2022-23 Local Control and Accountability Plan (LCAP)

Presented for Adoption on 6.23.22

Sacramento
City Unified
School District

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Local Control & Accountability Plan

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District
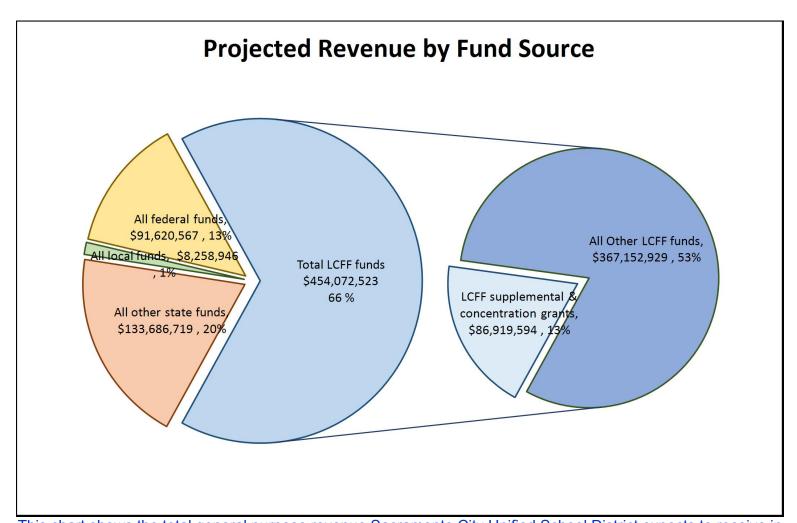CDS Code: 34674390000000
School Year: 2022-23
LEA contact information:
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Superintendent
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916.643.7400

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year
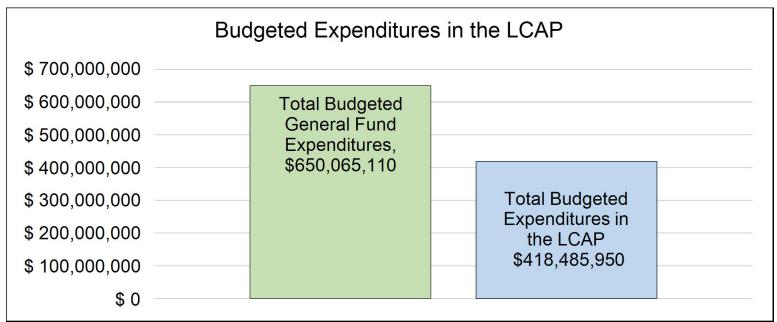
Projected Revenue by Fund Source

This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento City Unified School District is $687,638,755, of which $454,072,523 is Local Control Funding Formula (LCFF), $133,686,719 is other state funds, $8,258,946 is local funds, and $91,620,567 is federal funds. Of the $454,072,523 in LCFF Funds, $86,919,594 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much Sacramento City Unified School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sacramento City Unified School District plans to spend $650,065,110 for the 2022-23 school year. Of that amount, $418,485,950 is tied to actions/services in the LCAP and $231,579,160 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
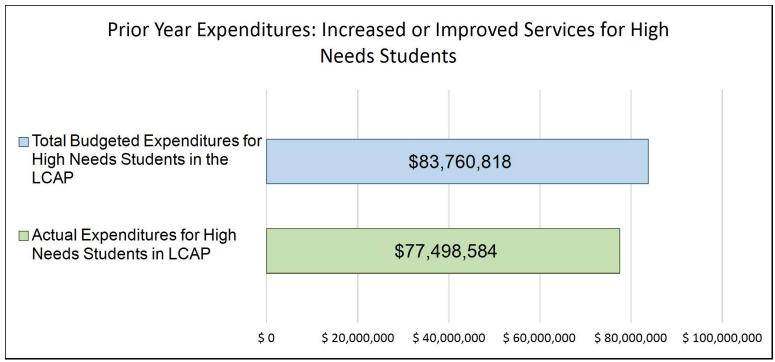
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those specifically included) and special education services (except for those specifically included).

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Sacramento City Unified School District is projecting it will receive $86,919,594 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $94,137,050 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$83,760,818
☐ Actual Expenditures for High Needs Students in LCAP	$77,498,584

$ 0 $ 20,000,000 $ 40,000,000 $ 60,000,000 $ 80,000,000 $ 100,000,000

This chart compares what Sacramento City Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sacramento City Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Sacramento City Unified School District's LCAP budgeted $83,760,818 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $77,498,584 for actions to increase or improve services for high needs students in 2021-22.

