|  | <b>HY</b>  | 0.19                               | 0            | <b>HY</b>                | 0                                  | <b>HY</b>                   | 0                   |
|  | <b>SED</b> | 0.04                               | 0.02         | <b>SED</b>               | 0                                  | <b>SED</b>                  | 0                   |
|  | <b>SWD</b> | 0.06                               | 0.01         | <b>SWD</b>               | 0                                  | <b>SWD</b>                  | 0                   |
|  | <b>AA</b>  | 0.12                               | 0.03         | <b>AA</b>                | 0                                  | <b>AA</b>                   | 0                   |
|  | <b>AI</b>  | 0                                  | 0.42         | <b>AI</b>                | 0                                  | <b>AI</b>                   | 0                   |
|  | <b>A</b>   | 0                                  | 0.03         | <b>A</b>                 | 0                                  | <b>A</b>                    | 0                   |
|  | <b>F</b>   | 0                                  | 0            | <b>F</b>                 | 0                                  | <b>F</b>                    | 0                   |
|  | <b>HL</b>  | 0.04                               | 0.01         | <b>HL</b>                | 0                                  | <b>HL</b>                   | 0                   |
|  | <b>PI</b>  | 0                                  | 0            | <b>PI</b>                | 0                                  | <b>PI</b>                   | 0                   |
|  | <b>W</b>   | 0.04                               | 0            | <b>W</b>                 | 0                                  | <b>W</b>                    | 0                   |
|  | <b>TOM</b> | 0                                  | 0            | <b>TOM</b>               | 0                                  | <b>TOM</b>                  | 0                   |
| <p>4D</p> <p><b>Anti-bias/Anti-racist Professional Learning for staff</b></p> <p>Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components.</p> <p><b>Source:</b> Curriculum &amp; Instruction department</p> | 2020-21    | Leadership (Site and Central): 95% |              | 2021-22 Mid-Year:        | Leadership (Site and Central): TBD |                             | 2023-24:            |
|  |            | Teachers: 0%                       |              |                          | Teachers: 81%                      |                             | Teachers: 100%      |
|  |            | Support Staff: 0%                  |              |                          | Support Staff: 0%                  |                             | Support Staff: 100% |

| Metric  | Baseline  | Year 1 Mid-Year Progress | Desired Outcome for 2023–24 |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
|---|---|--------------------------|-----------------------------|--|--------|---------|-----|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|-----|----|----|----|----|----|----|----|----|---|----|----|---|----|----|----|----|----|----|----|----|---|----|----|-----|----|----|-----|----|----|-----|----|----|----|----|----|-------|----|----|-------|----|----|----------|----|----|--------|----|----|--|--|---------|--|--------|---------|-----|-----|-----|----|-----|-----|----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|----|-----|-----|---|-----|-----|---|-----|-----|----|-----|-----|----|-----|-----|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|-----|-----|-------|-----|-----|-------|-----|-----|----------|-----|-----|--------|-----|-----|---|--|---------|--|--------|---------|-----|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|-----|----|----|----|----|----|----|----|----|---|----|----|---|----|----|----|----|----|----|----|----|---|----|----|-----|----|----|-----|----|----|-----|----|----|----|----|----|-------|----|----|-------|----|----|----------|----|----|--------|----|----|
| <p>4E</p> <p><b>School Climate Survey</b></p> <p>Percentage of positive responses in the areas of ‘safety’ and ‘connectedness’ (Belonging)</p> <p><b>Source:</b> Local Climate Survey</p> | <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2020-21</th> </tr> <tr> <th>Safety</th> <th>Connect</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>73</td><td>72</td></tr> <tr><td>EL</td><td>66</td><td>65</td></tr> <tr><td>FY</td><td>75</td><td>74</td></tr> <tr><td>HY</td><td>64</td><td>64</td></tr> <tr><td>SED</td><td>71</td><td>69</td></tr> <tr><td>SWD</td><td>67</td><td>68</td></tr> <tr><td>AA</td><td>68</td><td>68</td></tr> <tr><td>AI</td><td>74</td><td>69</td></tr> <tr><td>A</td><td>71</td><td>68</td></tr> <tr><td>F</td><td>73</td><td>74</td></tr> <tr><td>HL</td><td>73</td><td>71</td></tr> <tr><td>PI</td><td>71</td><td>68</td></tr> <tr><td>W</td><td>79</td><td>78</td></tr> <tr><td>TOM</td><td>75</td><td>75</td></tr> <tr><td>K-6</td><td>74</td><td>77</td></tr> <tr><td>K-8</td><td>77</td><td>78</td></tr> <tr><td>MS</td><td>77</td><td>76</td></tr> <tr><td>LG HS</td><td>69</td><td>65</td></tr> <tr><td>SM HS</td><td>75</td><td>73</td></tr> <tr><td>Teachers</td><td>63</td><td>78</td></tr> <tr><td>Family</td><td>92</td><td>90</td></tr> </tbody> </table> |                          | 2020-21                     |  | Safety | Connect | ALL | 73 | 72 | EL | 66 | 65 | FY | 75 | 74 | HY | 64 | 64 | SED | 71 | 69 | SWD | 67 | 68 | AA | 68 | 68 | AI | 74 | 69 | A | 71 | 68 | F | 73 | 74 | HL | 73 | 71 | PI | 71 | 68 | W | 79 | 78 | TOM | 75 | 75 | K-6 | 74 | 77 | K-8 | 77 | 78 | MS | 77 | 76 | LG HS | 69 | 65 | SM HS | 75 | 73 | Teachers | 63 | 78 | Family | 92 | 90 | <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2021-22</th> </tr> <tr> <th>Safety</th> <th>Connect</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>TBD</td><td>TBD</td></tr> <tr><td>EL</td><td>TBD</td><td>TBD</td></tr> <tr><td>FY</td><td>TBD</td><td>TBD</td></tr> <tr><td>HY</td><td>TBD</td><td>TBD</td></tr> <tr><td>SED</td><td>TBD</td><td>TBD</td></tr> <tr><td>SWD</td><td>TBD</td><td>TBD</td></tr> <tr><td>AA</td><td>TBD</td><td>TBD</td></tr> <tr><td>AI</td><td>TBD</td><td>TBD</td></tr> <tr><td>A</td><td>TBD</td><td>TBD</td></tr> <tr><td>F</td><td>TBD</td><td>TBD</td></tr> <tr><td>HL</td><td>TBD</td><td>TBD</td></tr> <tr><td>PI</td><td>TBD</td><td>TBD</td></tr> <tr><td>W</td><td>TBD</td><td>TBD</td></tr> <tr><td>TOM</td><td>TBD</td><td>TBD</td></tr> <tr><td>K-6</td><td>TBD</td><td>TBD</td></tr> <tr><td>K-8</td><td>TBD</td><td>TBD</td></tr> <tr><td>MS</td><td>TBD</td><td>TBD</td></tr> <tr><td>LG HS</td><td>TBD</td><td>TBD</td></tr> <tr><td>SM HS</td><td>TBD</td><td>TBD</td></tr> <tr><td>Teachers</td><td>TBD</td><td>TBD</td></tr> <tr><td>Family</td><td>TBD</td><td>TBD</td></tr> </tbody> </table> <p>Note: The 2021-22 School Climate Survey will be administered in March 2022.</p> |  | 2021-22 |  | Safety | Connect | ALL | TBD | TBD | EL | TBD | TBD | FY | TBD | TBD | HY | TBD | TBD | SED | TBD | TBD | SWD | TBD | TBD | AA | TBD | TBD | AI | TBD | TBD | A | TBD | TBD | F | TBD | TBD | HL | TBD | TBD | PI | TBD | TBD | W | TBD | TBD | TOM | TBD | TBD | K-6 | TBD | TBD | K-8 | TBD | TBD | MS | TBD | TBD | LG HS | TBD | TBD | SM HS | TBD | TBD | Teachers | TBD | TBD | Family | TBD | TBD | <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2023-24</th> </tr> <tr> <th>Safety</th> <th>Connect</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>80</td><td>80</td></tr> <tr><td>EL</td><td>75</td><td>74</td></tr> <tr><td>FY</td><td>82</td><td>81</td></tr> <tr><td>HY</td><td>74</td><td>74</td></tr> <tr><td>SED</td><td>79</td><td>77</td></tr> <tr><td>SWD</td><td>76</td><td>77</td></tr> <tr><td>AA</td><td>77</td><td>77</td></tr> <tr><td>AI</td><td>81</td><td>77</td></tr> <tr><td>A</td><td>79</td><td>77</td></tr> <tr><td>F</td><td>80</td><td>81</td></tr> <tr><td>HL</td><td>80</td><td>79</td></tr> <tr><td>PI</td><td>79</td><td>77</td></tr> <tr><td>W</td><td>85</td><td>84</td></tr> <tr><td>TOM</td><td>82</td><td>82</td></tr> <tr><td>K-6</td><td>81</td><td>83</td></tr> <tr><td>K-8</td><td>83</td><td>84</td></tr> <tr><td>MS</td><td>83</td><td>83</td></tr> <tr><td>LG HS</td><td>77</td><td>74</td></tr> <tr><td>SM HS</td><td>82</td><td>80</td></tr> <tr><td>Teachers</td><td>73</td><td>84</td></tr> <tr><td>Family</td><td>94</td><td>93</td></tr> </tbody> </table> |  | 2023-24 |  | Safety | Connect | ALL | 80 | 80 | EL | 75 | 74 | FY | 82 | 81 | HY | 74 | 74 | SED | 79 | 77 | SWD | 76 | 77 | AA | 77 | 77 | AI | 81 | 77 | A | 79 | 77 | F | 80 | 81 | HL | 80 | 79 | PI | 79 | 77 | W | 85 | 84 | TOM | 82 | 82 | K-6 | 81 | 83 | K-8 | 83 | 84 | MS | 83 | 83 | LG HS | 77 | 74 | SM HS | 82 | 80 | Teachers | 73 | 84 | Family | 94 | 93 |
|   | 2020-21   |                          |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
|   | Safety  | Connect                  |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| ALL   | 73  | 72                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| EL  | 66  | 65                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| FY  | 75  | 74                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| HY  | 64  | 64                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SED   | 71  | 69                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SWD   | 67  | 68                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| AA  | 68  | 68                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| AI  | 74  | 69                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| A   | 71  | 68                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| F   | 73  | 74                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| HL  | 73  | 71                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| PI  | 71  | 68                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| W   | 79  | 78                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| TOM   | 75  | 75                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| K-6   | 74  | 77                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| K-8   | 77  | 78                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| MS  | 77  | 76                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| LG HS   | 69  | 65                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SM HS   | 75  | 73                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| Teachers  | 63  | 78                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| Family  | 92  | 90                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
|   | 2021-22   |                          |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
|   | Safety  | Connect                  |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| ALL   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| EL  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| FY  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| HY  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SED   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SWD   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| AA  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| AI  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| A   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| F   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| HL  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| PI  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| W   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| TOM   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| K-6   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| K-8   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| MS  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| LG HS   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SM HS   | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| Teachers  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| Family  | TBD   | TBD                      |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
|   | 2023-24   |                          |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
|   | Safety  | Connect                  |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| ALL   | 80  | 80                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| EL  | 75  | 74                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| FY  | 82  | 81                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| HY  | 74  | 74                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SED   | 79  | 77                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SWD   | 76  | 77                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| AA  | 77  | 77                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| AI  | 81  | 77                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| A   | 79  | 77                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| F   | 80  | 81                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| HL  | 80  | 79                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| PI  | 79  | 77                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| W   | 85  | 84                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| TOM   | 82  | 82                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| K-6   | 81  | 83                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| K-8   | 83  | 84                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| MS  | 83  | 83                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| LG HS   | 77  | 74                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| SM HS   | 82  | 80                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| Teachers  | 73  | 84                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |
| Family  | 94  | 93                       |                             |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |  |  |         |  |        |         |     |     |     |    |     |     |    |     |     |    |     |     |     |     |     |     |     |     |    |     |     |    |     |     |   |     |     |   |     |     |    |     |     |    |     |     |   |     |     |     |     |     |     |     |     |     |     |     |    |     |     |       |     |     |       |     |     |          |     |     |        |     |     |   |  |         |  |        |         |     |    |    |    |    |    |    |    |    |    |    |    |     |    |    |     |    |    |    |    |    |    |    |    |   |    |    |   |    |    |    |    |    |    |    |    |   |    |    |     |    |    |     |    |    |     |    |    |    |    |    |       |    |    |       |    |    |          |    |    |        |    |    |

## Actions

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 4.1      | <p><b>Social Emotional Learning (SEL) integration (Modified)</b></p> <p>Support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help staff and students engage in learning communities that are safe positive, inclusive, and welcoming. One (1) SEL Director and five (5) Training Specialists (6.0 total FTE for the 2021-22 school year) provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into academics and climate goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) of support for ALL students.</p> | Ongoing  | Y            | \$889,228             | \$753,183                    | Implemented as planned. Training specialists are supporting school sites based on goals focused on culture, climate, and emerging Social Emotional Learning needs. The district is currently in the rehiring process for the SEL Director. |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|--|----------|--------------|-----------------------|------------------------------|--|
| 4.2      | <p><b>Positive Behavioral Intervention and Supports (PBIS) implementation (Modified)</b></p> <p>Promote positive school climate by encouraging positive student behaviors. Support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline. Efforts are aligned to the district’s overall MTSS framework implementation and implemented by a 1.0 FTE PBIS Coach.</p>   | Ongoing  | N            | \$978,911             | \$1,102,193                  | <p>Training is in progress for the six Tier II+ focus schools. Four total trainings are scheduled for the current year and coaching support has continued steadily throughout the year. Training and supports are being adapted and adjusted to best meet the needs that have emerged following distance learning and through the COVID-19 pandemic.</p> |
| 4.3      | <p><b>Bullying Prevention Training, Intervention, and Response (Continuing)</b></p> <p>Develop and deliver training to school sites, provide direct response and intervention for bullying incidents, and collaborate with constituent services and the Student Hearing and Placement Department. Staffing includes a 1.0 FTE Position (Bullying Prevention Specialist) that works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.</p> | Ongoing  | N            | \$153,262             | \$76,631                     | <p>The Bullying Prevention Specialist position is currently in the hiring process.</p>   |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 4.4      | <p><b>Anti-bias/Anti-racism Professional Learning (New)</b></p> <p>To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide on-going professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities &amp; stereotypes, implicit bias, microaggressions, dynamics of privilege &amp; power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles &amp; practices. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) &amp; restorative practices (community and relationship-building) as a grounding for entering brave spaces of sustained discomfort and allowing professional learning on Anti-bias/Anti-racism to go much deeper and serve as a catalyst for systemic change.</p> | Ongoing  | N            | \$2,200,000           | \$2,200,000                  | <p>All teachers were provided Compassionate Dialogue training as part of the preservice training at the beginning of the year. Each site is currently engaged in or scheduled to participate in a deep-dive following their initial training. This deep dive will engage them in dialogue with peers and a trainer. Management, executive cabinet, and the board are also engaging in training, including deep dives with trainers. Next steps include training for all classified staff.</p> |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 4.5      | <p><b>Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p> | Ongoing  | Y            | \$1,475,626           | \$168,439                    | <p>Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a></p> |
| 4.6      | <p><b>Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)</b></p> <p>Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p>  | Ongoing  | Y            | \$168,869             | \$168,439                    | <p>Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a></p> |



# Goal

| Goal # | Description   |
|--------|---|
| 5      | 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. |

An explanation of why the LEA has developed this goal.

Analysis of data shows that this goal remains very relevant for the next three years and beyond. Results from the parent involvement survey that were reported on the 2019 dashboard indicated significant need for improvement across all domains (Building relationships between school staff and families, Building partnerships for student outcomes, and Seeking input for decision-making). On all elements within each of the three domains, the average response was 1 (Exploration and Research Phase) or 2 (Beginning Development) out of a possible 5. The district’s goal is to reach Full Implementation and Sustainability (5) in each of these areas.

This goal builds upon the district’s previous goal focused on stakeholder engagement. Stakeholder input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. Specific input in the recent year led to the incorporation of ‘students’ into the list of key groups to be engaged as partners. Students emphasized the need for more explicit support to become empowered as agents in charge of their own learning. The goal statement also was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of stakeholders during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process was more evident as the district faced disconnection and increased needs for support.

The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

*Notes:*  
 The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023–24   |  |           |  |           |   |                               |           |  |          |  |           |   |
|---|---|--|---|--|-----------|--|-----------|---|-------------------------------|-----------|--|----------|--|-----------|---|
| <p>5A</p> <p><b>Parent Teacher Home Visits (PTHVs)</b></p> <p>Number of PTHVs conducted by staff across all school sites</p> <p><b>Source:</b> Family and Community Engagement (FACE) Department</p>                            | <p>2018-19: 1260</p> <p>2019-20: 971*</p> <p>2020-21: 2,834**</p> <p><i>*Note: 2019-20 data reflects visits through 2.28.20.</i></p> <p><i>**2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21</i></p>  | <p>2020-21 Final: 3736</p> <p>2021-22 Mid-Year: 1187 (to Dec 2021)</p> | <p>2023-24: 3,560</p> <p>(Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)</p> |  |           |  |           |   |                               |           |  |          |  |           |   |
| <p>5B</p> <p><b>Parent Teacher Home Visits (PTHVs)</b></p> <p>Percentage of participating sites completing a PTHV for at least 10% of all students.</p> <p><b>Source:</b> Family and Community Engagement (FACE) Department</p> | <p>2020-21</p> <table border="1"> <tr> <td>Number of Participating Sites</td> <td><b>40</b></td> </tr> <tr> <td>Number of Sites reaching 10% threshold</td> <td><b>15</b></td> </tr> <tr> <td>Percentage of Sites reaching threshold</td> <td><b>38</b></td> </tr> </table> | Number of Participating Sites  | <b>40</b>   | Number of Sites reaching 10% threshold | <b>15</b> | Percentage of Sites reaching threshold | <b>38</b> | <p>2021-22 Mid-Year (to Dec 2021)</p> <table border="1"> <tr> <td>Number of Participating Sites</td> <td><b>42</b></td> </tr> <tr> <td>Number of Sites reaching 10% threshold</td> <td><b>6</b></td> </tr> <tr> <td>Percentage of Sites reaching threshold</td> <td><b>14</b></td> </tr> </table> | Number of Participating Sites | <b>42</b> | Number of Sites reaching 10% threshold | <b>6</b> | Percentage of Sites reaching threshold | <b>14</b> | <p>2023-24: 100%</p> <p>(100% of participating sites will meet the 10% participation threshold)</p> |
| Number of Participating Sites   | <b>40</b>   |  |   |  |           |  |           |   |                               |           |  |          |  |           |   |
| Number of Sites reaching 10% threshold  | <b>15</b>   |  |   |  |           |  |           |   |                               |           |  |          |  |           |   |
| Percentage of Sites reaching threshold  | <b>38</b>   |  |   |  |           |  |           |   |                               |           |  |          |  |           |   |
| Number of Participating Sites   | <b>42</b>   |  |   |  |           |  |           |   |                               |           |  |          |  |           |   |
| Number of Sites reaching 10% threshold  | <b>6</b>  |  |   |  |           |  |           |   |                               |           |  |          |  |           |   |
| Percentage of Sites reaching threshold  | <b>14</b>   |  |   |  |           |  |           |   |                               |           |  |          |  |           |   |