The planned actions for increasing or improving services for high needs students were, overall, implemented as planned. The primary reason for the difference between the total budgeted expenditures and estimated actual expenditures was the inability to fully staff all planned positions across a range of actions. The already present staffing shortages in key areas were exacerbated by the COVID-19 pandemic throughout the year and especially during the winter surge.

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	Superintendent@scusd.edu 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

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)
- Expanded Learning Opportunities Grant Plan (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)

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

- 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/esser_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 4th 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: 6th Grade Science Camp Experiences:** All schools have been provided access to the funding necessary for all 6th 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 LBGTQ 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 programing 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 12th 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 Specialists 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

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). 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 COIVD-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, 6th 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 6th 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

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.

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

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	Superintendent@scusd.edu 916.643.7400

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Sacramento City Unified School District is a large, urban school district situated in the central and southern part of California's capital city. SCUSD is the 13th largest district in the state and one of the oldest K-12 districts in the western United States. Established in 1854, SCUSD serves approximately 40,000 students at seventy-five schools spanning seventy square miles. These 75 schools include forty-two Elementary Schools, eight K-8 schools, six middle schools, eight high schools, two Grade 7-12 schools, one Grade 4-8 Community Day School, one Independent Study school, two Adult school locations, and five dependent charter schools. Preschool and early Kindergarten programs are offered within many of the district's elementary school sites.

The city of Sacramento is often included on lists identifying the 'most diverse cities' in the country. SCUSD's boundaries encompass most of the central and southern portions of the City of Sacramento. These areas, in particular south Sacramento, have historically been some of the most diverse in terms of race, ethnicity, culture, and language. SCUSD's 2021-22 student population is 41.3% Hispanic/Latino, 16.9% White, 17.6% Asian, 12.1% African American, 7.8% Multi-racial, 2.3% Native Hawaiian or Pacific Islander, 1.4% Filipino, and 0.5% American Indian or Alaska Native. 67.6% of students are identified as socioeconomically disadvantaged, 0.4% are identified as Foster Youth, and 0.7% are identified as Homeless Youth. 19.6% of students are identified as English Learners and 15.1% are identified as Students with Disabilities. With more than 50 different languages represented, many SCUSD students speak a primary language other than English. Spanish, Hmong, Cantonese, Vietnamese, Marshallese, Russian, and Mandarin are the most frequently occurring primary languages other than English.

SCUSD is guided by its Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all students and families.

SCUSD 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.

SCUSD Guiding Principle:
All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.

Performance results continue to demonstrate gaps in achievement for SCUSD students relative to their peers across the state and significant gaps within the district for multiple student groups. These gaps are discussed in detail within the 'Reflections: Identified Need' section below and inform many of the desired outcomes set within the plan. SCUSD acknowledges that the persistent gaps in performance for Students with Disabilities, English Learners, Foster Youth, Homeless Youth, Low-Income students, African American students, Hispanic/Latino students, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students are unacceptable and that the system we have historically operated has perpetuated these outcomes. In short, the current system has failed to meet the needs of many students and the district has a long way to go before it realizes the vision set forth in the guiding principle. Significant systemic change is required and, as has been called for by educational partners, the status quo needs to be disrupted. SCUSD often cites W.E. Deming who said, "*Every system is perfectly designed to get the results that it gets.*" The system as it stands now (our status quo) has continued to meet the needs of some students, but not all. SCUSD needs to produce a different set of results and this requires changes to the system.

Over the past two years the COVID-19 pandemic has led to closure of physical school sites, implementation of distance learning, and ongoing staffing challenges, including those related to the 2021-22 omicron variant surge. All of these factors have had profound and lasting impacts on the district, including the exacerbation of existing inequities. This has also helped to shine a light on the gaps that were already present. Addressing the learning loss experienced by students during the pandemic as well as long-standing opportunity and performance gaps requires intensive and focused effort at all grade levels. Prior to and throughout the pandemic, SCUSD has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture to one of data-based decision-making and equity-driven resource allocation. The implementation of an effective Multi-Tiered System of Supports at all school sites is an essential part of this aim and is the district's primary area of focus in 2022-23 and beyond to improve the outcomes for all students.