| Metric   | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023–24 |
|--|---|--|-----------------------------|
| <p>5C</p> <p><b>DELAC representation</b></p> <p>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</p> <p><b>Source:</b> Multilingual Literacy Department</p>                             | <p>2018-19: 41%</p> <p>2019-20: 47%</p> <p>2020-21: 58%</p>                                   | <p>2021-22: 57% through January DELAC meeting</p>  | <p>2023-24: 100%</p>        |
| <p>5D</p> <p><b>ELAC Operation</b></p> <p>Percentage of schools with an 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.</p> <p><b>Source:</b> Multilingual Literacy Department</p> | <p>2020-21</p> <p>Percentage: 28% (17/60)</p> <p>Total number of schools with an ELAC: 60</p> | <p>2021-22</p> <p>Percentage: 22%* (13/60)</p> <p>Total Number of Schools with an ELAC: 60</p> <p>*Based on number of sites that have provided evidence of ELAC meetings to Multilingual Literacy Department as of 2.11.22</p> | <p>2023-24: 100%</p>        |
| <p>5E</p> <p><b>CAC Attendance</b></p> <p>Average number of attendees at Community Advisory Committee (CAC) meetings/workshops</p> <p><b>Source:</b> Special Education Department</p>  | <p>2019-20: 25</p>  | <p>2021-22 Mid-Year: TBD</p>   | <p>2023-24: 30</p>          |

| Metric  | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023–24  |
|---|---|--|--|
| <p>5F</p> <p><b>School Site Council (SSC) Support</b></p> <p>Percentage of School Site Councils provided updated training.</p> <p><b>Source:</b> State and Federal Programs Department</p>  | <p>SSC training has occurred during 2020-21, but the baseline for this metric is set at zero to reflect the intent to provide all sites updated training as part of the new, three-year cycle.</p>  | <p>2021-22 Mid-Year: 8%</p>  | <p>100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.</p>   |
| <p>5G</p> <p><b>Parent Leadership Pathway Workshop (PLPW) Participation</b></p> <p>Number of participating schools and Number of total participant sign-ins</p> <p><b>Source:</b> Family and Community Engagement (FACE) Department</p> | <p>Number of participating schools:</p> <p>2018-19: 21</p> <p>2019-20: 9</p> <p>2020-21: 0</p> <p>Number of total participant sign-ins:</p> <p>2018-19: 2114</p> <p>2019-20: 992*</p> <p>2020-21: 0</p> <p>During distance learning, the FACE department shifted efforts to development of parent support materials and capacity-building workshops. 6,863 contacts/views were documented. PLPW implementation will resume in full in 21-22.</p> <p><i>*Note: Data for 2019-20 is through 2.25.20</i></p> | <p>The challenges associated with the COVID-19 pandemic have required the FACE team to adapt their approach to the Parent Leadership Pathway program. Modified supports have included the online parent learning toolkit, virtual and recorded trainings, a bi-weekly newsletter for school site distribution, Family Learning Kits for K-3 families, and continued presence in the Parent Resource Center.</p> <p>From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.</p> | <p>Number of participating schools</p> <p>2023-24: 11*</p> <p>Number of total participant sign-ins:</p> <p>2023-24: 1,200*</p> <p>*As the FACE department resumes implementation of PLPW efforts while building upon new forms of engagement developed during distance learning, desired outcomes will be revised based on assessment of total capacity.</p> |

| Metric  | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023–24   |
|---|---|--|---|
| <p>5H</p> <p><b>Parent Leadership Pathway Workshop (PLPW) Participant Growth</b></p> <p>Number of participants demonstrating increased engagement as measured by pre- and post-surveys.</p> <p><b>Source:</b> Family and Community Engagement (FACE) Department</p> | <p>Baseline: 0</p> <p>Pre- and post-surveys will be developed and implemented during 2021-22.</p> <p>Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.</p> | <p>The challenges associated with the COVID-19 pandemic have required the FACE team to adapt their approach to the Parent Leadership Pathway program. Modified supports have included the online parent learning toolkit, virtual and recorded trainings, a bi-weekly newsletter for school site distribution, Family Learning Kits for K-3 families, and continued presence in the Parent Resource Center.</p> <p>From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.</p> | <p>2023-24: 100% of participants demonstrate increased engagement following participation in the PLPW series.</p> |
| <p>5I</p> <p><b>District Committee Impact</b></p> <p>Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact.</p> <p><b>Source:</b> Family and Community Engagement (FACE) Department</p>                       | <p>Baseline: 0</p> <p>The tool will be developed and implemented in 2021-22. Development will be done in partnership with key stakeholder groups.</p>   | <p>TBD</p> <p>(To be administered in spring 2022)</p>  | <p>2023-24: 100% satisfaction on all measures developed</p>   |

| Metric  | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023–24  |
|---|---|--|--|
| <p>5J</p> <p><b>Parent/ Caregiver Experience</b></p> <p>Percentage of parents/ caregivers responding ‘Agree’ or ‘Strongly Agree’ to specified survey items.</p> <p>Source: Annual LCAP Survey</p> | <p>2020-21:</p> <p>My child’s school helps me understand what areas my student needs to improve in: 64%</p> <p>My child’s school helps me advocate for what is best for my student: 50%</p> <p>Parents are an important part of the decision-making process at my school: 59%</p> | <p>2021-22:</p> <p>My child’s school helps me understand what areas my student needs to improve in: TBD</p> <p>My child’s school helps me advocate for what is best for my student: TBD</p> <p>Parents are an important part of the decision-making process at my school: TBD</p> <p>(To be administered as part of Annual LCAP Survey in Spring 2022)</p> | <p>2023-24:</p> <p>My child’s school helps me understand what areas my student needs to improve in: 100%</p> <p>My child’s school helps me advocate for what is best for my student: 100%</p> <p>Parents are an important part of the decision-making process at my school: 100%</p> |

## Actions

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 5.1      | <p><b>District Parent Resource Center (Continuing)</b></p> <p>The Family and Community Empowerment (FACE) department implements a range of capacity-building opportunities including the Parent Leadership Pathway Workshops and the Parent Information Exchange. Staff are also building upon recent efforts to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Staffing includes 3.0 FTE (1 supervisor and 2 Family Partnership Facilitators).</p> | Ongoing  | Y            | \$459,865             | \$421,311                    | <p>The challenges associated with the COVID-19 pandemic have required the FACE team to adapt their approach to the Parent Leadership Pathway program. Modified supports have included the online parent learning toolkit, virtual and recorded trainings, a bi-weekly newsletter for school site distribution, Family Learning Kits for K-3 families, and continued presence in the Parent Resource Center. The FACE team engages in regular outreach (text and calls) and has collaborated in the development of a virtual volunteer program. Staff have recently begun facilitation of Healing Circles. From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.</p> |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 5.2      | <p><b>Parent Teacher Home Visits (PTHV) (Continuing)</b></p> <p>The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. Staffing includes 1.0 FTE (PTHV Training Specialist). Funding also provides for staff training, materials, and compensated time for staff to engage in visits and follow-up activities. Also includes training, supplies, and stipends for teachers and families to participate in Academic Parent Teacher Teams (APTTs), a series of meetings to engage in collaborative goal-setting and supporting student success.</p> | Ongoing  | Y            | \$425,779             | \$339,757                    | <p>PTHV staff have conducted 1,187 visits during 2021-22 as of Dec 2021. 85 additional staff members have been trained in PTHV and SCUSD is working with the PTHV national organization to develop and host a teacher reflection/debrief training. Additional hybrid trainings that will certify staff in both bridge visits (virtual) and in-person home visits will be offered throughout the spring.</p> |



| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 5.3      | <p><b>Translation and Interpretation Services (Continuing)</b></p> <p>The district’s Matriculation and Orientation Center (MOC) provides translation services to support a wide range of communication efforts between the district and families. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of MOC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Staffing for 2021-22 includes 7.0 FTE. The MOC is part of the district’s Enrollment Center (Action 3.11). The staffing and funds that are part of this action are non-redundant to the projected expenditure in Action 3.11.</p> | Ongoing  | Y            | \$787,881             | \$629,469                    | <p>Staff are implementing translation and interpretation services as planned, with the addition of two more translators: an additional Spanish translator and a translator who provides Dari, Pashto, Farsi, and Arabic support. The latter has been added to support the needs of existing students and also the influx of Afghan students who are transitioning to SCUSD and the Sacramento community.</p> |
| 5.4      | <p><b>Fingerprinting for Volunteers (Modified)</b></p> <p>Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success.</p>  | Ongoing  | N            | \$30,000              | \$15,000                     | <p>These funds remain available for parents/caregivers who would otherwise be prevented from volunteering at their child’s school.</p>   |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 5.5      | <p><b>Family Communication Tools (New)</b><br/>                     Family outreach to partner in increasing student engagement and reducing chronic absenteeism. Contract with Every Day Labs that facilitates delivery of personalized messages to family based on analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support.</p>               | Ongoing  | N            | \$145,000             | \$179,817                    | Implemented as planned. Through January 2022, EveryDayLabs has been used to send 13,500 attendance letters, over 200,000 texts, 8,000 welcome letters, and a December Winter Resource Letter to all households. Staff are able to access a wealth of attendance and engagement data through the program’s online platform that assist them in their own school to home communications. |
| 5.6      | <p><b>Site-determined, SPSA-based actions to support Goal 5 (Modified)</b><br/>                     Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).</p> | Ongoing  | Y            | \$271,778             | \$178,172                    | Implementation in Progress – Specific site action plans can be viewed in their School Plans for Student Achievement (SPSAs) at: <a href="http://scusd.edu/spsa2122">scusd.edu/spsa2122</a>   |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 5.7      | <p><b>Student Advisory Council (New)</b><br/>                     The Student Advisory Council (SAC) promotes student voice, works to take action against problems faced by students, and introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. SAC delegates will work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented.</p> | Ongoing  | N            | \$33,768              | \$20,000                     | <p>SAC members have developed a districtwide newsletter that serves as a mechanism for sharing youth voice. This is sent to all high school students on a monthly basis and features authors from across the district focusing on topics of health, wellness, college readiness, and current events. SAC is also partnering to advance the State Seal of Civic Engagement implementation, Planned Parenthood to raise awareness of sexual health education needs, and with staff to finalize a college-access survey that will help provide data for their initiative focused on funding for college application fees.</p> |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 5.8      | <p><b>Men’s and Women’s Leadership Academy (MWLA) (New)</b></p> <p>The MWLA is Sacramento City Unified School District's conscious effort to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments. Through a framework of Social Justice Youth Development, and with an active collaboration of district administration, school counselors, certified teachers and youth voice, MWLA empowers students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. MWLA is currently operating on 11 campuses throughout SCUSD and plans to expand to 5 additional campuses in 2021-22 with additional funding from the Expanded Learning Opportunities grant.</p> | Ongoing  | N            | \$650,000             | \$401,547                    | <p>Implementation in progress, with the expansion to some high school complete and others awaiting hiring of instructors. At sites with instructors who have been hired, curriculum is being delivered and staff are working to increase enrollment and develop metrics for success.</p> |

# Goal

| Goal # | Description  |
|--------|--|
| 6      | 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. |

An explanation of why the LEA has developed this goal.

Analysis of student results across multiple indicators (discussed in the plan summary and previous goals) shows that (a) SCUSD needs to improve districtwide performance and (b) tremendous performance gaps exist for specific student groups. These results demonstrate the lack of a cohesive and effective Tier 1 program across the district, need for improved methods of identifying specific student needs, and insufficient Tier 2 and 3 supports to address those specific needs.

This focus goal was incorporated to emphasize the importance of an effective implementation of MTSS across school sites including building staff’s capacity to install/implement and provide ongoing coaching/support to ensure that effective systems can be sustained over time. In describing MTSS, the California Department of Education (CDE) states a vision of “one coherent system of education” that offers an opportunity to build the foundation for educational excellence. Through the use of Implementation Science, Universal Design for Learning, and the Whole Child approach, among other evidence-based interventions, MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

SCUSD leadership has cited a quote from Katie Novack to communicate the rationale for implementing MTSS: “We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student’s academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a “whole” person.”

Stakeholders have affirmed over time that implementation of an MTSS is a key priority. They have noted that an effective MTSS is foundational to the district’s ability to achieve many of the other goals it has set. Input has also emphasized the importance of data-based decision making within MTSS implementation as well as all other aspects of the district’s planning.

*Notes:*  
 The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

# Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Mid-Year Progress  | Desired Outcome for 2023–24 |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
|---|---|---|-----------------------------|------------------------|------------------------|---|-----|-----|---|--|-----|---|--|--|---|--------|----------------|---|----------------|---|----------------|---|----------------------|
| <p>6A</p> <p><b>Multi-Tiered System of Supports (MTSS) Implementation</b></p> <p>Average overall rating, by training cohort, on the Self-Assessment of MTSS (SAM) Implementation Tool</p> <p>Source: MTSS Staff</p> | <p>2019-20: 0</p> <p><i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i></p> | <table border="1"> <thead> <tr> <th>Cohort</th> <th>2020-21 Average Rating</th> <th>2021-22 Average Rating</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>2</td> <td></td> <td>TBD</td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> | Cohort                      | 2020-21 Average Rating | 2021-22 Average Rating | 1 | TBD | TBD | 2 |  | TBD | 3 |  |  | <p>Target average SAM rating by Cohort</p> <table border="1"> <thead> <tr> <th>Cohort</th> <th>Average Rating</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3 (Optimizing)</td> </tr> <tr> <td>2</td> <td>3 (Optimizing)</td> </tr> <tr> <td>3</td> <td>2 (Operationalizing)</td> </tr> </tbody> </table> | Cohort | Average Rating | 1 | 3 (Optimizing) | 2 | 3 (Optimizing) | 3 | 2 (Operationalizing) |
| Cohort  | 2020-21 Average Rating  | 2021-22 Average Rating  |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 1   | TBD   | TBD   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 2   |   | TBD   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 3   |   |   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| Cohort  | Average Rating  |   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 1   | 3 (Optimizing)  |   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 2   | 3 (Optimizing)  |   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 3   | 2 (Operationalizing)  |   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| <p>6B</p> <p><b>Regular Team Meetings</b></p> <p>Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training)</p> <p>Source: MTSS Staff</p>                       | <p>2019-20: 0</p> <p><i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i></p> | <table border="1"> <thead> <tr> <th>Cohort</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>2</td> <td></td> <td>TBD</td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>                               | Cohort                      | 2020-21                | 2021-22                | 1 | TBD | TBD | 2 |  | TBD | 3 |  |  | <p>2023-24: 100</p>   |        |                |   |                |   |                |   |                      |
| Cohort  | 2020-21   | 2021-22   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 1   | TBD   | TBD   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 2   |   | TBD   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 3   |   |   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| <p>6C</p> <p><b>Data Practices</b></p> <p>Percentage of schools that have clear data sources universally used (of schools that completed first year of training)</p> <p>Source: MTSS Staff</p>                      | <p>2019-20: 0</p> <p><i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i></p> | <table border="1"> <thead> <tr> <th>Cohort</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>2</td> <td></td> <td>TBD</td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table>                               | Cohort                      | 2020-21                | 2021-22                | 1 | TBD | TBD | 2 |  | TBD | 3 |  |  | <p>2023-24: 100</p>   |        |                |   |                |   |                |   |                      |
| Cohort  | 2020-21   | 2021-22   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 1   | TBD   | TBD   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 2   |   | TBD   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |
| 3   |   |   |                             |                        |                        |   |     |     |   |  |     |   |  |  |   |        |                |   |                |   |                |   |                      |

| Metric   | Baseline  | Year 1 Mid-Year Progress  | Desired Outcome for 2023–24 |         |         |   |     |     |   |  |     |   |  |  |                     |
|--|---|---|-----------------------------|---------|---------|---|-----|-----|---|--|-----|---|--|--|---------------------|
| <p>6D</p> <p><b>Tiered Interventions</b></p> <p>Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training)</p> <p>Source: MTSS Staff</p> | <p>2019-20: 0</p> <p><i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i></p> | <table border="1"> <thead> <tr> <th data-bbox="1050 282 1182 315">Cohort</th> <th data-bbox="1182 282 1381 315">2020-21</th> <th data-bbox="1381 282 1564 315">2021-22</th> </tr> </thead> <tbody> <tr> <td data-bbox="1050 315 1182 347">1</td> <td data-bbox="1182 315 1381 347">TBD</td> <td data-bbox="1381 315 1564 347">TBD</td> </tr> <tr> <td data-bbox="1050 347 1182 380">2</td> <td data-bbox="1182 347 1381 380"></td> <td data-bbox="1381 347 1564 380">TBD</td> </tr> <tr> <td data-bbox="1050 380 1182 412">3</td> <td data-bbox="1182 380 1381 412"></td> <td data-bbox="1381 380 1564 412"></td> </tr> </tbody> </table> | Cohort                      | 2020-21 | 2021-22 | 1 | TBD | TBD | 2 |  | TBD | 3 |  |  | <p>2023-24: 100</p> |
| Cohort   | 2020-21   | 2021-22   |                             |         |         |   |     |     |   |  |     |   |  |  |                     |
| 1  | TBD   | TBD   |                             |         |         |   |     |     |   |  |     |   |  |  |                     |
| 2  |   | TBD   |                             |         |         |   |     |     |   |  |     |   |  |  |                     |
| 3  |   |   |                             |         |         |   |     |     |   |  |     |   |  |  |                     |

### Actions

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 6.1      | <p><b>Implementation Leadership (New)</b></p> <p>Central leadership for implementation of cohort training model and ongoing support to sustain an effective MTSS at each school site. Includes a Director of MTSS. Leadership for MTSS implementation is also provided by Curriculum and Instruction staff who are designated as MTSS coordinators.</p>   | Ongoing  | N            | \$170,601             | \$173,403                    | The district leadership team is meeting regularly with a focus on adapting MTSS implementation to the ongoing (now in the third year) disruption due to COVID-19. |
| 6.2      | <p><b>Professional Learning for school site leadership teams (New)</b></p> <p>School site teams a three-year sequence of professional development through a partnership with an external provider and district staff who have been trained to support implementation. Includes hourly time for site staff to attend training and contract with external provider. Training will build site capacity to install sustainable MTSS systems including regular review of data to identify student needs and monitor progress and provide students timely intervention services based specific to their identified needs.</p> | 4 Years  | N            | \$660,000             | \$330,000                    | Implementation in progress, with Cohort 2 currently underway.   |



| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status          |
|----------|--|----------|--------------|-----------------------|------------------------------|--------------------------------|
| 6.3      | <p><b>Ongoing support for sites to implement and sustain an effective MTSS (New)</b></p> <p>Provide school site teams ongoing support through coaching by trained district staff. Coaching efforts will build on the foundational cohort training and ensure that schools continue to receive sufficient support to sustain and build upon initial implementation efforts.</p> | Ongoing  | N            | \$290,000             | \$145,000                    | Implementation in Progress     |
| 6.4      | <p><b>Peer Mentoring (New)</b></p> <p>Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.</p>   | 4 Years  | N            | \$150,000             | \$75,000                     | Implementation not yet started |

# Goal

| Goal # | Description   |
|--------|---|
| 7      | 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. |

An explanation of why the LEA has developed this goal.

Analysis of the district’s current context shows that the district’s Graduate Profile, adopted in 2014, has not served as the foundational roadmap for guiding students on a system-wide level as was intended. There is evidence that the Graduate Profile is used extensively at a few of the district’s small high schools and that elements are in use within some Career and Technical Education (CTE) pathways. However, the vast majority of the district’s schools have not used the Graduate Profile in any substantial way.

A Graduate Profile is a tool that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when the graduate high school in order to be successful in the 21<sup>st</sup> century. It helps to define priority goals for teaching and learning and should be easily communicated to students, parents, staff, and community members to align their collective efforts. The Graduate Profile provides an opportunity for the district to establish a ‘North Star’ that defines what graduates will know, who they will be, and what they will be able to do by the time they graduate. An effective Graduate Profile will be able to focus a district on a core set of learning goals that will lead students to develop the specific competencies that have been prioritized by the community. It is an opportunity to operationalize visions of equity and other key priorities established by the district.