What is MTSS? A Multi-Tiered System of Supports (MTSS) is a system for assuring that every student will thrive as a result of high quality instruction and whole child supports in a challenging, supportive, and inclusive learning environment.

SCUSD has used the implementation of MTSS as an anchor for the development of a holistic, culturally responsive educational service delivery model. This begins with the acknowledgement that our existing instructional models and supports are inconsistent and not meeting the diverse needs of our students. The district is obligated to design and provide a framework for effective instructional delivery based on 'whole child' data and assure that every student has access to high quality instruction and support at their home school, alongside their grade-level peers.

The district's continuous improvement lens is also important in considering SCUSD's significant fiscal challenges in the coming years. As detailed in a December 2019 report by the California State Auditor and numerous other internal and external reports, SCUSD has a structural deficit that, if not addressed, could result in fiscal insolvency. Savings associated with the closure of schools and additional one-time funding

during COVID have provided a temporary reprieve, but neither of these has addressed the underlying problems. A major concern of the district and community is that the structural deficit will not be resolved in time and could result in state receivership/takeover. District staff are currently working in partnership with staff from the Sacramento County Office of Education (SCOE) to develop and implement plans to address the deficit. Collaboration and negotiation with bargaining group colleagues is an important step in this process. Given the scope of the district's fiscal challenges and the need to interrupt inequities, SCUSD needs to carefully examine the return on investment of every dollar spent. SCUSD's commitment to equity-driven decision-making and resource allocation will be critical as the district strives to improve outcomes for all students and close the significant performance gaps between student groups.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

This LCAP acknowledges that *the system as it is currently structured has failed to meet the needs of many students and the district has a long way to go before it realizes the vision set forth in the guiding principle*. It is important that this acknowledgement guides goal setting and strategic planning. In addition, it is also important to recognize and celebrate successes when they occur. SCUSD's ongoing efforts include some key examples of success including the ongoing implementation of an effective Multi-Tiered System of Supports (MTSS) districtwide. This, and additional examples of success, are highlighted below along with an analysis of California School Dashboard data.

Multi-Tiered System of Supports (MTSS)

An area of continued progress is the ongoing, multi-year effort to install and sustain an effective Multi-Tiered System of Supports (MTSS) districtwide. The urgent need for a coherent MTSS has been acknowledged for years by a range of educational partners. During 2020-21, the district began training for the first of three cohorts of schools and the second cohort joined in 2021-22. Each cohort will go through three years of training with ongoing coaching and support throughout. In 2022-23 the third cohort of schools will begin their training while Cohort 1 enters their third, and final, year.

Examples of topics during training include:
- Leaders as Problem Solvers and Change Agents: Adaptive Leadership, Systems Change & Implementation Science
- Leaders as Coaches and Facilitators: Multiple Tiers & Building Capacity, Mapping Tier 1 Resources, Effective PD skills and coaching
- Leaders as Collaborators: Effective Teaming Practices, Family Engagement
- Leaders Engaging in Continuous Improvement: Data Evaluation, Tools for monitoring fidelity of problem solving
- Leaders who Build Future Leaders: Scaling up practices and planning for sustainability with school improvement context

SCUSD is committed to supporting effective MTSS implementation and sustainability for the long-term. Examples of success in Cohort 1 schools have provided evidence of how an effective MTSS can improve systems and outcomes. These examples also serve as models for other sites to use and build upon.

- Will C. Wood Middle School, in mapping out their Tiered interventions, identified a need for greater student engagement and connection and implemented a student advisory period across their system for all students. They have since observed overall decreases in chronic absenteeism, suspension rates, and rates of D and F grades while also observing an increase in high school readiness.
- Ethel I. Baker Elementary School collaboratively developed a tiered resource map and revealed needs including increased mental health services. As a result, they have increased efforts to implement tier one practices such as class meetings, calming corners, school wide mindfulness, and a trauma-informed approach while providing tier 2 and 3 supports through their Student Support Center and direct services through a county school therapist. They have also implemented a range of academic supports based upon detailed assessment of student needs through pre-assessment and ongoing progress monitoring.
- The School of Engineering and Sciences (SES) has focused on common goals and expectations. These are exemplified in their school's identification of Skills for Academic and Career Success based in the district's graduate profile. With these common goals and expectations guiding their school's culture of teaching, learning, and continuous improvement, the school has been able to establish collaborative teams that share a clear purpose, define specific areas of responsibility, and engage in collective problem solving. Data is used to inform decisions and actions, monitor progress, and communicate strengths and areas of growth. Over the past few years, SES has observed increases in graduation rate, A-G rates, and school climate survey positivity rates while also observing decreases in suspension rates and D and F grade rates.

Expanding effective MTSS implementation to all school sites and across the academic, behavioral, and social-emotional domains is a critical step for the district to not only improve outcomes for all students, but also to more effectively serve students with the highest needs. A comprehensive MTSS will unify curriculum, professional development, and tiered interventions that currently exist in silos. The implementation of Universal Design for Learning (UDL) practices as a key pillar of the core program is one example of a unifying form of professional development and instructional practice. Effectively implementing UDL in all classrooms is one of the critical steps to ensure that differentiated support and intervention for the highest needs students is provided in all general education settings.

Additional Successes to Highlight

College and Career Readiness Outcomes
There are multiple areas within the measurable outcomes related to college and career readiness that should be noted in this section. These include Career Technical Education (CTE) pathway completion, State Seal of Bilteracy (SSB) completion rates, and International Baccalaureate outcomes. CTE pathway completion rates increased from 8.9% in 2018-19 to 10.9% in 2019-20 and again to 14.7% in 2020-21. From 2019-20 to 2020-21 every student group, with the exception of multiracial students, increased their pathway completion rates, with several groups making significant jumps in performance. State Seal of Bilteracy rates showed even greater improvements, moving from 14.4% in 2019-20 to 25.2% in 2020-21. This included significant improvements for all student groups except American Indian or Alaska Native students, Filipino students, and multiracial students. While only two high schools (Luther Burbank and Kit Carson International Academy) offer International Baccalaureate coursework, their improvements from 2019-20 to 2020-21 are notable. Their percentage of overall exams taken that were passed with a score of 4 or more improved from 23.8% to 30.9% and their percentage of diploma program candidates that completed the full IB diploma improved from 7.5% to 29.6%.

English Learner Master Plan
During 2021-22 the Multilingual Literacy department has led the efforts to revise the district's English Learner Master Plan. This critical effort has been identified over multiple years by educational partners as an urgent priority to ensure appropriate services for English Learners at all schools. Working in collaboration with the District English Language Advisory Committee (DELAC) and a range of other educational partners, the new English Learner Master Plan outlines the district's strategies and process for the following:

- Ensuring that English Learners succeed academically
- Providing English Learners access to the core curriculum
- Providing daily English Language Development so that English Learners can acquire English fluency and literacy for academic success
- Providing quality education programs for English Learners
- Promoting parent engagement and participation in the education of their children

Approval of the new English Learner Master Plan is anticipated for early Fall 2022.

Program Expansions
During 2021-22, a range of programs and services have been expanded to provide additional supports for students, staff, and families. These include programs designed to address the impacts of COVID-19 and programs that, while contributing to COVID-19 response, address needs that existed prior to the pandemic. Examples of program expansions include:

- Visual and Performing Arts (VAPA) opportunities. Initially piloted in 72 classrooms, the Theater Arts/Social Emotional Learning program that pairs teaching artists with classroom teachers has expanded to 140 classrooms, reaching its initial target.
- Foster and Homeless Youth services are a key example of the numerous teams that have added staff in response to pandemic-related needs. These additional staff have reduced the caseload ratio in order to provide more intensive supports to students and families. Staff coordinate support and services including, but not limited to, mentoring, social skills, mental health counseling, academic tutoring, independent living skills, recreation, and youth development.
- The hiring of a full-time position dedicated to the American Indian Education Program (AIEP) has been advocated for by community members and is a key step in expanding supports to students beyond the limited number served in the past. The expansion is enabling the district to serve students that self-identify as Native American in addition to those served previously. With the additional staff capacity, each individual high school student who self-identifies or is a part of the AIEP program receives one-on-one guidance on their requirements for graduation, invitation to FAFSA supports (financial aid guidance), scholarship workshops, and opportunities to receive tutoring.
- The Expanded Learning team has been able to offer before and after school programs at eight additional school sites that were not served previously. SCUSD is now operating 70 expanded learning programs across the district and, with recent Expanded Learning Opportunities Program (ELO-P) grant funding, plans to offer expanded learning program options to all unduplicated students. The ELO-P funding is also enabling the Expanded Learning team to provide programming to Transitional Kindergarten and Kindergarten students at a smaller student to staff ratio (10:1). All Transitional Kindergarten and Kindergarten students will have the option of receiving extended care until 6:00 PM.