SCUSD invested a tremendous amount of time and effort into the development of the 2014 Graduate Profile and hopes to build upon that work. With significant time having passed, the district also recognizes the need to revisit the final product to determine what revisions might be needed. Following this revision, a clear plan is needed for operationalizing the Graduate Profile across all schools and facets of the organization. This work will also align with and build upon the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18. These will help to frame the Graduate Profile process, particularly in considering how the Graduate Profile can increased shared responsibility for student outcomes, provide a framework for monitoring progress toward improved student outcomes, and serve as a point of alignment for professional learning that leads to accelerated student achievement.

*Notes:*  
 The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

## Measuring and Reporting Results

| Metric  | Baseline  | Year 1 Mid-Year Progress                                 | Desired Outcome for 2023–24                           |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
|---|---|--|---|----------|---|-------|---|--------|---|--|-------|---------|----------|-----|-------|-----|--------|-----|---|-------|---------|----------|-----|-------|-----|--------|-----|
| <p>7A</p> <p><b>Educational Partner Convening</b></p> <p>Documentation of meetings to convene educational partners</p> <p><b>Source:</b> Graduate Profile Team</p>                          | <p>Educational Partners have not yet been convened to revise Graduate Profile</p> <p>Baseline: 0</p>  | <p>Completion Status: No meetings convened to 2.2022</p> | <p>All meetings to be completed by end of 2021-22</p> |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| <p>7B</p> <p><b>Board Adoption</b></p> <p>Adoption of revised Graduate Profile</p> <p><b>Source:</b> Board Meeting records</p>  | <p>A revised Graduate Profile has not been adopted by the board</p> <p>Baseline: 0</p>  | <p>Completion Status: Not yet adopted</p>                | <p>To be adopted by end of 2021-22.</p>               |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| <p>7C</p> <p><b>Awareness of Graduate Profile</b></p> <p>Percentage of stakeholders that demonstrate awareness of revised Graduate Profile</p> <p><b>Source:</b> Survey of Stakeholders</p> | <p>2020-21:</p> <table border="1"> <thead> <tr> <th>Group</th> <th>% Aware</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>0</td> </tr> <tr> <td>Staff</td> <td>0</td> </tr> <tr> <td>Family</td> <td>0</td> </tr> </tbody> </table> | Group  | % Aware   | Students | 0 | Staff | 0 | Family | 0 | <table border="1"> <thead> <tr> <th>Group</th> <th>% Aware</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>TBD</td> </tr> <tr> <td>Staff</td> <td>TBD</td> </tr> <tr> <td>Family</td> <td>TBD</td> </tr> </tbody> </table> <p>Note: Awareness to be assessed via questions in LCAP Annual Survey in Spring 2022</p> | Group | % Aware | Students | TBD | Staff | TBD | Family | TBD | <p>2023-24:</p> <table border="1"> <thead> <tr> <th>Group</th> <th>% Aware</th> </tr> </thead> <tbody> <tr> <td>Students</td> <td>100</td> </tr> <tr> <td>Staff</td> <td>100</td> </tr> <tr> <td>Family</td> <td>100</td> </tr> </tbody> </table> | Group | % Aware | Students | 100 | Staff | 100 | Family | 100 |
| Group   | % Aware   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Students  | 0   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Staff   | 0   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Family  | 0   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Group   | % Aware   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Students  | TBD   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Staff   | TBD   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Family  | TBD   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Group   | % Aware   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Students  | 100   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Staff   | 100   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |
| Family  | 100   |  |   |          |   |       |   |        |   |  |       |         |          |     |       |     |        |     |   |       |         |          |     |       |     |        |     |

| Metric  | Baseline          | Year 1 Mid-Year Progress | Desired Outcome for 2023–24   |
|---|-------------------|--------------------------|---|
| <p>7D</p> <p><b>Evidence of School Site Alignment</b></p> <p>Percentage of school sites that demonstrate alignment of site plan to Graduate Profile</p> <p><b>Source:</b> Survey of Stakeholders<br/><i>Evidence of School Plan Alignment</i></p> | <p>2020-21: 0</p> | <p>2021-22: TBD</p>      | <p>100% of sites will demonstrate alignment of school plans to Graduate Profile</p> |

## Actions

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 7.1      | <p><b>Revision of Graduate Profile (New)</b></p> <p>Convene educational partners to review existing graduate profile and recommend revisions. Educational partners to include advisors from industry, post-secondary educators, SCUSD staff, family, and students.</p> <p>(To be completed in 2021-22)</p>  | 1 Year   | N            | \$0*                  | \$0                          | <p>For 2021-22, district leadership is participating in capacity-building to ensure that Goal 7 can be fully operationalized and successful in a 2022-23 implementation. This includes participation in professional learning specific to the development and implementation of a graduate profile.</p> |
| 7.2      | <p><b>Develop Implementation Plan (New)</b></p> <p>Develop implementation plan for Year 2 (To be completed in 2021-22)</p> <ul style="list-style-type: none"> <li>Engage lead teachers from sites where the current graduate profile is consistently used to lead groups of peers at other sites in implementation planning.</li> <li>Engage principals in to build understanding of expectations for site alignment and to support development of site-specific implementation plans.</li> </ul> | 1 Year   | N            | \$0*                  | \$0                          |   |

| Action # | Action Title/Description   | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|--|----------|--------------|-----------------------|------------------------------|---|
| 7.3      | <p><b>Build Awareness of Graduate Profile (New)</b></p> <p>Collaboration with the district communications team to develop an awareness campaign and ongoing education of staff and community members on the new Graduate Profile purpose and elements.</p> <p>(To be implemented throughout 2021-22 and 2022-23)</p> | 2 Years  | N            | \$0*                  | \$0                          | <p>For 2021-22, district leadership is participating in capacity-building to ensure that Goal 7 can be fully operationalized and successful in a 2022-23 implementation. This includes participation in professional learning specific to the development and implementation of a graduate profile.</p> |
| 7.4      | <p><b>Support School Site Alignment (New)</b></p> <p>Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised Graduate Profile.</p> <p>(To be implemented throughout 2022-23 and 2023-24)</p>   | 3 Years  | N            | \$0*                  | \$0                          |   |

\*Costs associated with actions in Goal 7 will be addressed through the Career and Technical Education (CTE) budget (Action 1.1).

## Goal

| Goal # | Description  |
|--------|--|
| 8      | 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. |

An explanation of why the LEA has developed this goal.

An analysis of data has shown that the district has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board adopted instructional materials, ensuring the facilities meet the ‘Good Repair’ status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English Learners. Stakeholders have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

*Notes:*

*The following section (Actions) includes a column titled ‘Contributing’ for which each action is categorized as ‘Y’ or ‘N.’ A ‘Y’ in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).*

## Measuring and Reporting Results

| Metric  | Baseline                                     | Year 1 Mid-Year Progress | Desired Outcome for 2023–24 |
|---|--|--------------------------|-----------------------------|
| <b>8A</b><br><b>Facilities Condition</b><br>Number of schools where facilities do not meet the ‘good repair’ standards on the Facilities Inspection Tool (FIT)<br><b>Source:</b> Facilities Services Department | 2018-19: 0<br>2019-20: 2<br>2020-21: 1       | 2021-22: 0               | 2023-24: 0                  |
| <b>8B</b><br><b>Instructional Materials Sufficiency</b><br>Percentage of students with access to board-adopted instructional materials<br><b>Source:</b> Board of Education Resolution certifying sufficiency   | 2018-19: 100<br>2019-20: 100<br>2020-21: 100 | 2021-22: 100             | 2023-24: 100                |

| Metric  | Baseline  | Year 1 Mid-Year Progress  | Desired Outcome for 2023–24                                      |
|---|---|---|--|
| <p>8C</p> <p><b>Teacher Credentialing Status</b></p> <p>Percentage of teachers fully credentialed</p> <p><b>Source:</b> School Accountability Report Card (SARC) / Human Resources Department</p>                                   | <p>2019-20: 97</p> <p>2020-21: 98</p>   | <p>2021-22: 100</p>   | <p>2023-24: 100</p>  |
| <p>8D</p> <p><b>Teacher Assignment</b></p> <p>Number of teachers misassigned and number of teachers of English Learners misassigned</p> <p><b>Source:</b> School Accountability Report Card (SARC) / Human Resources Department</p> | <p>All Teachers</p> <p>2019-20: 0</p> <p>2020-21: 1</p><br><p>Teachers of English Learners:</p> <p>2019-20: 0</p> <p>2020-21: 0</p> | <p>All Teachers</p> <p>2021-22: 0</p><br><p>Teachers of English Learners:</p> <p>2021-22: 0</p> | <p>All Teachers: 0</p><br><p>Teachers of English Learners: 0</p> |
| <p>8E</p> <p><b>Teacher Vacancies</b></p> <p>Number of classroom teacher vacancies</p> <p><b>Source:</b> School Accountability Report Card (SARC) / Human Resources Department</p>  | <p>2019-20: 29</p> <p>2020-21: 17.1</p>   | <p>2021-22: 37.5</p>  | <p>2023-24: 0</p>  |



### Actions

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status  |
|----------|---|----------|--------------|-----------------------|------------------------------|--|
| 8.1      | <p><b>Facilities Support Services (Modified)</b><br/>                     Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.</p> | Ongoing  | N            | \$45,082,930          | \$40,411,960                 | Implemented as Planned. All facilities reports are complete and facilities have been found to be in good or better status.   |
| 8.2      | <p><b>Board-adopted Instructional Materials (New)</b><br/>                     Provide all students sufficient instructional materials for board-adopted curricula. Includes newly adopted materials and replacement materials for lost/damaged items.</p>  | Ongoing  | N            | \$5,054,000           | \$0                          | Implemented as planned. Board-adopted curricula have been provided.  |
| 8.3      | <p><b>Base Classroom Staffing (Modified)</b><br/>                     Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers.</p>   | Ongoing  | N            | \$165,468,327         | \$148,921,494                | Implemented as planned, though not to the ideal level given the staffing shortages exacerbated by and caused by the COVID-19 pandemic. Classroom vacancies remain a challenge that the district is working to address. |

| Action # | Action Title/Description  | Timespan | Contributing | Projected Expenditure | Estimated Actual Expenditure | Implementation Status   |
|----------|---|----------|--------------|-----------------------|------------------------------|---|
| 8.4      | <p><b>New Teacher Support (Continuing)</b><br/>                     New Teacher Support includes Teacher Induction and Pre-Induction Support. Teacher Induction supports beginning teachers who hold a preliminary credential. Pre-Induction Support is for teachers holding a Short-Term Staff Permit (STSP), Provisional Internship Permit (PIP), or an intern credential. New teachers are connected with veteran staff to provide mentorship and assistance through the Induction or pre-induction process to complete their credential, intern program, or permit renewal requirements. Funding provides stipends for support providers, program materials/supplies, professional learning, and fees to clear credentials.</p> | Ongoing  | N            | \$661,229             | \$638,749                    | Through December 2021, the New Teacher Support office has been providing support to 140 new teachers through pre-induction, induction, and CTE. Fall 2021 included an accreditation visit by the California Commission on Teacher Credentialing (CCTC) and staff are working to address feedback left. New Teacher Support staff continue to enroll all new teachers hired into the district. |

## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name     | Contact Name and Title           | Email and Phone  |
|---|----------------------------------|--|
| Sacramento City Unified School District | Jorge A. Aguilar, Superintendent | <a href="mailto:Superintendent@scusd.edu">Superintendent@scusd.edu</a><br>916.643.7400 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

The key funds received by the district through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP) included:

- Expanded Learning Opportunities Program (ELOP) Funds: \$10,238,922
- Educator Effectiveness Block Grant Funds: \$8,923,701
- A-G Completion Improvement Grant Program Funds: \$3,030,601
- Additional Concentration Grant Add-On Funds: \$8,203,096

To guide the use of funding through the Budget Act of 2021, the district has been able to call upon the input provided during the most recent LCAP development cycle as well as leverage the wealth of input from engagement of educational partners during recent planning processes (Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, and ESSER III Expenditure Plan). Maintaining, and where possible expanding, the existing levels of support was identified as a critical need – particularly for those schools with the highest needs.

The Youth Development Support Services (YDSS) team is leading efforts to develop a plan for the Expanded Learning Opportunities Program (ELOP) funds, including the engagement of educational partners. YDSS is utilizing an advisory group composed of community members, parents/guardians, students, and staff. This representative group will provide key input and recommendations

to guide the development and implementation of expanded learning programs including before, after, and summer school opportunities. Following adoption of the plan by the board in spring 2022, the implementation of the plan will remain open to input from educational partners ongoing and throughout the life of grant (through June 2023).

The district's Educator Effectiveness Block Grant (EEBG) plan was adopted in December 2021. It was presented to the public for engagement and comment during the November 2021 board meeting (11.18.21 Item 11.3) prior to a second presentation for adoption in December (12.16.21 Item 9.4). The implementation of the plan remains open to input from educational partners ongoing and throughout the life of grant (through 2025-26).

The district is still in the process of developing its A-G Completion Improvement Grant Plan, including the engagement of educational partners to provide input. Once a draft of the plan is developed, educational partners will have the opportunity to review and comment and the implementation will remain open to input from educational partners ongoing and throughout the life of the grant (through 2025-26).

The Additional Concentration Grant Add-On Funds were not included in the 2021-22 LCAP, but would have been included if they had been received earlier in the development process. These funds total \$8,203,096 and their intended use during 2021-22 is detailed below. The district included description of the additional funds during a presentation to the board on the budget on 8.19.21, providing opportunity for public comment and board engagement. Moving forward, educational partners will be able to provide input on the use of these funds as part of the ongoing LCAP engagement process and any other interactions from which input is transmitted. The district is committed to maintaining an open input and engagement process and opportunities are not limited to any single meeting or named opportunity. SCUSD views engagement of educational partners as an ongoing process that does not come to an end with any single planning cycle, but rather as a process of continuous improvement and a channel that is always open.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The additional concentration grant add-on funding received by SCUSD is being used primarily to maintain or increase the number of staff who provide direct services to students on those campuses with unduplicated pupil percentages (UPPs) greater than 55%. In SCUSD, 54 of the 68 schools have 2021-22 UPPs greater than 55%, with these ranging from 58% to 98.2% and the majority (42 schools) over 70%. The 14 schools under 55% have UPPs ranging from 15.8% to 53.9%, with most (11 schools) at 29-54%.

The additional concentration grant funding is being distributed across schools to address staffing needs. Most, if not all, of the funds are being allocated to sites with UPPs above 55%. This will be a critical form of support in the current year to address the impacts of the pandemic. Significant impacts to enrollment have left schools in urgent need of staffing support to provide direct services that address preexisting needs, needs that have been exacerbated during the pandemic, and needs that have arisen as a result of the pandemic. Across the district, these needs are intensified at schools with higher UPPs. Entering into the 2021-22 school year, the

Presented to the Board of Education on 2.17.22

district had projected an enrollment of 39,703. The CBEDS enrollment was measured by 38,045, falling short of projections by almost 1700. The additional concentration grant funding will mitigate this significant decrease by ensuring that schools, in particular those with higher UPPs, can maintain their existing programs in the face of enrollment change during this pandemic. The primary positions that this funding is maintaining are classroom teaching positions that are above the amount that the enrollment-based formula allocates. These staff are providing direct services and supports that have been critical during the current year, both in addressing the immediate needs resulting from COVID-19 and the pre-existing needs facing schools with higher need (i.e. higher UPP).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Engagement with educational partners continues to be an important part of SCUSD's process to develop district plans. engagement of educational partners on the use of ESSER III funding built upon the input processes from the multiple plans occurring within the past two years. These include the 2021 Learning Continuity and Attendance Plan (LCA Plan in fall 2020), Expanded Learning Opportunities (ELO) Grant Plan (May 2021), and the 2021-22 to 2023-24 Local Control and Accountability Plan (LCAP). Throughout all of these planning processes, the voices of students, families, staff, and community members have informed the development of goals, actions, expenditures, metrics, and target outcomes. The detailed engagement processes for each of these processes can be accessed in the full plan documents:

- SCUSD 2020-2021 Learning Continuity and Attendance Plan ([https://www.scusd.edu/sites/main/files/file-attachments/scusd\\_learning\\_continuity\\_and\\_attendance\\_plan\\_update\\_10.29.20.pdf?1604117610](https://www.scusd.edu/sites/main/files/file-attachments/scusd_learning_continuity_and_attendance_plan_update_10.29.20.pdf?1604117610))
- Expanded Learning Opportunities Grant Plan ([https://www.scusd.edu/sites/main/files/file-attachments/scusd\\_elo\\_grant\\_plan\\_final.pdf?1634753485](https://www.scusd.edu/sites/main/files/file-attachments/scusd_elo_grant_plan_final.pdf?1634753485))
- 2021-22 Local Control and Accountability Plan ([https://www.scusd.edu/sites/main/files/file-attachments/scusd\\_2021-22\\_lcap\\_updated\\_8.10.21.pdf?1634669253](https://www.scusd.edu/sites/main/files/file-attachments/scusd_2021-22_lcap_updated_8.10.21.pdf?1634669253))

The input and recommendations provided by educational partners throughout these processes has continued to build in each iteration and has served as guidance in the use of the various funding sources to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

In addition to the engagement opportunities within the various planning processes named above and below, frequent opportunities have been provided at board meetings for the public to provide input on the planned use of funding for the 2021-22 school year. They include, but are not limited to, the following board items:

- Presentation on Federal and State COVID Relief Funds on 4.22.21
- Workshop on the Third Interim Financial Report on 5.20.21
- Special board meeting dedicated to the proposed implementation of COVID-19 relief funds on 6.3.21

Presented to the Board of Education on 2.17.22

- Public hearing for the 2021-22 budget on 6.10.21
- Resolution on the use and expectations for one-time funds on 6.24.21 and 6.30.21
- Adoption of the 2021-22 budget on 6.24.21
- ESSER III plan adoption on 10.21.21
- Presentation on unaudited actuals on 9.16.21
- First interim revised budget approval on 12.16.21

Examples of topics discussed included the amounts of funding, districtwide strategy for expending funds, considerations for suitability, sustainability, compliance and accountability, and a proposed spending plan.

Consultation of community members in this most recent cycle of planning to inform development of the ESSER III Expenditure Plan used similar strategies within the more compressed timeline. Staff reached out to the district's range of community groups to provide opportunities for input on the draft plan. This took different forms based on the needs of each group, with some holding special meetings for ESSER III input, some folding input activities into existing meetings, and others providing input asynchronously on shared materials. The community at large was provided multiple opportunities to provide input. A public draft was posted to the district's web page and notification sent out in multiple languages. Community members were able to submit input via a google form on line, directly via email to district staff, or via standard mail. An update on the planning status was provided to the Board on October 7, 2021 which included the public draft posted as an artifact. Public comment and board discussion opportunities were provided at this time. For a more detailed accounting of the ESSER III engagement process, including a description of how the development of the plan was influenced by community input, the full plan can be accessed on SCUSD's website at:

[https://www.scusd.edu/sites/main/files/file-attachments/essser\\_iii\\_exp\\_plan\\_scusd\\_board\\_approved\\_10.21.21\\_updated\\_11.16.21\\_per\\_scoe.pdf?1638565654](https://www.scusd.edu/sites/main/files/file-attachments/essser_iii_exp_plan_scusd_board_approved_10.21.21_updated_11.16.21_per_scoe.pdf?1638565654)).

Educational partners have ongoing opportunities to provide input on the use of ESSER III expenditure funding. These include any of the ongoing engagement interactions through the annual LCAP cycles, submitting input directly to staff, and engaging during board meetings at which ESSER III implementation is being reviewed. The provision of ESSER III input through LCAP engagement provides an opportunity for increased alignment between the two processes.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

While the national, state, and local circumstances since the adoption of the plan have been challenging, SCUSD has moved forward with implementation of the ESSER III expenditure plan. As has been the case for most districts, extreme staffing shortages and the district's efforts to address those shortages have presented major challenges. With many district staff being deployed to support

school sites and others picking up additional responsibilities during that time, capacity to operationalize a wide range of new actions has been impacted at the central office. These impacts have recently lessened, though are not completely gone.

Unfortunately, the extreme staffing shortages due to the omicron variant of COVID-19 are only the most recent staffing challenge to face districts. SCUSD previously experienced challenges in hiring prior to COVID-19 and these have been greatly exacerbated during the pandemic. With several of the key actions in the ESSER III expenditure plan involving the hiring of staff, there is significant variation within the actions with regard to completion. Some positions have been processed through Human Resources, posted, and all hiring is complete and the new employee is implementing the desired program/actions. Others are posted and awaiting applicants or are in the position requisition process. Following are implementation status updates for ESSER III actions:

- **A3 (Shade Structures to Expand Social Distance Opportunities):** 7 schools are currently completing the design phase and 14 others have recently or will soon enter into the design phase
- **A4 (Ventilation Improvements to Provide Air Exchange at school sites):** Ventilation projects within the scope of ESSER II are in progress. The John F. Kennedy High School ventilation project (Building C) will be the first ESSER III project to get underway. *Additionally, the ESSER III plan specifies that, as the expenditure plan is implemented through 2023-24, funds that are unspent due to unfilled positions will be reallocated to this action.*
- **A5 Staffing and supplies to mitigate the spread of COVID-19 and safety operate schools:** This action has been implemented as planned, with staffing and supplies in place to mitigate the spread of COVID-19. There are additional supply orders, including some PPE and signage, that are in progress.
- **B4 Healthy HeARTS and Minds Program: Mental Health support through the arts:** This action is yet to be implemented due to a shift in management of the program from the City of Sacramento to the County Office. As soon next steps are finalized, staff will be able to begin implementation.
- **B17 Transformative SEL Support for Schools:** Implementation is moving forward. Training specialists are supporting school sites based on goals focused on culture, climate, and emerging SEL needs. The district is currently in the rehiring process for the SEL Director, including expanding this position to provide leadership and professional learning in the areas of positive behavior interventions and supports and trauma-informed care.
- **B18 Antiracist Materials:** The district is in the process of hiring a K-12 History-Social Sciences coordinator. This individual will work in collaboration with staff across departments to align the work of SEL, ethnic studies, and anti-racism/anti-bias efforts. These funds will support the build-out of that effort to ensure that classroom library materials support the unified efforts. Implementation will include the professional learning necessary to ensure that the materials can be used effectively.
- **B19 Partner with Community Based Organizations to Address the Impact of Lost Instructional Time:** This action is yet to be implemented. As a next step, department staff will be engaged in defining the scope(s) of work to support appropriate Requests for Proposal (RFP) processes specific to each scope.
- **B20 Data and Assessment Support - Accountability Coordinator and Assessment Technician:** These positions have been moved through the requisition and approval process and posted for hiring.

- **B27 School Site Grants to Address the Impact of Lost Instructional Time:** This action will be implemented in alignment with school sites' development of their SPSAs. A proposal for funding process has been developed and the Academic team will be supporting sites to align their proposals with existing school planning taking place through the SPSA process.
- **C2 Establish college and career readiness labs at Middle Schools:** Implementation is on track. 2021-22 planning activities have included identification of cohort 1 participants, identification of classrooms, ordering of materials and planning for installation, planning summer professional development, and identification of participating teachers. Implementation of the first labs will occur in Fall 2022.
- **C3 Implement State Seal of Civic Engagement (SSCE) program for students:** Implementation has moved forward as planned. The team has adopted criteria, met with industry partners to identify and create civic engagement opportunities for students, held student kick-off meetings, and engaged counselors in building awareness. Distribution of the first round of seals is anticipated for Spring 2022.
- **C4 Linked Learning pathway opportunities for students:** Linked Learning efforts have moved forward. The team has joined a community of practice (Linked Learning Alliance) to support operationalizing linked learning in the district. A SCUSD-specific community of practice has also been formed and contributed to the implementation plan for year 1. Year 1 (2022-23) will bring linked learning to about half of the schools. Current efforts include development of cohort scheduling and planning summer PD for teachers.
- **C6 (Education Training Specialists):** Three of the four positions have been hired. (Recruitment for the 4<sup>th</sup> position was temporarily halted to ensure that an additional staff member was not pulled from the classroom in the time of extreme shortage). The new training specialists are providing direct support to schools and teachers while also collaboratively working on a comprehensive digital citizenship model and curriculum for K-12 in collaboration with the Social Emotional Learning (SEL) team.
- **C7 and C8 (Nutrition Services Hiring Bonuses and Increase in Hours for Staff):** Nutrition Services is hosting monthly job fairs to help fill vacancies and collaborating with Human Resources and labor partners regarding the hiring bonuses for new hires. The temporary increase in hours went into effect 1.3.22 and has helped to relieve some pressure on the need for additional substitutes at school sites due to COVID-related absences, increased meal counts, and longer lunch periods.
- **C9 Classified Employee Teacher Development Pipeline and C10 Staff Recruitment and Retention:** These actions are moving forward in alignment with the efforts detailed in the district's Educator Effectiveness Block Grant (EEBG).
- **C11 (Safety):** The need for a robust approach to intervention and prevention was identified following the discontinuation of the School Resource Officer (SRO) model. The district has moved forward with the plan to hire 15 lead campus monitors, 5 safety officers, and 1 coordinator. They will be assigned to each comprehensive high school and feeder schools. The district is also working with community-based organizations as part of the model for student engagement and violence prevention.
- **Other:** The 5% allocation to support implementation and other related activities has been used primarily to staff positions that are providing services that align with and support one or more ESSER III expenditure plan actions. Examples include human resources positions to assist in recruiting and hiring the additional support needed to mitigate the impact of COVID, facilities and operations staff to implement COVID prevention projects (benches, shade structures, water filler stations and HVAC), additional



business services staff to manage COVID-relief funds and process the related expenditures and file reports with CDE, an additional translator position, admissions and family services staff, and support for ELPAC testing.

It is important to note that several of the ESSER III Expenditure Plan actions will not take effect until 2022-23, as they are extending services and supports that are funded through other sources for the 2021-22 school year. These include the following actions:

- **A1 Health Services: Nurses and Health Aides:** The full 8.0 of nursing FTE has been filled and staff are providing direct services and supports to students. Most of the health aide FTE is currently posted to recruit eligible applicants. 1.5 health aide FTE has been filled and those staff are now providing direct services and supports to students.
- **A2 Health Services: Staff to support 504 process and coordinate education services:** This position has been reposted to recruit eligible applicants.
- **B1 Guidance and Career Counseling:** These positions, with the exception of one, are currently posted to recruit an eligible pool of applicants. One Middle School counselor was hired and is now providing direct services and supports to students.
- **B2 Student Opportunities: 6<sup>th</sup> Grade Science Camp Experiences:** All schools have been provided access to the funding necessary for all 6<sup>th</sup> grade students to attend a science camp experience. Schools are individually working with programs and locations to determine the feasibility of attending within the context of COVID-19 protocols. Staff are also ensuring that sites have sufficient funding for chaperones to attend and to arrange transportation.
- **B3 Student Opportunities: Visual and Performing Arts:** All K-8 schools now have at least one Visual and Performing Arts (VAPA) class to provide access to instrumental instruction. Increased funding to the music library has reduced the backlog of musical instrument repairs and helped to provide additional supplies for individual students that used to be shared (rosin, tuners, valve oil) as well as special PPE for COVID protection.
- **B5 Tutoring for Foster and Homeless Youth:** Tutoring support services are in place. Students are receiving individual tutoring at home, at school, or virtually.
- **B6 Positive Behavioral Interventions and Supports - Coaching and Coordination:** Training is in progress for the six Tier II+ focus schools. Four total trainings are scheduled for the current year and coaching support has continued steadily throughout the year. Training and supports are being adapted and adjusted to best meet the needs that have emerged following distance learning and through the COVID-19 pandemic.
- **B7 Attendance and Engagement - Child Welfare and Attendance Specialists:** The COVID-19 pandemic has made physical attendance protocols very challenging and staff are working to adjust and support sites through the changing and emergent needs of the current context. To date, the Attendance and Engagement Office has hired an additional Child Welfare and Attendance Specialist and has posted additional positions. Chronic Absenteeism has increased significantly as a result of the omicron variant and staff will be working to focus intensely on target sites through tiered reengagement efforts to mitigate lost instructional time caused by quarantine

- **B8 Student Support: Social Workers and Student Support Center Coordinators and B9 Student Support: Social Workers for LGBTQ Supports:** Sixteen social workers have been hired and are providing direct services and supports to students and families. Staff are working to fill the remaining positions.
- **B10 Student Support Homeless Services Support Staff:** Homeless Youth Services is fully staffed and are implementing the actions as planned. Three support teams have been created, each with a full time social worker and advocate, that focuses on one-third of the district. These staff provide student and family support services to schools without their own Student Support Center and supplemental services to those that do have an SSC. Supports include case management, home visitations, referrals and access to district and community resources, and other critical services
- **B11 Student Support: Foster Youth Services Staff:** Two additional Foster Youth Services Program Associates have been hired and are implementing supports for K-6 students.
- **B12 Increase number of sites with expanded learning (Before and After School) Services:** Youth Development Support Services (YDSS) is currently operating 70 expanded learning programs (after school and before school). This includes the expansion to eight non-grant-funded sites that previously did not have YDSS programs. The recent Expanded Learning Opportunities Program Grant will provide enough funding to offer programming to all unduplicated students
- **B14 Maintain expansion of Men's and Women's Leadership Academy through 2024:** Implementation is in progress, with the expansion to some high schools complete and others awaiting the hiring of instructors. At sites with instructors hired, curriculum is being delivered and staff are working to increase enrollment and develop metrics for success.
- **B15 Extend support for American Indian Education Program (AIEP) through 2024:** Hired a new Youth Services Specialist that is managing the expansion of services. Worked with educational partners to design a process and system for identifying students that are currently unable to qualify for services through the Title VI Indian Education formula grant. This will enable the district to provide support to students that self-identify as Native American and recruitment is underway. Staff have reviewed student grades and recruited students with Ds/Fs to link them to tutoring. Students have received a pre-assessment and are being paired with tutors. Transcripts of 12<sup>th</sup> graders have been reviewed to determine additional needs and follow-ups with families are occurring.
- **B16 Expand implementation of Student Ambassador program:** This program, operated by Youth Development and Support Services (YDSS), pairs participating elementary and middle schools each with two, trained high school ambassadors to implement relationship building activities.
- **B23 Academic Equity: School Psychologists (Special Education):** Four of the eight positions have been filled and the staff are now providing direct services and supports to students. Staff are working to fill the remaining positions.
- **B25 Academic Equity: Board Certified Behavior Analysts (Special Education):** Four positions have been filled and are now providing direct support and services to students. The remaining position is posted and awaiting hiring.
- **B26 Academic Equity: Secondary ELD Training Specialist:** This position has been successfully posted and filled. The new Secondary ELD Training Specialist has begun providing services and supports for school sites.

Additionally, the following action will not take effect until the summer of 2024, ensuring the increased level of summer school support can continue:

- **B13 Provide expanded summer school programming in 2024:** Staff are actively planning for summer school and programming for summer 2022. Additional details are provided in the description of Expanded Learning Opportunities Grant Plan implementation in the prompt below.

SCUSD's ESSER III Expenditure Plan can be viewed in full at: [https://www.scusd.edu/sites/main/files/file-attachments/esser\\_iii\\_exp\\_plan\\_scusd\\_board\\_approved\\_10.21.21\\_updated\\_11.16.21\\_per\\_scoe.pdf?1638565654](https://www.scusd.edu/sites/main/files/file-attachments/esser_iii_exp_plan_scusd_board_approved_10.21.21_updated_11.16.21_per_scoe.pdf?1638565654)

SCUSD also received funding through the Homeless Children and Youth (HCY) allocation. These funds total approximately \$100,000 in total for the 2021-22 through 2023-24 period. These funds have enabled Homeless Services staff to provide additional supports and services that will include:

- Increased staffing capacity with an additional part-time Youth and Family Mental Health advocate to provide support and outreach services that facilitate enrollment, attendance, and success in school. Provision of additional school supplies and basic needs for school and academic success.
- Provision of basic needs including school supplies/materials, technology, and transportation to meet the various needs of students identified as homeless. In addition, provision of training and outreach materials to increase staff capacity in identifying and referring students who are homeless for support services.

Staff are currently in the process of ordering identified needed items (i.e. clothing, hygiene kits, backpacks, etc.) as well as posting for the part time advocate position.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

SCUSD is using the fiscal resources received for the 2021-22 school year consistent with the district's 2021-22 Local Control and Accountability Plan (LCAP) and the district's Safe Return to In-Person Instruction and Continuity of Service Plan (see SCUSD Return to Health plan at [returntogether.scusd.edu/return-health](http://returntogether.scusd.edu/return-health)). This consistency stems from both the direct alignment of actions within recent plans (i.e. ESSER III Expenditure Plan) to the LCAP and development of aligned principles and frameworks to guide the use of funds received.

In an April 22, 2021 presentation to the board of education (Item 8.5: Federal and State COVID Relief Funds), staff from Business Services outlined proposed guiding principles for effective planning and implementation of funds. These included:

- Coherent Districtwide Strategy: Goal setting, prioritization, and consistent and transparent processes

- Suitability and Sustainability: Planning, collaboration, and long-term impact and sustainability
- Compliance and Accountability: Addressing learning loss and mitigating the spread of COVID-19
- Multi-Tiered Systems of Support and Equity-Driven Decisions: Addressing learning loss and an equitable system for teaching and learning
- Safely Reopen Schools: Education/training, districtwide access to Personal Protective Equipment (PPE), infrastructure of classrooms and workspaces, and consistent communication/updates
- Consistent and Transparent: Clear processes for purchases (technology, nutrition services, PPE, facilities, learning materials, and staff development), replacing/restocking, and new requests

Following the outline of these guiding principles, Academic Office and Student Support and Health Services Staff presented to the board on 6.24.21 as part of the Proposed 2021-22 Budget Item (10.2). In this presentation staff outlined a series of proposed uses of fiscal resources for the 2021-22 school year that were directly aligned to LCAP goals/actions and, for many, would later be extended through directly aligned ESSER III Expenditure Plan actions. The key areas staff identified in this presentation and some examples of the aligned actions within include:

- Student Well-Being and Attendance (Aligned to LCAP Goal 3): Additional counseling, social workers, student support center staff at sites, staff for Homeless Youth Services, staff for Foster Youth services, Tutoring for Foster and Homeless Youth, school nurses, health aides
- Academics (Aligned to LCAP Goals 1 and 2): School Psychologists, Board Certified Behavior Analysts, ELD Training Specialists, Education Technology Training Specialist, College and Career Experiences for Students, 6<sup>th</sup> grade science camp experiences, VAPA middle school programming
- School Climate (Aligned to LCAP Goal 4): PBIS coaches and coordination, child welfare and attendance specialists

The ESSER III Expenditure plan includes a majority of actions that align directly to one or more LCAP goals/actions. These range from direct extensions/expansions of actions such as increased social worker and counselor support to actions that enhance or align to existing efforts such as the Healthy HeARTS VAPA/Mental Health program, student 6<sup>th</sup> grade science camp experiences, child welfare and attendance specialists, board certified behavior analysts, social workers specific to LGBTQ+ needs, antiracist materials for classroom libraries, and middle school college and career readiness labs.

Within section A of the ESSER III Expenditure Plan, there is also strong alignment to the district's Return to Health plan through increased nurse and health aide staffing, coordination of health needs for 504 eligible students, ventilation and outdoor learning areas, and supplies and staffing to directly mitigate the spread of COVID-19.

Actions C9 and C10 in the ESSER III plan, focused on staff recruitment, retention, and pipeline development, are also closely aligned with the planned actions in the Educator Effectiveness Block Grant (EEBG). These, in turn, reinforce the LCAP's overall

identification of consistent, core classroom staffing as a one of the basic services students need to be successful in LCAP Goal 8. Action C11 aligns to the district's ongoing efforts to reimagine school safety and provides support operationalize the first steps in the plan following the district's move away from the School Resource Officer model. This is aligned to Goal 4 in the LCAP.

Guiding themes in the district's Educator Effectiveness Block Grant (EEBG) Recruitment and Retention framework include:

- Continue to develop cross-departmental collaborations in order to enhance recruitment efforts and grow retention focus
- Strategic focus on increasing diversity
- Strategic focus on increasing sustainability

The EEBG further identifies some key actions to be implemented that support the overall LCAP and district focus on ensuring that all students have access to highly-qualified instructional staff:

- Administrator Coaching and Partnership Program
- Pathway to Teaching for Deferred Action for Childhood Arrivals (DACA) participants
- Visa Support to Prospective and Current Employees
- Targeted Advertising to enhance recruitment
- Career Pathways for Teachers and Administrators
- Classified Coaching and Partnership Programs
- Professional Learning for Classified and Certificated Substitutes

Beyond increasing recruitment and retention effectiveness, these actions seek to establish pipelines and pathways that increase the number of SCUSD community members and existing staff that are eligible and prepared to take on new positions within the system.

The district's Expanded Learning Opportunities Grant Plan also outlined key focus areas that are in close alignment to the LCAP and other plans described in this section. Examples of aligned programs/actions in the ELO:

- Student Ambassador programs
- Expansion of after-school programs to additional schools
- Expansion of an Arts program pilot that incorporates theater and SEL signature practices
- Trauma-informed, mindfulness, and healing-centered practices for staff
- Suicide-prevention training for staff and students
- Training opportunities for school nurses
- Support for school teams to participate in a Family Engagement Learning Institute

This plan can be viewed at: [https://www.scusd.edu/sites/main/files/file-attachments/scusd\\_elo\\_grant\\_plan\\_final.pdf?1634753485](https://www.scusd.edu/sites/main/files/file-attachments/scusd_elo_grant_plan_final.pdf?1634753485)

Similar to the actions approved in the June 2021 budget proposal, several ELO Grant Plan actions were later extended for an additional two years as part of the ESSER III Expenditure Plan and in alignment with the new LCAP. These include the arts programming and multiple elements of the expanded learning program (e.g. Men's and Women's Leadership Academy, expansion of after school program sites). Examples of ELO Grant Plan activity implementation include:

- Planning and preparation for the Summer Matters (Summer School) programming. Youth Development Support Services (YDSS) has identified community partners that will help to deliver programming and a summer advisory group has been formed to guide planning for robust and enriching summer opportunities. Initial curricula development is underway for both elementary and summer school. This will be an integration of physical activity, STEAM, SEL, and social justice. Professional learning is in development for staff that will deliver summer programming.
- Expanded learning programs during the school year (before and after school) have increased their service to 70 school sites (8 more than previously operated). This includes sites that were not able to be served previously within the scope of existing grants.
- This program, operated by Youth Development and Support Services (YDSS), pairs participating elementary and middle schools each with two, trained high school ambassadors to implement relationship building activities. Recruitment for additional support during summer programming occurs throughout the spring semester.
- Planning for additional summer enrichment is underway. Partnership efforts are in progress with Rose Family Creative Empowerment Center, Roberts Family Development Center, the City of Sacramento, and Sacramento County Office of Education to initiate collaborative development of summer programs focused on academic enrichment.
- The Men's and Women's Leadership Academy expansion at the high school level is in implementation, with hiring challenges delaying some of the expansion. Full time positions have been solidified at two schools and the instructors are delivering curriculum and collaborating with partnered middle schools. Other schools have the positions posted for hiring.
- High-dosage tutoring is being provided at targeted sites (currently two) in alignment with the district's implementation of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and expanded learning programs. At these sites, additional tutoring is being provided in alignment with teachers who have been trained to use SIPPS and are implementing with fidelity.