Facilities Master Plan
SCUSD has successfully continued its ongoing facilities assessment process and implementation of a 10-year master plan. This process has been aligned to the goals in the LCAP and the district's equity, access, and social justice guiding principle. In Spring 2022, the district's efforts were recognized by California's Coalition for Adequate School Housing (CASH) with a Master Planning Award of Excellence. The jury noted in their award selection that SCUSD's project distinguishes itself by establishing a model for how to use equity to prioritize capital outlay projects.

They noted that SCUSD's approach used a data-informed and research based method to focus on underserved student groups and respond to community concerns about addressing past inequitable institutional practices. The jury went on to note that the connection of design strategies with LCAP goals was a thoughtful approach to integrating concerns about equity into school facilities through design and planning.

California School Dashboard Indicators

Due to the COVID-19 pandemic, a full California School Dashboard was not published in fall 2020 or 2021. The successes and progress described in this section are based on SCUSD's 2019 Dashboard results and more recent state and local data. Overall, there are some key areas in which SCUSD has made progress and has successes to highlight, though it is important to note that significant performance gaps between student groups persist for all Dashboard indicators and other local metrics.

Suspension Rates (Successes)

SCUSD's 2019 Dashboard results included several examples of progress that the district would like to build upon in this three-year LCAP cycle. One of these examples is the decrease in Suspension rate from the 2018 to 2019 Dashboard that continued into 2019-20. From 2017-18 to 2018-19, SCUSD's overall suspension rate decreased from 6.1% to 5.6%. More importantly, rates decreased for the student groups that were identified as having the most disproportionate suspension rates in the past. From the 2018 Dashboard (2017-18) to the 2019 Dashboard (2018-19), the suspension rate for African American students decreased significantly (by 2.0 percentage points), but at 14.6% was still significantly higher than any other student group. The rate for American Indian or Alaska Native students decreased by 1 percentage point to a rate of 8.0%. Similarly, Homeless Youth decreased by 3 percentage points to a rate of 12.2%. All of these results represented movement in the right direction while also reaffirming the need for ongoing progress. Students with Disabilities remained at 10% after a small decrease of 0.3 percentage points and Foster Youth increased by 0.7 percentage points to 21.2%. These two results served as a reminder that a decrease for 'All' does not mean that all student groups are moving in that same direction.

Suspension rates for 2019-20 include the time period of March to June 2020 during which physical school sites were closed due to COVID-19 and distance learning was first implemented. Given that Suspensions were essentially non-existent during the March to June 2020 time period, the end-of-year rates can effectively be viewed as rates through mid-March 2020. The overall rate, at 3.7%, indicated promising progress from the prior year's overall rate of 5.7% but it is difficult to draw clear conclusions about what the final rate would have been in the absence of COVID-19's impact. Viewed alone, the 2019-20 rates demonstrate the potential for overall decreases (if the year had finished under normal circumstances) but also demonstrate the persistence of inequitable outcomes between student groups. 2020-21 suspension rates are also difficult to compare to prior years given that the majority of the year's instruction was virtual. The overall suspension rate was .02% and no student group had a rate higher than .06%. The .02% represents a total of 9 suspensions districtwide. With in-person instruction having resumed in September 2021, end-of-year suspension rate data for 2021-22 will provide an opportunity to more effectively evaluate success across the data disruption due to COVID-19. Mid-year results for 2021-22 demonstrate that the inequitable outcomes between student groups that have persisted over the years are still present.

English Language Arts (ELA) Performance (Successes)

Note: The below results discuss the measure 'Distance from Standard.' This refers to the distance above or below the score for 'Standard Met' that was achieved by the given student group. For example: The lowest score to 'Meet Standard' on the fifth grade ELA assessment is 2,502. If the average of all fifth grade scores in the district is 2,492, then the 'Distance from Standard,' or DFS, would be -10 points.

Though recent results are not available (state assessments were not administered during 2020 or 2021 due to COVID-19), initial progress in English Language Arts (ELA) is observable on the 2019 Dashboard. Following full implementation of the ELA curriculum, an overall increase of 4.7 points to a status of -22.1 points below standard (referred to as Distance from Standard (DFS)) occurred from 2017-18 to 2018-19. Significant increases were seen for Foster Youth (16.7 point increase to -82.5 DFS), Socioeconomically Disadvantaged students (5.3 increase to -44.3 DFS), Hispanic/Latino students (6.5 increase to -40.1 DFS), White students (8.0 increase to 33.3 DFS), and Multiracial students (7.1 increase to +2.8 DFS). As in the case of Suspension rate, increases were not achieved across all student groups, revealing areas of need within the overall improvement trend. Specifically, Homeless Youth (10.9 decrease to -88.1 DFS), American Indian or Alaska Native students (9.0 decrease to -61.2 DFS) moved further from 'Standard Met' and English Learners (1.4 increase to -58) and Students with Disabilities (2.6 increase to -100.5) had smaller levels of improvement with significant overall gaps remaining. The resumption of state assessments in spring 2022 will allow for more current analysis of performance – both successes and needs – in this area.

Chronic Absenteeism (Successes)

In the area of Chronic Absenteeism, SCUSD's 2019 Dashboard results showed a 0.2 increase to a 14.8% overall rate. The 0.2 increase was well below the 1.1 increase for the state of California and, given the loss of attendance days to both the northern California fires and a labor action during the 2018-19 school year, is cause for reflection. In an examination of local data, the efforts of the Be Here program demonstrated significant success. Of the 18 schools that were the focus of the program's efforts, 11 *reduced* their Chronic Absenteeism rates in 2018-19, even with the impacts of the fires and labor action. Overall, the 18 focus schools achieved a 0.81 decrease in their collective Chronic Absenteeism rate. To achieve this, the Be Here team has supported sites to implement best practices including regular meeting of site attendance teams, establishing data-based site attendance goals, developing attendance-specific MTSS structures and systems, regular data review, individual student case management, and participation in a monthly peer learning network to share across sites. SCUSD is excited to expand the focus efforts in the coming years through the efforts of the Attendance and Engagement Office with the awarding of renewed grant funds for the Be Here program activities.

In the period of 2019-20 prior to school closures, Chronic Absenteeism rates were on track to be near or below 2018-19 rates. The rate for all students through February 2020 was 11%. Following school closures and throughout distance learning, attendance was measured differently, making any end-of-year 2019-20 rate and 2020-21 rates less comparable to prior data. Similarly, rates for 2021-22 have been significantly impacted by absences due to COVID-19. However, as a general measure of engagement and in comparing the relative rates of student groups, chronic absenteeism data for 2020-21 and 2021-22 does provide some insight and is discussed further in the 'Needs' section below.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall, SCUSD's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Data from the California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's guiding principal and embody the district's core value. Educational partners have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs. This call for action has included:

- The demand that an equitable and inclusive educational program be provided to all students regardless of zip code, school, classroom, or program choice.
- The critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making.
- Emphasis on the need to disrupt the status quo.

A recurring theme has been, "*What we were doing before wasn't working, so we should think about how to do things differently*." It has also been emphasized that, to fully address some of the district's most urgent needs, incremental change will not be sufficient and that larger, systemic redesign will be needed.

The implementation of an effective **Multi-Tiered System of Supports (MTSS)** at all school sites was launched in the fall of 2020. The implementation and *sustainability* of an effective MTSS is a major through line that connects to the need for an equitable and inclusive program, intensified services for students with high-needs, data-based decision-making, and redesigning systems to better serve students. An effective MTSS will also allow the district to better address needs in the areas of chronic absenteeism, college/career preparedness, suspension, English Language Arts (ELA), and Mathematics.

As stated by Katie Novack, "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." As the district is able to design and provide equitable, tiered, and universally designed systems of support, it is expected that a broad range of student needs can be met. This will support improved outcomes for all students and in particular those student groups who have continued to experience persistent performance gaps.