The district continues to make decisions involving the use of fiscal resources with the LCAP, ESSER III Expenditure Plan, and Return to Health (Safe Return to In-Person Instruction and Continuity of Service Plan) as guiding frameworks. These plans are foundational in the district's efforts to address needs that predate COVID, have been exacerbated by COVID, and new needs emerging as a result of the pandemic, school closures, and distance learning.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

### **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*



Presented to the Board of Education on 2.17.22

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

**Update to the LCFF Budget Overview for Parents for the 2021-22 Year  
February 17, 2022**



As required by Section 124(e) of Assembly Bill 130, following is an update to the LCFF Budget Overview for Parents for the 2021-22 School Year. This update reflects the impacts of the 2021 Budget Act (American Rescue Plan (ARP) Act). Spring 2021 Projections were those available at the time of LCAP Adoption in June 2021. Updated projections were provided in January 2022.

| <b>2021-22 Budget Projections</b>                               | <b>Spring 2021 Projection</b> | <b>Updated Projections Following 2021 Budget Act</b> |
|---|-------------------------------|--|
| Total LCFF Funds  | \$430,509,685                 | \$435,769,916  |
| LCFF S&C Funds  | \$74,250,881                  | \$84,413,615   |
| All other state funds   | \$76,180,092                  | \$88,845,106   |
| All local funds   | \$6,385,645                   | \$8,566,279  |
| All federal funds   | \$46,193,654                  | \$178,164,006  |
| Total Projected Revenue   | \$559,269,075                 | \$711,345,307  |
| Total budgeted general fund expenditures                        | \$589,976,725                 | \$715,746,748  |
| Total budgeted expenditures in the LCAP                         | \$353,730,004                 | \$353,730,004  |
| Total budgeted expenditures for high needs students in the LCAP | \$89,729,829                  | \$89,729,829   |
| Expenditures not in the LCAP                                    | \$236,246,721                 | \$362,016,744  |

# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name | Contact Name and Title   | Email and Phone   |
|-------------------------------------|--|---|
| Bowling Green Charter School        | Sylvia Silva-Torres & Amber Sutton<br>Principals, Bowling Green Chacon & McCoy | sylvia-silva-torres@scusd.edu & amber-sutton@scusd.edu<br>(916)395-5215 & (916)395-5210 |

## Goal 1

A basic educational core will be provided in an environment that is safe, clean, and supportive.

## Rationale

This maintenance goal is to ensure that as we focus on our improvement areas, we do not lose traction in the areas we have found success.

## Expected Annual Measurable Objectives for Goal 1

| Priority | Metric  | Baseline     | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|---|--------------|--------------------------|-----------------------------|
|          | Dashboard: Teachers, Instructional Materials, Facilities 2019 | Standard Met | Standard Met             | Standard Met                |
|          | Dashboard: Implementation of Academic Standards 2019          | Standard Met | Standard Met             | Standard Met                |
|          | Dashboard: Access to a Broad Course of Study 2019             | Standard Met | Standard Met             | Standard Met                |
|          | SARC: Percent of Teachers with Full Credential 2021           | 100%         | 100%                     | 100%                        |
|          | SARC: School Facility Good Repair Status 2021                 | Good         | Good                     | Good                        |

## Actions and Services

| Goal/ Action | Action Title/ Description                  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds  | Mid-Year Report                                     |
|--------------|--|----------|--------------|--------------------|------------------------|--------------|---|
| 1.1          | <b>Basic Operations Staffing for McCoy</b> | 3 years  | No           | LCFF 361622        |                        | \$361,622.00 | \$299,828<br>Lower than expected costs due to Clerk |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report  |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|--|
|                 | Principal, Office Manager, Clerk, Plant Manager, Custodian, substitute operations staff  |          |              |                       |                           |                | hiring and change in custodial salary with new hire.   |
| 1.2             | <b>Basic Teaching Staff for McCoy</b><br>14 teachers and substitute funding  | 3 years  | No           | LCFF 1953051          |                           | \$1,953,051.00 | \$1,912,597<br>Lower than expected due to late hire of PE teacher. Substitute costs will continue. |
| 1.3             | <b>Basic Operational Costs for McCoy</b><br>Supplies, copier rental, utilities, and reserve  | 3 years  | No           |                       | LCFF 178156.00            | \$178,156.00   | \$178,156.00   |
| 1.4             | <b>District Costs for McCoy</b><br>Admin and instructional support, pro rata (facility use)  | 3 years  | No           |                       | LCFF 321225               | \$321,225.00   | \$321,225.00   |
| 1.5             | <b>Basic Operations Staffing for Chacon</b><br>Principal, Office Manager, Clerk, Plant Manager, Custodian, substitute operations staff |          | No           | LCFF 389321           |                           | \$389,321.00   | \$387,327  |
| 1.6             | <b>Basic Teaching Staff for Chacon</b><br>11 teachers and head teacher   |          | No           | LCFF 1468096          |                           | \$1,468,096.00 | \$1,569,623  |
| 1.7             | <b>Basic Operational Costs for Chacon</b><br>Supplies, copier rental, utilities, and reserve   |          | No           |                       | LCFF 150024               | \$150,024.00   | \$150,024.00   |

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds  | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------------|--------------|-----------------|
| 1.8         | District Costs for Chacon SpEd services, oversight, admin and instructional support, pro rata (facility rent) |          | No           |                    | LCFF 247720            | \$247,720.00 | \$247,720.00    |

## Goal 2

Promote the growth towards meeting or exceeding standards in English Language Arts (ELA) and Mathematics for all students, particularly our underserved subpopulations, as demonstrated through local formative assessments and course grades.

### Rationale

Based on our needs assessment done by staff and steering committee, we see an overall increase in achievement. This success has not been equally shared by all subgroups, however. We have identified that our African American students and our students with disabilities are improving at a slower rate. With this goal, we intend to address the disparity in achievement across our subgroups.

### Expected Annual Measurable Objectives for Goal 2

| Priority | Metric  | Baseline                   | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24 |
|----------|---|----------------------------|--|-----------------------------|
|          | Dashboard: Academic Indicator ELA 2019                                | 38.5 points below standard | State Assessments were not administered during the spring of 2021. iReady was used as a metric in Spring 2021 and scores were delivered to the two campuses independently. | 33.5 points below standard  |
|          | Dashboard: Academic Indicator ELA for Students with Disabilities 2019 | 87.2 points below standard | State Assessments were not administered during the spring of 2021. iReady was used as a metric in Spring 2021 and scores were delivered to the two campuses independently. | 80 points below standard    |
|          | Dashboard: Academic Indicator Math 2019                               | 41.7 points below standard | State Assessments were not administered during the spring of 2021. iReady was used as a metric in Spring 2021 and  | 36.7 points below standard  |

| Priority | Metric   | Baseline                    | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24 |
|----------|--|-----------------------------|--|-----------------------------|
|          |  |                             | scores were delivered to the two campuses independently.   |                             |
|          | Dashboard: Academic Indicator Math for Students with Disabilities 2019 | 102.4 points below standard | State Assessments were not administered during the spring of 2021. iReady was used as a metric in Spring 2021 and scores were delivered to the two campuses independently. | 95 points below standard    |

## Actions and Services

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds  | Mid-Year Report   |
|-------------|--|----------|--------------|--------------------|------------------------|--------------|---|
| 2.1         | <b>Implement academic interventions and support in ELA and Math at McCoy</b><br>Instructional aides will provide targeted support in foundational ELA and Math skills in grades K-2. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades. | 3 years  | Yes          | LCFF 55933         | LCFF 45638             | \$101,571.00 | \$81,256.8<br>Changes in Instructional Aides and difficulty hiring has led to this number being less than expected. |
| 2.2         | <b>Class Size Reduction at McCoy</b><br>Class sizes in primary grades shall be reduced to 24 to 1 in order to provide increased opportunity for targeted intervention in ELA and MAtematics within those classrooms by the classroom teacher.  | 3 years  | Yes          | LCFF 568891        |                        | \$568,891.00 | \$568,891.00  |
| 2.3         | <b>Encourage reading across the curriculum and at home (McCoy)</b>   | 3 years  | Yes          | LCFF 14093         |                        | \$14,093.00  | \$14,093.00   |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses |        | Non-Personnel<br>Expenses  |              | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|--------|----------------------------|--------------|----------------|-----------------|
|                 | In addition to classroom libraries, students will have access to an expansive school library including books in both English and Spanish.  |          |              |                       |        |                            |              |                |                 |
| 2.4             | <b>Implement academic interventions and support in ELA and Math at Chacon</b><br>Instructional aides will provide targeted support in foundational ELA and Math skills in all grades. Supplemental instructional materials and software will provide opportunities for targeted intervention in ELA and Math in all grades |          | Yes          | Federal               | 12331  | LCFF 21191<br>Federal 1180 | \$34,702.00  | \$27,762       |                 |
| 2.5             | <b>Class Size Reduction at Chacon</b><br>Class sizes in primary grades shall be reduced to 24 to 1 and 28 to 1 in the intermediate classes in order to provide increased opportunity for targeted intervention in ELA and Mathematics within those classrooms by the classroom teacher                                     |          | Yes          | LCFF                  | 548688 |                            | \$548,688.00 | \$438,950      |                 |
| 2.6             | <b>Encourage reading across the curriculum and at home (Chacon)</b><br>In addition to classroom libraries, students will have access to an expansive school library including  |          | Yes          | LCFF                  | 12331  |                            | \$12,331.00  | \$9,865        |                 |

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses |       | Non-Personnel Expenses |  | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|-------|------------------------|--|-------------|-----------------|
|              | books in both English and Spanish.   |          |              |                    |       |                        |  |             |                 |
| 2.7          | <b>Intervention at Chacon</b><br>Provide intervention to support academic supports to students that are performing below grade-level |          | Yes          | LCFF               | 21979 |                        |  | \$30,000.00 | \$24,000        |
|              |  |          |              | Federal            | 8021  |                        |  |             |                 |

### Goal 3

English Learners showing progress toward proficiency will increase from 50% to 55%.

#### Rationale

Our school serves 45.8% English learners and all academic offerings must be done with that context in mind. Our English learners will not make adequate progress without specific attention to their academic and social-emotional strengths and needs.

### Expected Annual Measurable Objectives for Goal 3

| Priority | Metric  | Baseline  | Year 1 Mid-Year Progress | Desired Outcome for 2023-24                             |
|----------|---|---|--------------------------|---|
|          | Dashboard: English Learner Progress Metric 2019 | 50% Making progress toward English language proficiency |                          | 55% Making progress toward English language proficiency |

#### Actions and Services

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses |       | Non-Personnel Expenses |       | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|-------|------------------------|-------|-------------|-----------------|
| 3.1          | <b>English language instruction and access to core content at McCoy</b><br>Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified | 3 years  | Yes          | LCFF               | 85388 | LCFF                   | 10351 | \$95,739.00 | \$95,739.00     |



| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report  |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|--|
|                 | students. Instructional aides support will be provided for older newcomer students.   |          |              |                       |                           |                |  |
| 3.2             | <b>Provide translation to increase parent involvement in education at McCoy</b><br>Offer translation services for meeting to increase the number of parents attending school meetings.  | 3 years  | Yes          | LCFF 2000             |                           | \$2,000.00     | \$2000<br>We are on track to continue offering translation services to our families.                                 |
| 3.3             | <b>Monitor academic progress at Chacon</b><br>Academic Conferences to monitor academic progress   |          | Yes          | Federal 28421         |                           | \$28,421.00    | \$28,421.00<br>We are on track to continue bringing in substitutes to cover for academic conferences to our families |
| 3.4             | <b>Provide translation to increase parent involvement in education at Chacon</b><br>Offer translation services for meeting to increase the number of parents attending school meetings. |          | Yes          | LCFF 601              |                           | \$601.00       | \$601<br>We are on track to continue offering translation services to our families.                                  |

## Goal 4

**Improve daily attendance and implement plans to improve chronic absenteeism rates, particularly among our African American students, students with disabilities, and socioeconomically disadvantaged students.**

### Rationale

Chronic absenteeism and disengagement has been on the rise across the Bowling Green Charter School, increasing 1.5%. We will focus on improving our daily attendance to improve our overall attendance goals.

## Expected Annual Measurable Objectives for Goal 4

| Priority | Metric   | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|----------|--------------------------|-----------------------------|
|          | Dashboard: Chronic Absenteeism among African American students 2019                | 24.1%    | Dataquest: 31%           | 20%                         |
|          | Dashboard: Chronic Absenteeism among students with disabilities 2019               | 12.5%    | Dataquest: 3.3%          | 10%                         |
|          | Dashboard: Chronic Absenteeism among socioeconomically disadvantaged students 2019 | 9.3%     | Dataquest: 10.2%         | 8%                          |

## Actions and Services

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report   |
|-------------|--|----------|--------------|--------------------|------------------------|-------------|---|
| 4.1         | <b>Attendance Tracking</b><br>Daily phone calls to verify absences, home visits, and programs to encourage engagement. |          | Yes          |                    |                        |             | Daily calls are being completed to increase attendance. Administration is conducting home visits as needed. |
| 4.2         | <b>Attendance Incentive Programs</b><br>Incentives for students with improved attendance, perfect attendance awards.   |          | No           |                    |                        |             | Celebration and incentive programs are up and running for increased attendance.                             |

## Goal 5

Increase the percentage of students who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for our African American students.

### Rationale

Based on our needs assessment done by staff and steering committee, we notice that the gap for our African American students cuts across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American students and families.

### Expected Annual Measurable Objectives for Goal 5

| Priority | Metric  | Baseline                            | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24 |
|----------|---|-------------------------------------|--|-----------------------------|
|          | Dashboard: Parent and Family Engagement 2019                  | Standard Met                        | Standard Met   | Standard Met                |
|          | Dashboard: Suspension Rate Indicator 2019                     | 1.3 percent suspended at least once | 0%   | Maintain at 1.3 percent     |
|          | Dashboard: School Climate Indicator 2019                      | Standard Met                        | The School Climate Survey will be administered in March 2022 and results will be available in the later spring | Standard Met                |
|          | School Climate Survey Data for African American Students 2020 | 64%                                 | The School Climate Survey will be administered in March 2022 and results will be available in the later spring | 75%                         |
|          | School Climate Survey Data for All Students 2020              | 73%                                 | The School Climate Survey will be administered in March 2022 and results will be available in the later spring | 80%                         |

### Actions and Services

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds  | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------------|--------------|-----------------|
| 5.1         | <b>Student Support/Parent Resource Center (McCoy)</b><br>Staff and supply a student support/parent resource center to support the social-emotional needs of | 3 years  | Yes          | Federal 107364     | Federal 1031           | \$108,395.00 | \$108,395.00    |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses |       | Non-Personnel<br>Expenses |      | Total<br>Funds | Mid-Year Report  |
|-----------------|---|----------|--------------|-----------------------|-------|---------------------------|------|----------------|--|
|                 | students, connect families to community resources, provide family outreach, and actively develop school-community partnerships.   |          |              |                       |       |                           |      |                |  |
| 5.2             | <b>Encourage Parent Involvement (McCoy)</b><br>Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee                                      | 3 years  | Yes          | Federal               | 1000  | Federal                   | 1873 | \$2,873.00     | \$0<br>Due to COVID 19 we have not had the opportunity to welcome volunteers or hold in person meetings. |
| 5.3             | <b>Build Stronger Peer Relationships (McCoy)</b><br>Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment. School Community Liaison to bridge the connections between school, student, and family. | 3 years  | Yes          | LCFF                  | 78482 |                           |      | \$92,813.00    | \$92,813.00  |
|                 |   |          |              | Federal               | 14331 |                           |      |                |  |
| 5.4             | <b>Student Support/Parent Resource Center (Chacon)</b><br>Staff and supply a student support/parent resource center to support the social-emotional needs of students, connect families to community resources, provide family outreach,  |          | Yes          | Federal               | 26840 |                           |      | \$26,840.00    | \$26,840.00  |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses |       | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report  |
|-----------------|---|----------|--------------|-----------------------|-------|---------------------------|----------------|--|
|                 | and actively develop school-community partnerships.   |          |              |                       |       |                           |                |  |
| <b>5.5</b>      | <b>Encourage Parent Involvement (Chacon)</b><br>Provide fingerprinting fee waivers, translation, childcare, and snacks to encourage parent participation in school activities including, but not limited to field trips, ELAC, and Steering Committee |          | Yes          | Federal               | 2363  |                           | \$2,363.00     | \$0<br>Due to COVID 19 we have not had the opportunity to welcome volunteers or hold in person meetings. |
| <b>5.6</b>      | <b>Build Stronger Peer Relationships (Chacon)</b><br>Support positive peer interactions during unstructured times and positive behavior support utilizing trained supervision staff and equipment.  |          | Yes          | LCFF                  | 8305  |                           | \$23,375.00    | \$23,375.00  |
|                 |   |          |              | Federal               | 15070 |                           |                |  |

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title   | Email and Phone   |
|-------------------------------------|--|---|
| Bowling Green Charter School        | Amber Sutton, Principal BG McCoy<br>Sylvia Silva-Torres, Principal BG Chacon | amber-sutton@scusd.edu<br>sylvia-silva-torres@scusd.edu |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Bowling Green LEA received additional funding through the Budget Act of 2021 and engaged our educational partners on the use of funds through meetings with Site Council (Steering Committee) and Constituent Meetings for prioritization of use, feedback, and revision.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Additional funding for the Bowling Green LEA was used to increase supports for students in the form of attendance, engagement, and counseling. The LEA utilizes a School Community Liaison as well as a Social Worker to support students who are low-income, English learners, and/or foster youth.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Bowling Green LEA did not receive these funds but does access district wide services through SCUSD's ESSER III Expenditure Plan. Please refer to SCUSD district plan for ESSER III plans and expenditure decisions.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Bowling Green LEA did not receive these funds but does access district wide services through SCUSD's ESSER III Expenditure Plan. Please refer to SCUSD district plan for ESSER III plans and expenditure decisions.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Bowling Green LEA is focused on supporting all students in their academic and social and emotional needs. In line with our LCAP goals and budget planning, additional funding was used in alignment with this goal, such as additional staff to support in classrooms, in the community, and with student needs through CLARA residencies.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to



reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name                 | Contact Name and Title          | Email and Phone                              |
|---|---------------------------------|--|
| George Washington Carver School of Arts and Science | Allegra Alessandri<br>Principal | allegra-alessandri@scusd.edu<br>916-395-5266 |

## Goal 1

**BROAD: College and Career Readiness BROAD: 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, and other student groups with gaps in outcomes until gaps are eliminated. We are committed to increasing student success and removing barriers to success, with special attention to racist practices.**

## Rationale

Our vision and mission are to prepare every student to graduate college and career ready with a wide array of post-secondary options. We are working to build supports and remove barriers to student success as measured by a-g course completion, graduation rates, students enrolled in college classes like ACE and community college courses, and college application submission.

## Expected Annual Measurable Objectives for Goal 1

| Priority | Metric  | Baseline   | Year 1 Mid-Year Progress                                       | Desired Outcome for 2023-24                                  |
|----------|---|--|--|--|
|          | Number of students on track for a-g coursework completion | 32% of seniors are on track for a-g completion     | 65% of seniors are on track for A -G                           | 100% of seniors graduate with a-g courses                    |
|          | Number of College applications                            | 20% of seniors apply to 4 year colleges            | 33% of seniors applied to four year colleges<br>65% of student | 80% of seniors apply to 4 year colleges                      |
|          | Number of students enrolled in ACE classes                | 30% of 11th and 12th graders apply for ACE classes | 30% of 11th and 12th graders have applied for ACE classes      | 75% of students in 11th and 12th grades apply for CE classes |
|          | Number of Students earning Ds and Fs                      | 30% of students earn Ds or Fs                      | 17.5% of seniors have earned Ds or Fs                          | No students earn Ds or Fs                                    |
|          | CA Data Dashboard College/Career 2019                     | Green  | TBD  | Blue   |
|          | CA Data Dashboard Graduation Rate 2019                    | Orange   | TBD  | Blue   |

## Actions and Services

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report  |
|-----------------|---|----------|--------------|-----------------------|---------------------------|----------------|--|
| 1.1             | <b>Grading Policy</b><br>Review grading policy and calibrate grading system. Ensure that grading policies and practices are equitable and removing barriers for students.   | 1 Year   | No           |                       |                           |                | Action Implemented   |
| 1.2             | <b>Academic Intervention</b><br>Regular review of progress and final grades to offer targeted support for students to provide ongoing, sustained intervention for all students who are struggling.  | Ongoing  | Yes          | LCFF 60,000           |                           | \$60,000.00    | 18,255.00 for summer school out of ELO                               |
| 1.3             | <b>ACE and College Applications</b><br>Through the support of a college adviser and teaches of 11th and 12th grade classes, continue to promote, enroll and support students taking college classes on campus through the ACE program at Sac State. Support students so more are applying to 4 year colleges. | Ongoing  | No           | Local 20,000          |                           | \$20,000.00    | \$0.00; We plan to pay application fees for our Low Income students. |

## Goal 2

**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. We are exploring behaviors and restorative ways to address both the harmed and the perpetrator. We are also in need of supports for student attendance, which contributes to student success and appropriate behaviors related to attendance. Our goal is to keep students at school learning, understanding barriers to behaviors and attendance to increase student success.**

## Rationale

We are building a safe haven school. There has been a rise in race related incidents. Teachers are working to respond through restorative practices and changes to the curriculum. We also are committed to addressing incidents of bias, addressing the harmed and the person committing the biased incident. Restorative practices will be critical to addressing this concern.

## Expected Annual Measurable Objectives for Goal 2

| Priority | Metric                            | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24 |
|----------|-----------------------------------|---|--|-----------------------------|
|          | Suspension Rate                   | Disproportionate suspension rate between white, African American and Students with Disabilities | Disproportionate suspension rate between White, Black and students with disabilities | No suspensions              |
|          | CA Data Dashboard Suspension Rate | Orange  | orange based on current suspensions  | Blue                        |
|          | Attendance Monitoring             | Attendance rates fell to 89% in 2020  | Attendance rates rose to 92.92%; after Omicron surge rates fell to 86.92%            | Attendance rate at 99%      |

## Actions and Services

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses      | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|-----------------------------|-------------|-----------------|
| 2.1          | <b>Restorative Practice Training</b><br>Teachers will engage annually in Restorative Practice Training to address their curriculum and classroom practices for optimal equity. Trainings will be available to parents and student as well. | 3 Years  | No           |                    | LCFF 20000<br>Federal 41005 | \$61,005.00 | 0               |
| 2.2          | <b>Attendance/Office technician</b><br>Create an FTE for Attendance/Office technician to monitor and support attendance more carefully   |          | No           | LCFF 40000         |                             | \$40,000.00 | 14,710.         |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|---------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|              |                           |          |              |                    |                        |             |                 |

### Goal 3

Promote the achievement of all students, and particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community during the 2021-22 school year to review educational practice and research for the purpose of revising and updating our graduate profile using a holistic definition of a successful high school graduate and identifying an approach that in future years will increase the opportunities available to our students upon graduation from high school. This goal is essential to Carver's development as a social and environmental justice school, committed to addressing white dominant culture in the school system. It is important that we build in supports for all learners, review policies that act as barriers to success and increase the graduation rate to 100%. We also want to enhance and invigorate the holistic portfolio review and our graduate profile to better support all student learning and demonstrating learning.

### Rationale

Carver has a Graduate Profile that would benefit from updating to reflect our holistic definition of a successful high school graduate. Additionally, there is analysis and revision to be done to the grading system so that we remove barriers to graduation and college admissions.

### Expected Annual Measurable Objectives for Goal 3

| Priority | Metric   | Baseline          | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--|-------------------|--------------------------|-----------------------------|
|          | Graduation Rate                                | 90%               | 91%                      | 100%                        |
|          | Student completion of Portfolio Review Process | 0% due to Covid19 | 91%                      | 100%                        |
|          | CA Data Dashboard Graduation Rate              | Orange            | N/A                      | Blue                        |
|          | Graduate Profile Update                        | adopted in 2017   | 85.1% in 2019            | revised Graduate Profile    |
|          | Fully Credentialed teaching staff              | 100%              | 100%                     | 100%                        |

### Actions and Services

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report      |
|--------------|--|----------|--------------|--------------------|------------------------|-------------|----------------------|
| 3.1          | <b>Graduate Profile</b><br>Review and Update Graduate Profile to reflect out stance on equity and social justice. It will also provide a more holistic approach to student | 3 Year   | No           |                    |                        |             | This is in progress. |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses |         | Non-Personnel<br>Expenses | Total<br>Funds                | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------|---------------------------|-------------------------------|-----------------|
|                 | success and graduation,<br>beyond semester grades.   |          |              |                       |         |                           |                               |                 |
| 3.2             | <b>Integrating Waldorf<br/>Methods</b><br>Insuring that all classes<br>integrate the arts, offer<br>hands on projects, make<br>connections to the<br>community will offer<br>students more creative<br>ways to show their learning<br>and to pass classes with a<br>C or higher. | Ongoing  | Yes          | LCFF                  | 206,298 | \$236,436.00              | 205,229.00<br>Salary and subs |                 |

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name                 | Contact Name and Title          | Email and Phone                            |
|---|---------------------------------|--|
| George Washington Carver School of Arts and Science | La Niecia H Kobelt<br>Principal | LaNiecia-Kobelt@scusd.edu<br>(916)395-5266 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

General Fund Expenditures for the school year not included in the Local Control and Accountability Plan include funds to cover the cost of most personnel, instructional supplies, pro-rata facility use fees, special education costs, and administrative costs to the school district. Supplemental funds are used to assist with additional student services, personnel and professional development. We have engaged our educational partners (The Parent Guild) through monthly community meetings and collaborate with our feeder schools and local organizations. We plan to further engagement through the development of a School Site Council, collaboration with other charters and organizations in the arts and sciences.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

George Washington Carver School of Arts and Science used \$238,194.00, mid-year, to retain staff. The additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at public charter schools with an enrollment of less than 300 students, we will use the funds to retain staff.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

One-time federal Funds for emergency relief were not received by George Washington Carver School and are being implemented through SCUSD’s districtwide ESSER III Expenditure Plan and other districtwide planning. Please see the district’s supplement and other board documents for details.



A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

One-time federal Funds for emergency relief were not received by George Washington Carver School and are being implemented through SCUSD's districtwide ESSER III Expenditure Plan and other districtwide planning. Please see the district's supplement and other board documents for details. As a school within SCUSD, George Washington Carver does access some of the services provided through the district's plan. During the current year these have included, surveillance testing, PPE, Health Aides, home test kits, substitutes and extra hours.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

George Washington Carver received the Educational Learning Opportunity-Grant submitted for 2021 -2022. As of February 2022, George Washington Carver had success in implementing Summer School, Independent Study personnel, and additional FTE to align with the broad and focused goals on the mission our our high school education program: college readiness, A- G Readiness, and increasing our graduation rate. The implementation of this action has had success as demonstrated by students successfully gaining credits towards graduation, completion of A-G requirements and support for students with disabilities.

We have also experienced challenges in implementing support services and additional FTE to increase services needed for our unduplicated students and in helping our students and staff stay safe during COVID. As discussed in prompt 2 our additional funds have been utilized as stated in our LCAP. George Washington Carver School of Arts and Science used \$238,194.00, mid-year, to retain staff. The additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at public charter schools with an enrollment of approximately 300 students, we will use the funds to retain staff.

Our ELO Expenditure Plan: [https://drive.google.com/file/d/1N83yZf1S\\_JNSH4xcwoNwAwUMZkJ1yzcy/view?usp=sharing](https://drive.google.com/file/d/1N83yZf1S_JNSH4xcwoNwAwUMZkJ1yzcy/view?usp=sharing)

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name   | Contact Name and Title             | Email and Phone                                 |
|---------------------------------------|------------------------------------|---|
| New Joseph Bonnheim Community Charter | Christie Wells-Artman<br>Principal | christie-wells-artman@scusd.edu<br>916 277-6294 |

## Goal 1

- 1. Create the foundation to support high quality teaching and learning in supporting EL's. We will increase the number of students approaching proficiency in English Language Arts and Mathematics, particularly our underserved subgroups. NJB serves 58.6% English learners. Everything we do academically must be done with that context in mind. Our English learners will not make adequate progress without specific attention to their academic and social-emotional strengths and needs. At NJB, English Learners at 41.03% (36 EL scholars) Kinder- 3rd grades are not meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 and Trimester 3 report card. NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd.**
- 2. There is a need for integrated curriculum to support EL's in both ELA and Math. Supplemental foundational skills in the SIPPS program and EL leveled texts are used along with instructional invention to support EL's to meet and exceed grade level standards and mastery of skills. Provide Integrated and Designated ELD connected to content area instruction as well as appropriate content area intervention for English learners and recently reclassified students. (Certificated Staff) add details on curriculum supports texts.... readers....**
- 3. Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.**
- 4. Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning.**

## Rationale

Integrated ELD in all content areas is not consistently occurring. Students lack effective ELD instruction, intervention opportunities for supporting student foundational skills are limited and inconsistent. A lack of professional knowledge, of ELA/EL Foundational standards, strategies and implementation. To monitor this we do the following:

1. ELPAC 2021-22 - 60% making progress
  2. District Common Assessments Benchmark- 80% of ELs increase proficiency
  3. SIPPS and Foundational Skills BPST/CORE/PASS Assessments- 80% of ELs increase proficiency
- Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to provide access and meet the needs of English Learners ( LCFF EL)  
SIPPS Professional Development and Instructional Program for EL's (LCFF EL). All purchased in December 2020 and 3 year adoption. Teachers will be trained to implement. Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration,

follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents, and finally, increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.)

## Expected Annual Measurable Objectives for Goal 1

| Priority | Metric   | Baseline                            | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24   |
|----------|--|-------------------------------------|--|-------------------------------|
|          | ELPAC  | 2019 - 55% making progress          | We are testing in February 2022, so mid year progress will be imputed May 2022.  | 2023-24 - 85% making progress |
|          | District Common Assessment Benchmark and I-Ready         | Baseline coming out in October 2021 | So far we are using I-ready as a data point for testing. Partly because have the team is not using benchmark assessments, due to all benchmark curriculum is here.                             | 2023-24 - 85% making progress |
|          | SIPPS and Foundational Skills BPST/CORE/PASS Assessments | Baseline coming out in October 2021 | We use BPST but SIPPS training and CORE/PASS/ Assessments was put on hold due the Covid and Omicron cases. Training is not given to teachers this year. Training will start in Mid April 2022. | 2023-24 - 85% making progress |

## Actions and Services

| Goal/ Action | Action Title/ Description   | Timespan  | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report         |
|--------------|---|-----------|--------------|--------------------|------------------------|-------------|-------------------------|
| 1.1          | <b>Monitor and implement ELA/EL and Math Curriculum (Supplimental)Provide supplemental materials to provide access and meet the needs of English Learners ( LCFF EL)</b><br>Purchase Core ELA/EL and Math Curriculum using the CARES and other funding resources. Provide supplemental materials to | Purchased | Yes          |                    | LCFF 24000             | \$24,000.00 | Purchased in Sept, 2021 |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses |       | Non-Personnel<br>Expenses |       | Total<br>Funds | Mid-Year Report                         |
|-----------------|--|----------|--------------|-----------------------|-------|---------------------------|-------|----------------|---|
|                 | provide access and meet the needs of English Learners ( LCFF EL)   |          |              |                       |       |                           |       |                |   |
| 1.2             | <b>SIPPS and GLAD Professional Development and Instructional Program for EL's (LCFF EL)</b><br>Continue with 15 teachers trained in GLAD (Guided Language Acquisition Development) trained in ELD strategies, SIPPS Professional Development and SCUSD trainings on ELD.   |          | Yes          | LCFF                  | 24000 | LCFF                      | 7000  | \$31,000.00    | Purchasing for mid year Feb 2022.       |
| 1.3             | <b>Progress Monitoring ELD Strategies and Supports</b><br>Progress Monitoring on ELD Strategies and Supports to English Language Learners to Increase levels in ELPAC and reclassify to English. GLAD Training. This includes all teachers trained in GLAD strategies to provide additional ELD intervention to EL students, coordinate reclassification, coordinate ELPAC administration, follow-up on designated EL scholars, and demonstrate effective ELD strategies for scholars and support parents. |          | Yes          | LCFF                  | 24000 | LCFF                      | 35000 | \$59,000.00    | Purchasing for mid year Feb 2022.       |
| 1.4             | <b>Provide training to all ELD parents, and</b>  |          | Yes          |                       |       | LCFF                      | 2500  | \$2,500.00     | Having training in March/ April of 2022 |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |   |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|---|
|                 | <b>increase EL parental involvement.</b><br>Provided to all, but targeting needs of parents who speak languages other than English, and address the lack of consistency in opportunities for parents to engage in their child's learning. Increase EL parent involvement in education by removing barriers to participation (e.g., translation, interpretation, childcare, etc.) |          |              |                       |                           |                |                 |   |
| <b>1.5</b>      | <b>Resource Teacher</b><br>Hire a resource teacher to serve the EL population with push in and out.  |          | Yes          | LCFF                  | 200,000.00                |                | \$200,000.00    | Will be put on hold till 2022- 2023.  |
| <b>1.6</b>      | <b>2 Bilingual aids</b><br>Hire 2 bilingual aids to support resource teacher to serve the EL population with push in and out.  |          | Yes          | LCFF                  | 28992                     |                | \$28,992.00     | Positions are waiting to be posted by cabinet at district. They are filling other teaching positions first. |

## Goal 2

**There is a need to create an organizational culture that supports and sustains high quality teaching and learning, and builds family and community engagement and inclusionary practices for African American and Hispanic/Latino scholars. We will increase the sense of community pride on campus.**

- 1. All students will be provided access to a responsive school community as well as case- management, mental-health services, with particular attention paid to African American and Hispanic/Latino students and families.**
- 2. There is a need for highly trained teachers to support the charter and getting every child to grade level readiness and support social-emotional growth within the charter's tenets and agricultural focus in science that supports children of color, cultural and language diversity to be ready for the 21st Century college and careers in science. Agriculture is shifting from rural to urban areas in the United States. By providing an educational program unique to NJB, such as the school and community farm, bio-diversity environments, 4-H programs and other science agricultural programs such as sustainability, we are**



closing the gap in achievement, promoting critical thinking and learning, and providing more hands on, inclusionary programs in science to engage our scholars.

3. Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.

4. Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity

**Rationale**

There is a need to have highly trained teachers in body brain compatible learning, Leader In Me and culturally responsive teaching and learning to address the learning gaps in African-American and Hispanic students, by creating a school-wide culture that is inclusionary in practices, through our data collection, NJB noticed that the gap for our African American and Hispanic students cuts across academics, attendance, and behavior data. We recognize that a root cause is likely our school climate and the way our African American and Hispanic students and families are experiencing school in general. We are committed to addressing this issue through efforts to improve our overall school climate, but also focusing efforts specifically to improve relationships with African American and Hispanic students and families. While much of the needs assessment/baseline used Dashboard data, the dashboard has been eliminated for this school year. Some metrics will have to move to local data. We see a consistent discrepancy across different types of data (academics, attendance, and behavior), showing that our African American students are not benefiting from our school services in the same way as other demographic groups in our unique agricultural programs.

**Expected Annual Measurable Objectives for Goal 2**

| Priority | Metric   | Baseline | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24 |
|----------|--|----------|---|-----------------------------|
|          | Chronic Absenteeism - Whole Site                           | 10.2%    | 14.%.Because COVID cases when up, it has been difficult to maintain our base. We have been offering independent school work. Have gathered data from attendance team to monitor.        | 6%                          |
|          | School Climate Survey Data positive responses - Whole site | 83%      | We have a attendance team working on incentivizing good attendance within the pandemic. Our rates from mid Octoberr to December went up 5% and them Omicron hit, and numbers went down, | 97%                         |
|          | Chronic Absenteeism - African American Students            | 23.5%    | Has improved,but because incentivizing good attendance within the pandemic. Our rates from mid Octoberr to December went up 3% with AA and them   | 10%                         |

| Priority | Metric | Baseline | Year 1 Mid-Year Progress            | Desired Outcome for 2023-24 |
|----------|--------|----------|-------------------------------------|-----------------------------|
|          |        |          | Omicron hit, and numbers went down, |                             |

## Actions and Services

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds      | Mid-Year Report |   |
|-------------|--|----------|--------------|--------------------|------------------------|------------------|-----------------|---|
| 2.1         | <p><b>Continue participation in the Parent Teacher Home Visit Program, and implement the Academic Parent Teacher Team model for conferences. Develop the Leader In Me program in creating a nurturing and empowering school culture and climate.</b></p> <p>Train teachers on culturally responsive teaching and learning, race and gender bias, and understanding and changing systems. If we provide consistent school communication and highly trained staffing focused on removing barriers to school success, students and families will have a stronger sense of belonging at school which will lead to increases in attendance and achievement.</p> | 1 year   | Yes          |                    |                        | grant thru SCUSD | N/A             |   |
| 2.2         | <p><b>Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs.</b></p>   | 1 year   | Yes          | LCFF               | 107791.00              | LCFF 5800        | \$113,591.00    | 113.591 Encumbered for purchases for Ag. Programs in Sprin 2022 |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses              | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report   |
|-----------------|--|----------|--------------|------------------------------------|---------------------------|----------------|---|
|                 | Maintain highly trained teachers in developing and integrating science and agriculture, (4-H, Foss Science program, UC Davis Agricultural, and Soil Born and Urbano Farm programs, in delivering the tenets of the charter's program and closing the achievement gap in AA and H/L students. All teachers are to be progress monitored and coached in charter.                                   |          |              |                                    |                           |                |   |
| 2.3             | <p><b>Provide the opportunity for members of the Steering Committee (staff and parents) to attend the Spring Charter School Leadership Institute to learn more about governance, budgeting and instruction and serving cultural/racial diversity</b></p> <p>Train SC members on inclusionary practices and understanding biases and racism. Provide Leader In Me Training to SC and parents.</p> | 1 year   | No<br>Yes    |                                    | LCFF      12000           | \$12,000.00    | 8,500 spent on LIM training. Will have upcoming trainings Spring 2022 |
| 2.4             | <p><b>There is a need for smaller class sizes for each grade level to support the instructional differentiation model and tier intervention supports in closing the achievement gap and</b></p>  | 1 year   | Yes          | LCFF      2600<br>Federal    16000 | LCFF      21000           | \$39,600.00    | 39000.  |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | <p><b>have every scholar at grade level readiness.</b><br/>           Reduce class sizes in K-6 to 24 to 1 in order to develop meaningful relationships, provide more targeted instructional time for students working below grade-level. Differentiated model to include academic tutoring, small group instruction, computer adaptive programs such as I-Ready, and collecting meaningful data to spiral in the standards. Offered to all students, but targeted at low income students, African-American, Hispanic/Latino, and EL's. (I-Ready, 16,000 Title Funds to be used) the remaining funds are used to support class size reduction.</p> |          |              |                       |                           |                |                 |

### Goal 3

**Increasing the percentage of scholars demonstrating:**

- a) Mastery of state standards;**
- b) college and career orientation;**
- c) knowledge of how American democratic institutions work; and**
- d) the ability to recite the Gettysburg Address and discuss it orally and in writing.**

### Rationale

In our charter, the significance of the Gettysburg Address is the very center of NJB's mission in developing citizens to be proactive in democracy, by creating a community charter and school of excellence that is truly for the people, by the people. In that we use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.