One of the core elements of SCUSD's MTSS implementation is Universal Design for Learning (UDL). UDL is a framework that improves teaching and learning for all students based on the science of how humans learn (see udlguidelines.cast.org). The UDL guidelines provide strategies that can be used to ensure all learners can access and participate in meaningful and challenging learning opportunities. More specifically, there are specific guidelines for educators to provide:

- Multiple means of engagement to address the 'WHY' of learning
- Multiple means of representation to address the 'WHAT' of learning

- Multiple means of Action & Expression to address the 'HOW' of learning.

Within the overall need to implement an effective MTSS, the effective implementation of UDL in all classrooms is a critical next step for improving all student outcomes, and especially for those students who require differentiated supports.

The importance of an effective MTSS and UDL practices has been prioritized and reaffirmed by educational partner groups, external findings, and research/policy reports. A few of the sources cited in a February 2022 presentation to the board of education included a 2017 Council of the Great City Schools report on Special Education in SCUSD, a Policy Analysis for California Education (PACE) report on best practices for a Restorative Restart following distance learning, The Capitol of Suspensions Reports sponsored by the Black Minds Project of the Community College Equity Assessment Lab (CCEAL), the Systemic Instructional Review (SIR) by the California Collaborative for Educational Excellence (CCEE), and recommendations from the district's Black/African American Advisory Board. It is the intent that MTSS will permeate the entire SCUSD system as the foundation for all practices and decision-making to ensure high-quality tier-one instruction matched with effective, evidence-based interventions and supports for ALL students. Specific needs for an effective implementation include:
- Scalable, sustainable, and successful data-based decision-making practices
- Effective needs assessments using academic, attendance, behavior, and special education data
- Building common language, common understanding, and common expectations
- Building leadership and implementation capacity
- Opportunities to monitor and measure progress
- Clear framework and tiered supports provided by district leadership
- Ongoing feedback and adjustments to support sites during implementation
- Providing professional learning and coaching to sites during and following initial implementation

Assessment of Students Needs

An important part of an effective MTSS is the ability to regularly assess student performance in Math and ELA in all classrooms at every school site. Participation rates in 2020-21 on the second interim assessment were 49% for ELA and 24% for Math. This decreased to 21% in ELA and 6% for Math in 2021-22. These rates stem from the lack of a formal agreement on administration of the assessments. Participation rates in 2019-20 were also low, with only 43% of students taking one or more district common assessments in ELA and only 53% taking one or more in Math. The consistent implementation and use of common district assessments will allow for improved identification of specific student learning needs. This will enable schools and educators to more appropriately differentiate core instruction (Tier 1) and connect students to needed interventions (Tier 2 and/or 3 supports). The consistent use of assessments will also allow for the monitoring of progress following interventions and adjustment of instruction for individual students based upon their unique needs.

With regular assessment of student performance and progress, resources and supports at school sites can be used in ways that are more efficient and provide the most return on investment - both time and money - for those students who demonstrate the most urgent needs. Given SCUSD's current fiscal challenges, the efficient and effective use of resources is critical to the district's ability to continuously improve.

Due to the COVID-19 pandemic, a full California School Dashboard was not published in 2020 or 2021. The areas of need described in this section are based on SCUSD's 2019 Dashboard results and more recent state and local data. SCUSD's performance on the 2019 Dashboard as well as the district's outcomes on the previous dashboards (2017, 2018) demonstrate that the district needs to improve significantly across multiple dashboard indicators and for many student groups. More recent outcomes reaffirm these needs.

California School Dashboard Results

Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by RED, followed by ORANGE, YELLOW, GREEN, and BLUE as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a 'high' level.

Overall, SCUSD's past Dashboard results demonstrate a broad need for improvement across all areas. On the 2019 Dashboard (the most recent year in which performance levels were reported) SCUSD has an 'ORANGE' performance level for All students in Chronic Absenteeism Rate and the Math Academic Indicator and 'YELLOW' for Suspension Rate, Graduation Rate, College/Career Readiness, and the English Language Arts (ELA) Academic Indicator. SCUSD did not reach the 'GREEN' or 'BLUE' level in any of the state indicators. This performance affirms the need to improve not only within each aspect of the system, but to improve the system as a whole.