## Expected Annual Measurable Objectives for Goal 3

| Priority | Metric   | Baseline  | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24   |
|----------|--|---|---|---|
| 2        | Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, I-ready diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth | A pre-test shows overall low depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.  | Have had growth overall in ELA of 7% in ELA and 6.3% in MATH, from I-Ready and other assessments. (SBAC and other assessments in MAY 2022)  | All students will have depth of knowledge in skills and key enduring understandings about agriculture and content in the units of study.  |
| 1        | Use the CCI beta tool and SBAC Summative to measure grade level readiness in ELA   | NJB has identified a need to address literacy and reading skills in grades 4th-6th. Overall 4th-6th grade performance on reading comprehension skills: 45.09% (62 scholars out of 159) are not meeting Reading Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card. | Have had growth overall in ELA of 7% in ELA . Still a need for Phonemic awareness in grades k-3, and reading information text in 4-6. increased tutoring to 2 x's a week in Spring 2022. (SBAC and other assessments in MAY 2022) | Increase percent of 4th-6th grade students who are on grade level on-track in ELA (reading) in understanding genre specific text from 42.6% to 80% as measured on the CCI tool EOY and SBAC administered in May 2023. |
| 3        | Use the CCI beta tool and district common assessments/benchmarks to measure grade level readiness in ELA   | NJB has identified a need to address early literacy and foundational reading skills in grades K-3rd. Overall 3rd grade performance on Foundational Skills: 41.03% (53 scholars out of 165) Kinder- 3rd grades are not   | Have had growth overall in ELA of 7% in ELA . Still a need for Phonemic awareness in grades k-3, and reading information text in 4-6. increased tutoring to 2 x's a week in Spring 2022. (SBAC and other assessments in MAY 2022) | Increase percent of K-3rd grade students who are on grade level on-track in ELA (reading) in foundational reading skills from 41.03% to 80% as measured on the district common assessments, CCI tool EOY,             |

| Priority | Metric | Baseline  | Year 1 Mid-Year Progress | Desired Outcome for 2023-24                  |
|----------|--------|---|--------------------------|--|
|          |        | meeting Foundational Standards and are off track, receiving a 1 or 2 (did not meet standards) on their Trimester 2 report card. |                          | and SBAC 3rd grade administered in May 2023. |

### Actions and Services

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses |                  | Non-Personnel Expenses |              | Total Funds  | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|------------------|------------------------|--------------|--|-----------------|
| 3.1         | <p><b>Use school wide HET, SBAC, and CCSS aligned rubrics that show mastery of growth. Included will be DOK and exemplars for scholars to know expectations in proficiency in rigorous tasks. Using Common Assessments (district, units of study, diagnostics and ESGI software to support data capture and analysis of student work. PDSA and improvement science utilized to measure academic growth.</b></p> <p>Under the above mentioned the funding listed below will support training, conferences and professional development in these area: Highly Effective Teaching and Learning with Kovalik Associates, Agricultural Conference at Soil Born and Urbano Farms, 4-H Academy at UC Davis, and SCUSD trainings for academic and social-emotional needs. These</p> |          | Yes          | LCFF<br>29000      | Federal<br>29000 | LCFF<br>58000          | \$116,000.00 | 116,000 encumbered for trainings that were not held during the height of the pandemic. Spring 2022 is when PD will resume. |                 |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses  | Total<br>Funds | Mid-Year Report  |
|-----------------|--|----------|--------------|-----------------------|----------------------------|----------------|--|
|                 | programs support EL's and low-income students to provide career and college of choice opportunities and pathways, 21st century skills for jobs that are not even yet created or conceptualized.  |          |              |                       |                            |                |  |
| 3.2             | <p><b>School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community.</b></p> <p>School-wide Units of Study that are focused on agricultural and civic themes that have a social action project to serve our charter mission of being caretakers of the community. Following the UBD approach.</p> |          | Yes          |                       | LCFF 8000<br>Federal 13846 | \$21,846.00    | encumbered for trainings that were not held during the height of the pandemic. Spring 2022 is when PD will resume. |
| 3.3             | <p><b>Surveys and scholar portfolio to show college and career readiness using the descriptors as a guideline and establishing a college presentation room during Celebrations of Learning Nights.</b></p> <p>School will have College Fridays each month for awareness. Each scholar will create a Leadership Notebook and use the Leader in Me program to</p>  |          | Yes          |                       | LCFF 26562                 | \$26,562.00    | WAG binders were set up for LIM. College readiness day held off due to pandemic.                                   |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report   |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|---|
|                 | support academics and social-emotional growth within the 7 Habits in Leader in Me. Each scholar will develop a project based in science and agriculture in our college and career readiness day.   |          |              |                       |                           |                |   |
| 3.4             | <p><b>Provide lessons, texts, resources and tasks on the history of the Civil War and its impact. 100% of sixth grade scholars will recite the Gettysburg Address and write a one-page paper explaining the importance and meaning of Lincoln's words. (6th grade students)</b></p> <p>Provide Instructional support and curriculum, texts, being there experiences for grades K-6 on agricultural and cultural projects that aligns to the charter mission and supports EL's and all learners. CLOSE Analytical training for teachers to implement with enriched text dependent questions and thematic units will expand and promote English proficiency in our EL scholars in all ELD standards.</p> |          | Yes          |                       | LCFF 30000.               | \$30,000.00    | 30,000. has been spent for Benchmark and other curriculum . |



## Goal 4

Improve attendance and engagement during Distance Learning. Hire an attendance clerk and form attendance committee team to support outreach and engagement to families in need. Address operational needs to mitigate learning loss and ensure an emotional and safe learning environment.

### Rationale

In the Spring of 2020, distance learning attendance and engagement was much lower than in- person instruction. There is a need for hot spots and technology needs for families that cannot access learning. Based on experience in Spring of 2020, many students did not progress academically and many families struggles to engage meaningfully in the academic work. Additionally, the district's return to health plan outlines an increased need for custodial services.SEL will be a part of this with Leader In Me/ 7 Habits and LIFESKILLS body brain learning.

### Expected Annual Measurable Objectives for Goal 4

| Priority | Metric                             | Baseline                           | Year 1 Mid-Year Progress             | Desired Outcome for 2023-24                 |
|----------|------------------------------------|------------------------------------|--------------------------------------|---|
|          | COVID-19 Attendance                | Spring 2020 - 89% attendance       | Spring 2022 -- 92 % attendancedance  | 23-24 school year 98% attendance            |
|          | COVID-19 Attendance and Engagement | COVID-19 Attendance and Engagement | in person learning for 2021-22 year. | 20-21 - 95% engagement in distance learning |

### Actions and Services

| Goal/ Action | Action Title/ Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses    | Total Funds | Mid-Year Report |
|--------------|---|----------|--------------|--------------------|---------------------------|-------------|-----------------|
| 4.1          | <p><b>Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities.</b></p> <p>Provide Tiered re-engagement supports utilizing existing staff and hire attendance clerk. Provide supplies to students for at-home learning activities. Provide adequate technology for teachers to teach at home and students to engage in learning at home. Tools and programs such as Standards Plus, I-ready computer adaptive learning programs, Class Dojo and</p> | 1 year   | Yes          |                    | LCFF 4000<br>Federal 4000 | \$8,000.00  | 8,000.          |

| Goal/<br>Action | Action Title/<br>Description  | Timespan | Contributing | Personnel<br>Expenses         | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report   |
|-----------------|---|----------|--------------|-------------------------------|---------------------------|----------------|---|
|                 | other programs promote and support distance learning and grade level readiness. Hot spots for low income scholars in need that cannot access curriculum and instruction.(Title I-funds of 4,000 will be used for the hot spots)                     |          |              |                               |                           |                |   |
| 4.2             | <b>Launch Parent Academy</b><br>There is a need to inform and support parents with remote learning tools to improve academics, social emotional growth, attendance and engagement. A parent academy will be created to support families with tools. |          | No           |                               | LCFF 3000                 | \$3,000.00     | Focused on ELAC committee during the pandemic. Did general survey thoughclass dojo to help parents with tools to improve academics. |
| 4.3             | <b>Maintain Attendance Clerk and office Manager</b><br>Maintain and train Attendance Clerk and Office manager   | i year   | No<br>Yes    | LCFF 63000.<br>Federal 16050. |                           | \$79,050.00    | 79,050. Trained   |
| 4.4             |   |          |              | Federal 9,000                 |                           |                |   |

**Goal 5**

**Rationale**

**Expected Annual Measurable Objectives for Goal 5**

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

**Actions and Services**

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             |                          |          |              |                    |                        |             |                 |



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name   | Contact Name and Title | Email and Phone |
|---------------------------------------|------------------------|-----------------|
| New Joseph Bonnheim Community Charter |                        |                 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Our vision and core values are at the heart of all conversations. As additional funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, and community members.

Additional staff will accomplish the following.

1. Increase personnel to increase access to summer school and wrap-around services.(Center For fathers and Families, Summer 2021)
2. Increase mental health supports for students through counselors, psychologists; improved social-emotional curriculum, and increased access to mental health services. (District use of Connent Referral, SEL training. EPOCH, and district support of health aides and testing for the pandemic.
3. Increase professional development, including instructional coaching, , strengthening core instruction across our school, in Benchmark, GpMath, Leader In Me
4. Ensure we serve students safely and optimally through additional staff for COVID-19 testing and support and additional operational and custodial staff.
5. Increase collaboration with outside organizations to support with training staff in curriculum, SEL, and academics.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

As noted earlier, we routinely obtain feedback in three primary ways- Surveys, Community Forums, District/ Community Group Meetings- to incorporate our educational partners' beliefs that guide our efforts from high-level perspectives to targeted recommendations. Since the pandemic began, we focus on physical and emotional safety for our students. Throughout this emergency response, we surveyed families (March 2021), conducted virtual meetings with ELAC (March 2021), students (August 2021), staff (May and June 2021), and administration (August 2021) and corresponded via web-based tools as we prepared to return to in person learning. Our focus groups, listening meetings, and safety talks resulted in articulating the impact of distance learning on families, students, and staff including social emotional issues as well as academics. It was especially important to ensure our community felt safe returning to in-person instruction. Consequently, we hired custodial subs/additional staff to help with sanitizing facilities and conducting COVID testing. We knew from multiple meetings that our community members were impacted emotionally by the conditions of virtual learning and the pandemic itself. We dedicated time and ways to support for increased access to mental health services via counselors, psychologists, outside agencies, and family resources. We worked to mitigate student learning loss through additional support staff ( log term sub to help with ready literacy) as well as adding intervention programs, (tutoring, SIPPS, Reflex, etc).

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

We built a strong distance learning program in SY 20-21 that prioritized social emotional learning, literacy instruction, and small group learning sessions in order to differentiate for student needs. We also built a strong attendance intervention program to support our students and families with class attendance over distance learning. All of our staff and students were provided with the necessary tools to engage in distance learning.

As funds became available we used our standing outreach efforts to obtain input from all aspects of our community- students, staff, parents, ELAC, Steering Committee/SSC. Additionally, distance learning required that we learn, use, and implement technology to enhance instruction. When we returned, we maintained technology tools that enhance in-person instruction and provide consistent intervention, e.g. Go math, I Ready, Go Noodle, class Dojo, reflex MATH.

Despite additional funds, the most challenging area is staffing. It is difficult to hire for critical areas already in short supply. Returning to in-person instruction makes it more difficult. The availability of qualified personnel is limited, and many people are hesitant to return to the workforce, thereby reducing the pool of candidates.

Additionally, the substitute pool was difficult pre-pandemic for all districts. The situation is exacerbated by an increase in pandemic related absences. When staff members or their family members get COVID, absences are extended until it is safe to return.

As a result, it is difficult to bring some actions to scale, e.g. provide interventions systematically. Consequently, we delineated a timeline of spending funds over the three years allotted. This first year will focus on academic learning loss, social emotional issues, and partnering with educational organizations for temporary support. Once we are post pandemic, we are hopeful that staffing difficulties will be resolved and we can hire qualified staff more easily, and enrollment will go up.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

As noted in Prompt 1, we use our core values to bring our Vision to life and to guide our plans and daily decisions. Our LCAP reflects our core values as does our Safe Return and Continuity of Services, ESSER Expenditure Plan, and this Supplement. It is vitally important to align all plans and consequently, our spending to the same purpose, our vision, mission, and core values.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*



If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name     | Contact Name and Title      | Email and Phone                          |
|---|-----------------------------|--|
| Sacramento City Unified School District | Jessica Martin<br>Principal | jessica-martin@scusd.edu<br>916 395 5254 |

### Goal 1

**Increased achievement in mathematics**

### Rationale

In May 2021, 10th and 11th grade students enrolled in Math II and Math III were given the end of year math assessment that was developed by the district. 68% of the students who took the test scored in the "Standard Not Met" range. Only 5% of the students who took the test scored in the "Standard Met" range. We know our students received math instruction via distance learning and in February of 2021 the full time math teacher resigned and the students had a substitute that did not have a math credential through the remainder of the school year.

### Expected Annual Measurable Objectives for Goal 1

| Priority | Metric          | Baseline  | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24                           |
|----------|-----------------|---|---|---|
|          | Assessment Data | 68% scored "Standard Not Met"<br>- 5% scored "Standard Met" | Data not yet available.<br>Students will take the CAASPP assessment in April and results will be available towards the end of spring or early summer. | 40% or more students will meet the Standard for math. |

| Priority | Metric                          | Baseline   | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24                                      |
|----------|---------------------------------|--|---|--|
|          | Number of D's and F's in Math I | 50% of the students enrolled in Math I achieved a D or F | For Semester 1, 9% of the students enrolled in Math I received a D or F | 10% or less of students enrolled in Math I will receive a D or F |

## Actions and Services

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses    | Non-Personnel Expenses                          | Total Funds | Mid-Year Report  |
|-------------|--|----------|--------------|-----------------------|---|-------------|--|
| 1.1         | <p><b>All students will take the Math Benchmark Assessments</b></p> <p>All New Tech students who are enrolled in Math I, Math II or Math III will take the SCUSD Benchmark Assessments in accordance with the districts assessment windows. The math department will analyze those assessments and create plans to increase achievement in math based on indicated student weaknesses.</p> |          | No           |                       | LCFF 0<br>Other State 0<br>Local 0<br>Federal 0 | \$0.00      | \$0 in funding used. All students in Math I, II, and III have takes district assessments. Analysis is occurring during department staff meetings (regular contract time) |
| 1.2         | <p><b>After School Tutoring provided</b></p> <p>Students will receive after school tutoring from peer tutors and teachers, 1-2 days per week.</p>  |          | Yes          | Other State 48,236.69 | Federal 22,446                                  | \$70,682.69 | \$0, not able to staff an after school program, however teachers and counselor have volunteered to help students during the regular school day as needed.                |
| 1.4         | <p><b>Instructional Assistant Support provided for EL and High Risk Students</b></p> <p>A part time instructional aide will be assigned to assist EL and High Risk Students both in class and after school in Math achievement.</p>  |          | Yes          | Other State 6401.50   |   | \$6,401.50  | \$0 - have not been able to hire a qualified IA for this position. Will continue to attempt.   |

| Goal/ Action | Action Title/ Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|---------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|              |                           |          |              |                    |                        |             |                 |

## Goal 2

### English Language Learner Achievement and Re-designation

#### Rationale

Due to the school shut down and the COVID 19 Pandemic, it was difficult to get our ELL students to attend testing sessions for the ELPAC. As such, we do not have comprehensive data for the 2020-2021 School year. It was also very difficult to provide specific resources and support to our 32 EL students due to being in distance learning for the entire year. Although we did come back in person for just over a month, this was optional for students. Over half of our EL students elected to remain in distance learning for the duration of the school year.

#### Expected Annual Measurable Objectives for Goal 2

| Priority | Metric                | Baseline   | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24   |
|----------|-----------------------|--|---|---|
|          | ELPAC                 | 1 Student Reclassified in 2020                         | Data not yet available. ELPAC was administered early February. Results will come later in the Spring. | 5 or more students Reclassified each year   |
|          | Benchmark Assessments | ELA Assessment - 46% avg correct, Math - 36.3% correct | Data not yet available. CAASPP will be given in April.  | EL students will score 60% correct or above on both ELA and Math District Benchmark Assessments |

#### Actions and Services

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses  | Non-Personnel Expenses | Total Funds | Mid-Year Report  |
|--------------|--|----------|--------------|---------------------|------------------------|-------------|--|
| 2.1          | <b>Instructional Assistant provided for ELL Support</b><br>An instructional assistant will be assigned to support ELL students in math and English both in their classes and in the after school program |          | Yes          | Other State 6401.50 |                        | \$6,401.50  | \$0 have not been able to hire a qualified person for this position. |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses         | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report  |
|-----------------|--|----------|--------------|-------------------------------|---------------------------|----------------|--|
| 2.2             | <b>After School Tutoring made available to students</b><br>ELL students will be able to access a computer lab/learning center that is staffed by at least one teacher and 1 instructional assistant for support in Math and English  |          | Yes          | Other State 30,555            | LCFF 1,714                | \$32,269.00    | \$0 have not been able to staff the after school tutoring. Teachers have been volunteering extra time during the school day. |
| 2.3             | <b>Professional Development in PBL/PrBL and Student Centered Learning</b><br>All staff will participate in Project-Based/Problem-Based Learning with a specific emphasis on supporting ELL students through this method of teaching and learning.  |          | Yes          |                               | Other State 31,408        | \$31,408.00    | Approx \$30,000 for one full-day PD on PBL and Assessment  |
| 2.4             | <b>Parent Training Opportunities provided in English and Spanish</b><br>Parents of ELL students will be given opportunities and workshop offerings on how to effectively use ECHO, how to support students at home, and knowledge of post secondary options so they can better support their students academically. The Parent Advisor will help coordinate these training and provide translation to Spanish Speaking families. |          | Yes          | LCFF 24,278<br>Federal 16,185 |                           | \$40,463.00    | Approx \$20,200  |

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             |                          |          |              |                    |                        |             |                 |

### Goal 3

College and Career Readiness

#### Rationale

With the change of leadership and school closures to to the COVID 19 pandemic, the college and career data dropped in the metrics listed below. As a result, we will be taking steps to bring our numbers back up for College and Career readiness as stated below.

#### Expected Annual Measurable Objectives for Goal 3

| Priority | Metric                        | Baseline   | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24   |
|----------|-------------------------------|--|---|---|
|          | CTE Pathway Completion Rate   | 97% completion in 1 or more CTE Pathways   | Data not yet available. School year still in progress.  | 100% completion in 1 or more CTE Pathways   |
|          | Enrollment in College Courses | 95% of the graduating students completed at least one college course prior to graduating high school | Approx 60% of the graduating class have completed at least one college course and the other 40% are currently enrolled. | 100% of the graduating students will complete at least one college course prior to graduating high school |
|          | A-G Completion                | 11% 5/43 students completed A-G requirements   | Data not yet available.   | 85% of all 12th graders will complete A-G requirement   |

#### Actions and Services

| Goal/Action | Action Title/Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses                          | Total Funds | Mid-Year Report |
|-------------|---|----------|--------------|--------------------|---|-------------|-----------------|
| 3.1         | <b>Counseling and guidance in CTE Pathways and Programs</b><br>Students will complete 1 or more of the 3 CTE pathways at new Tech. Computer Science, Graphic Design, and Animation Motion Graphics. The school counselor and administrator will inform, guide, and schedule |          | Yes          | LCFF 25423.50      | LCFF 0<br>Other State 0<br>Local 0<br>Federal 0 | \$25,423.50 | Approx \$12,700 |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report  |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|------------------|
|                 | students in a way that will make pathway completion possible.  |          |              |                       |                           |                |                  |
| 3.2             | <p><b>Counseling and Guidance for Enrollment in College Courses</b><br/>Every student student will enroll in at least one community college course through the Advance Learning program before they are able to graduate from New Tech. The school counselor will guide students through this process from beginning to end. Completing the college application, navigating the online college system, and obtaining a transcript to turn in to the high school registrar.</p> |          | No<br>Yes    | LCFF 25,423.50        |                           | \$25,423.50    | Approx \$12,700  |
| 3.3             | <p><b>Highly Qualified and fully credentialed teachers provide content in A-G Courses</b><br/>Students will complete all course work with a grade of C or higher in order to meet the A-G completion requirements. The school counselor, faculty, administration, and support staff will assist students in this area through the MTSS system of support. Highly qualified, fully credentialed teachers will provide</p>   |          | Yes          | LCFF 290,411          |                           | \$290,411.00   | Approx \$145.200 |

| Goal/Action | Action Title/Description          | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|-----------------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             | content and support for students. |          |              |                    |                        |             |                 |

## Goal 4

## Rationale

## Expected Annual Measurable Objectives for Goal 4

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

## Actions and Services

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             |                          |          |              |                    |                        |             |                 |



**Goal 5**

**Rationale**

**Expected Annual Measurable Objectives for Goal 5**

| Priority | Metric | Baseline | Year 1 Mid-Year Progress | Desired Outcome for 2023-24 |
|----------|--------|----------|--------------------------|-----------------------------|
|          |        |          |                          |                             |

**Actions and Services**

| Goal/Action | Action Title/Description | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--------------------------|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             |                          |          |              |                    |                        |             |                 |



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name     | Contact Name and Title      | Email and Phone                          |
|---|-----------------------------|--|
| Sacramento City Unified School District | Jessica Martin<br>Principal | jessica-martin@scusd.edu<br>916-395-5254 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

New Tech High School received \$35,160 additional S&C funds that were not included in the LCAP. We engaged our educational partners through monthly parent meetings, staff meetings, and Student Advisory Counsel meetings to determine the best use for this funding.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

As a result of discussions with our educational partners it was determined that the additional funding would be used to increase our counselor position from a 50% position to an 80% position in order to increase the necessary supports our unduplicated student population needed as a result of learning loss and social emotional needs as a result of school closures and distance learning in the previous 2 years.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

New Tech did not directly receive ESSER funding, however as a dependent charter school, New Tech has benefitted from services provided by the district as a result of the usage of these funds.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

New Tech did not directly receive ESSER funding, however as a dependent charter school, New Tech has benefitted from services provided by the district as a result of the usage of these funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

New Tech has used LCAP funds and ELO funds to address learning loss and the safe return to in-person instruction through increasing the 50% math teacher position to 100% so Math I could be offered in conjunction with Math Support. This program is designed to help students remediate while completing Math I requirements.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

| Local Educational Agency (LEA) Name | Contact Name and Title      | Email and Phone                                   |
|-------------------------------------|-----------------------------|---|
| The Met Sacramento High School      | Denise Lambert<br>Principal | Denise-lambert@metsacramento.org<br>(916)395-5417 |

### Goal 1

**Increase student success in ELA and math by organizing the database that houses Met curriculum. Over the course of the existence of The Met curriculum and documents were created and placed into a database. Due to the large value of documents collected over the 20 years it has become difficult to access these files. To better access the information, the database will be cleaned out and re-organized in different categories to allow easier access to curriculum materials per content area.**

### Rationale

Analysis of student data from the most recent state assessments (2018-19) show that 62% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is only 16%. Results from the Dashboard show that on average, students scored 7 points above the 'Standard Met' level in ELA and 87.7 points below the 'Standard Met' level in Math. Significant performance gaps exist for Socially Disadvantaged students. Previously, we used to have a stronger coordinated curriculum and our results were . However, over time this focus was lost due to confusion of materials

The Met high school is now almost 20 years old. During most of that time we have maintained some form of a repository of Met related documents which included exhibition expectations, internship protocols, project formats, Mathematics and ELA lesson/unit plans, admin protocols etc. And as often happens in institutions with coordinated programs that have been around awhile, these documents have gone through many versions and revisions by different teachers at different times to suit

different needs. Now, after all of this time, this repository of documents which is housed on Google Drive is no longer usable efficiently because of all of the versions of these foundational documents and a general lack of organization. While we might know that a document is in the drive, we don't know where it is.

To this end, we will create a new Google Drive repository structure that is more explicit. We will go through all of the documents in the old database and throw out the old versions and when necessary update the latest version to suit our current needs.

And most importantly, since we are a project based school, all of the academic disciplines have developed really great units in their subject areas. Now that there is a clear structure, our goal is to collect the best lessons/units from our ELA and Mathematics curriculum and upload them in professional finished form so that other teachers can use them. During our previous WASC self study the determined that what they wanted was consistent mathematics and ELA units that were done on a yearly basis so that every Met student upon graduations would have done these projects.

## Expected Annual Measurable Objectives for Goal 1

| Priority | Metric  | Baseline   | Year 1 Mid-Year Progress                         | Desired Outcome for 2023-24   |
|----------|---|--|--|---|
|          | <p>ELA State Assessment</p> <p>Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11</p> | <p>18-19 school year 38% not meeting 'Standard Met'</p>  | <p>Unavailable</p>                               | <p>85% of students meeting 'Standard Met' for ELA</p>                                   |
|          | <p>Math State Assessment</p> <p>Average Distance from 'Standard Met' on Math Smarter Balanced Summative Assessment for grade</p>                          | <p>18-19 school year 85% not meeting 'Standard Met'</p>  | <p>Unavailable</p>                               | <p>60% of students meeting 'Standard Met' for Math.</p>                                 |
|          | <p>Database clean-up</p> <p>Documents organized by content area in folders</p>  | <p>Baseline 0 - tool will be developed for implementation in the upcoming year.</p> <p>Database as of May 2019 was not organized. Difficult to find documents and curriculum materials to easily access information.</p> | <p>20% of the database clean up is completed</p> | <p>Database that contains recognizable folders that are easily accessible by staff.</p> |



| Priority | Metric  | Baseline   | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24  |
|----------|---|--|---|--|
|          | Appropriately assigned and credentialed teachers    | 100% teachers appropriately assigned and credentialed  | 100% assigned appropriately assigned and credentialed   | 100% teachers appropriately assigned and credentialed  |
|          | Facilities maintained in good repair.               | In 2019-20 the met site was rates as exemplary   | Ongoing   | Facility will be maintained as exemplary   |
|          | Implementation of state standards for all students. | In 2020-21, State standards were fully implemented as verified by data collection obtained through routine classroom walk-throughs | In progress. Classroom walk throughs have not been as frequent due to COVID. Administration has been contact tracing for COVID. | Standards will be fully implemented as verified by data collection obtained through routine classroom walk throughs. |

### Actions and Services

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|------------------------|-------------|-----------------|
| 1.1          | <b>Weekly collaboration time for certificated staff</b><br>Provide weekly one hour of time per week for teachers to collaborate with peer approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs. |          | No           |                    |                        |             | N/A             |
| 1.2          | <b>Curriculum Development</b><br>.36 additional staffing to develop and align math and ELA curriculum to be used across all subject areas and to organize in the Met database.   |          | Yes          | LCFF 42,245        |                        | \$42,245.00 | \$42,245        |
| 1.3          | <b>Technology</b><br>Provide technology (devices) to support the   |          | No<br>Yes    |                    | LCFF 34,621.00         | \$34,621.00 | \$0             |

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|-------------|--|----------|--------------|--------------------|------------------------|-------------|-----------------|
|             | delivery of digital California Common Core State Standards aligned to instructional materials and curriculum |          |              |                    |                        |             |                 |

## Goal 2

**To re-establish the importance and emphasis of exhibitions/gateways and place greater emphasis on increasing the rigor of exhibitions/gateways. Standards and rubrics will be developed to greater align exhibitions/gateways across the campus and across grade levels in order to create a much more rigorous four year exhibition skills plan.**

### Rationale

At the Met, students develop a strong foundation of academic and real-world skills through highly effective instruction and authentic internship experiences. Exhibitions/Gateways are the vehicle for students to demonstrate the rigorous learning that they have done at their internships and in class and serve as an invaluable tool that allows students to see what they have learned and where they still need to grow. The exhibitions used to be the foundation of the Met program but as we moved to more conventional classes, they were no longer as pivotal to the program. The staff decided that they wanted to return to a more progressively rigorous four year exhibition program. This goal also aligns with our WASC goals.

### Expected Annual Measurable Objectives for Goal 2

| Priority | Metric   | Baseline  | Year 1 Mid-Year Progress                       | Desired Outcome for 2023-24   |
|----------|--|---|--|---|
|          | Create a four-year set of guidelines and rubrics by grade level for project work | 0 - Baseline. A tool will be developed in the coming year. General rubric exists for all grade levels to follow           | Rubrics have been completed for grades 9 & 10. | Completed guidelines and rubrics for each grade level                               |
|          | Divide the project skills between advisory and English workshops.                | 0 - Baseline. A tool will be developed in the coming year. Draft for new project guidelines for 9th grade only            | In progress                                    | Clear expectations by month for advisory and English workshops for all grade levels |
|          | Create exhibition expectations based on project work expectations                | 0 - Baseline. A tool will be developed in the coming year. Draft for 9th grade exhibition expectations for 9th grade only | 9th & 10th grade are completed                 | Exhibition expectations created for all grade levels                                |

| Priority | Metric                         | Baseline  | Year 1 Mid-Year Progress                        | Desired Outcome for 2023-24           |
|----------|--------------------------------|---|---|---------------------------------------|
|          | Students will have internships | Due to COVID-19 students were unable to attend internships. | 85% of students have internships as of Feb 2022 | 95% of students will have internships |

### Actions and Services

| Goal/Action | Action Title/Description   | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds  | Mid-Year Report |
|-------------|--|----------|--------------|--------------------|------------------------|--------------|-----------------|
| 2.1         | <b>Improve and realign project work for advisory</b><br>Additional staffing to work to align project skills between advisory grade levels, develop rubrics for grade level exhibitions/gateways. |          | Yes          | LCFF 140,927       |                        | \$140,927.00 | 140,927         |

### Goal 3

**Students and families are engaged and empowered to partner with The Met to achieve academic success.**

### Rationale

This goal builds upon the school's previous goal focused on stakeholder engagement.

### Expected Annual Measurable Objectives for Goal 3

| Priority | Metric  | Baseline                                      | Year 1 Mid-Year Progress  | Desired Outcome for 2023-24                                    |
|----------|---|---|---|--|
|          | % of parents involved in school activities (Exhibitions and academic planning meetings) | 75% parent attendance exhibition rate         | Currently exhibitions are being held without family members present due to COVID restrictions. We hope to have families be present for exhibitions in the Spring. | We would like to see out Family participation rate grow to 90% |
|          | Increase parental participation from parents of EL students at                          | 40% participation from parents of EL students | 35% of families attended our virtual back to school night. We   | 60% participation from parents of EL students                  |

| Priority | Metric   | Baseline  | Year 1 Mid-Year Progress                                      | Desired Outcome for 2023-24  |
|----------|--|---|---|--|
|          | school events (Back-to School-Night)   |   | have not had any other events virtually at this time.         |  |
|          | Suspension rate  | 2.3 % CA Dashboard 2019 data  | 0% (2020-21 Rate)   | <1 %   |
|          | Expulsion rate   | 0%  | 0% (2020 - 21 Rate)   | 0%   |
|          | Parent involvement in decision making) School Site Council and School advisory Board | We have the adequate numbers for School Site Council (SCC) and School Advisory Board (SAB). | The numbers of board members has not increased since Jan 2022 | We would like to see the number of parents attending SCC and SAB meetings grow to more than the required numbers for each. |
|          | Graduation Rate  | 2019-20 94%<br>2018-19 92%  | 93.5% (2020-21 Rate)  | 95%  |
|          | Student School Climate Survey  | 2019-20 75% positive, 25% negative<br>2019-18 50% positive, 50% negative                    | Not available   | 90% positive   |

### Actions and Services

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|------------------------|-------------|-----------------|
| 3.1          | <b>Attendance</b><br>Parent notification on student absences through phone and email messaging. Intervention conferences with students who are not achieving expected attendance & achievement levels. Written notification to parents for students with excessive absences. |          | Yes          |                    |                        |             | n/a             |
| 3.2          | <b>School Advisory Board (SAB)</b><br>Increase parent involvement at SAB   |          | Yes          |                    |                        |             | n/a             |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | meeting to increase decision making with stakeholders  |          |              |                       |                           |                |                 |
| 3.3             | <b>Parent Teacher Home Visits</b><br>Continue to build the Parent Teacher Home Visit program. This program helps to facilitate home visit experiences that engage, families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. |          | Yes          |                       |                           |                | n/a             |
| 3.4             | <b>Schoology Training</b><br>Host sessions to train parents (English and Spanish) on how to use Schoology  |          | Yes          |                       |                           |                | n/a             |
| 3.5             | <b>Recruitment</b><br>Increase recruitment and informational activities to improve recruitment numbers   |          | Yes          |                       |                           |                | n/a             |
| 3.6             | <b>School events</b><br>Continue to host school sponsored and student sponsored events.  |          |              |                       |                           |                | n/a             |

## Goal 4

Prepare students to be College and Career Ready.

### Rationale

The 2019 College and Career indicator is currently orange with 24.2 % of the 2019 cohort unprepared for college and career. This indicator uses the following criteria: 1. Career Technical Education Pathway completion (not offered by the Met) 2. Grade 11 Smarter Balanced Summative Assessments in ELA and math 3. Advanced Placement exams (not offered at the Met) 4. International Baccalaureate Exams(not offered at the Met) 5. College credit college courses 6. A-G completion 7. State Seal of Biliteracy 8. Military Science /Leadership (not offered at the Met). In order to achieve the highest status, lose attention

### Expected Annual Measurable Objectives for Goal 4

| Priority | Metric                                    | Baseline  | Year 1 Mid-Year Progress   | Desired Outcome for 2023-24                               |
|----------|---|---|--|---|
|          | CA Dashboard College and Career Readiness | 18-19 school year<br>24.2 % of students are prepared for College and Career | Unavailable  | 70% of students on track for college and career readiness |
|          | Enroll 10th grade students HCD 116 & 330  | 20-21 school year<br>6% of 10th graders enrolled in HCD 116 or 330          | 44 10th graders completed HCD 116<br>28 10th graders completed HCD 330 | 95% of 10th graders will complete HCD 116 & 330.          |

### Actions and Services

| Goal/ Action | Action Title/ Description  | Timespan | Contributing | Personnel Expenses | Non-Personnel Expenses | Total Funds | Mid-Year Report |
|--------------|--|----------|--------------|--------------------|------------------------|-------------|-----------------|
| 4.1          | <b>College and Career Readiness</b><br>Increase graduation rate and college acceptance   |          | Yes          | LCFF 47,063        |                        | \$47,063.00 | 47,063          |
| 4.2          | <b>Counseling</b><br>Students are encouraged to begin preparation for their post secondary lives. Our counselor meets with all students to review colleges, fill out FAFSA and she holds workshops to help students in preparing |          | Yes          |                    | Federal 44,054.00      | \$44,054.00 | 44054           |

| Goal/<br>Action | Action Title/<br>Description   | Timespan | Contributing | Personnel<br>Expenses | Non-Personnel<br>Expenses | Total<br>Funds | Mid-Year Report |
|-----------------|--|----------|--------------|-----------------------|---------------------------|----------------|-----------------|
|                 | for college or technical school after graduation   |          |              |                       |                           |                |                 |
| 4.3             | <b>Sacramento City College</b><br>Sacramento City counselor will work with Met students to develop Educational Plans, and ensure students are on track to meet A-G requirements. |          | Yes          |                       |                           |                | N/A             |



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title      | Email and Phone                                  |
|-------------------------------------|-----------------------------|--|
| The Met Sacramento High School      | Denise Lambert<br>Principal | Denise-lambert@metsacramento.org<br>916-395-5417 |

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The additional LCFF Supplemental and Concentration Grants funds that are detailed in the prompt were not included in the 2021-22 LCAP. These funds total \$193,231 and their use during the 2021-22 has been detailed below. The additional funding and the use of funds was communicated to our School Advisory Board in September of 2021. We will continue to engage the school community and School Advisory Board upon the use of these funds as part of the ongoing LCAP engagement process.



A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The school will offer after school tutoring in a small group setting two days a week to those students who disengaged during the COVID-19 year and are not on track to graduate. The school will hire a mental health specialist in order to support the mental health needs of our students. Finally, we will hire a one-year Resource teacher who will support additional academic services to ameliorate graduation. They will oversee the credit recovery program, and re-invigorate our home visit program to increase engagement from student and families, monitor students that are not on track for graduation and work with students to increase college eligibility. The school will also provide summer school for students that are off-track for graduation(summer will be funded by SCUSD).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

SCUSD received one-time funds through the federal government to help school sites respond to the COVID-19 pandemic and the effects of distance learning on our students. These funds were not directly received by The Met, however the services and supports are accessible to The Met HS as a dependent charter in the SCUSD. For use of the funds please refer to the SCUSD Supplemental to the Annual Update to the 2021-22 Local Control and Accountability Plan.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

SCUSD received one-time funds through the federal government to help school sites respond to the COVID-19 pandemic and the effects of distance learning on our students. These funds were not directly received by The Met, however the services and supports are accessible to The Met HS as a dependent charter in the SCUSD. For use of the funds please refer to the SCUSD Supplemental to the Annual Update to the 2021-22 Local Control and Accountability Plan.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The 2021 -22 school year has been a year of many plans, and our school has worked diligently to ensure that all plans are aligned and all funds can be maximized to support student outcomes. As noted throughout this document, our school has received one-time state and federal funding that are geared toward keeping our school safely open while preventing the spread of COVID-19 and accelerating student learning recovery after a year spent in distance learning.

To that end we have worked to align our fiscal resources to our 2021-22 in the following plan in these ways:

Expanded Learning Opportunities Program. The school will offer after school tutoring in a small group setting two days a week to those students who disengaged during the COVID-19 year and are not on track to graduate. The school will hire a mental health specialist in order to support the mental health needs of our students. Finally, we will hire a one-year Resource teacher who will support additional academic services to ameliorate graduation. They will oversee the credit recovery program, and re-invigorate our home visit program to increase engagement from student and families, monitor students that are not on track for graduation and work with students to increase college eligibility. The school will also provide summer school for students that are off-track for graduation(summer will be funded by SCUSD).

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021