Specific instances where a student group's performance level was 'RED' (the lowest performance level) are noted below:
- Foster Youth: Suspension Rate (RED), Graduation Rate (RED), and Mathematics (RED)
- Homeless Youth: Chronic Absenteeism (RED), English Language Arts (RED), Mathematics (RED)
- Students with Disabilities: Graduation Rate (RED), English Language Arts (RED), Mathematics (RED)
- African American students: Chronic Absenteeism (RED)
- American Indian or Alaska Native students: Mathematics (RED)
- Native Hawaiian or Pacific Islander: Chronic Absenteeism (RED)

Link: https://www6.cde.ca.gov/californiamodel/studentgroupsreport?year=2019&cdcode=3467439&scode=

When the results of the Dashboard and more recent data are reviewed as a whole, some clear trends emerge:
1. Seven student groups often perform below the 'All Students' level. Frequently this performance is significantly lower. These groups include English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.
2. Two student groups (Socioeconomically Disadvantaged students and Hispanic/Latino students) also demonstrate performance gaps. Their performance is usually below the 'All Students' level, but generally not as disparate as the student groups listed above. It should be noted that these groups represent large percentages of the district's student population and thus make up a large portion of the 'All Students' group.
3. Four student groups (Asian students, White students, Filipino students, and students of Two or more races) consistently perform above - and often significantly above - the 'All students' performance level.

Additionally, when the academic performance of the 'English Learner' student group is disaggregated, the performance of English Learner Only students shows a very significant gap from that of Reclassified Fluent English Proficient (RFEP) students.

These trends describe a performance landscape of student groups that exist in three clusters. Most notable is the gap between the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across all indicators. This pattern is evidence of the acknowledgement in our Core Value - that our system is inequitable by design - and provides visible evidence of the inequities that need to be interrupted. The performance of three student groups over time has resulted in the required development of LCAP goals specific to improving the performance of Students with Disabilities, Homeless Youth, and Foster Youth. This is discussed further in this section.

Intersectionality of Students across Student Groups
When discussing student group data, it is important to note the high degree of intersectionality that exists between groups. A student can be *both* an English Learner and have an identified disability. A student can be both Asian *and* Socioeconomically Disadvantaged. Most students are included in multiple groups and focused efforts to support one identified student group can often serve to support others. The table below provides a look at current intersectionality within specific student groups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities). The table should be read vertically, with the percentages indicating the proportion of the group at the top of the column that is represented by the group named in each row. For example, 24.2% of Students with Disabilities are also English Learners and 27.6% of Foster Youth are African American. *Note: This does NOT mean that 27.6% of African American students are Foster Youth.*

Student Groups	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged Students	Students with Disabilities
African American	12.1%	0.5%	27.6%	34.1%	14.5%	18.4%
American Indian or Alaska Native	0.5%	0.0%	0.6%	1.4%	0.6%	1.0%
Asian	17.6%	31.7%	4.6%	5.8%	19.8%	10.4%
Filipino	1.4%	0.8%	1.1%	0.0%	1.0%	0.7%
Hispanic/Latino	41.3%	58.7%	30.5%	39.1%	46.7%	43.3%
Native Hawaiian or Pacific Islander	2.3%	4.2%	2.9%	0.0%	2.9%	1.3%
White	16.9%	3.6%	21.3%	10.1%	8.4%	17.0%
Two or More Races	7.8%	0.5%	11.5%	9.4%	6.1%	7.7%
English Learners	19.6%		9.8%	5.8%	26.2%	24.2%
Foster Youth	0.4%	0.2%		1.8%	0.6%	1.1%
Homeless Youth	0.7%	0.2%	2.9%		1.0%	0.9%
Socioeconomically Disadvantaged	67.6%	90.4%	100.0%	100.0%		71.1%
Students with Disabilities	15.1%	18.7%	37.9%	20.3%	15.9%	

*Enrollment data is from the annual CALPADS reporting (Report 8.1) and does include dependent charter school enrollment.

This intersectionality data provides a picture of who is represented within each student group. For example, while African American students make up 12.1% of enrollment, they represent 27.6% of Foster Youth, 34.1% of Homeless Youth, 14.5% of Socioeconomically Disadvantaged students, and 18.4% of Students with Disabilities. As programs and actions are implemented for any of these groups, they should also take into account the specific needs of African American students.

Mathematics and English Language Arts (ELA) (Needs)

Due to the COVID-19 pandemic, state assessments in English Language Arts (ELA), Math, and Science were not administered during 2019-20 or 2020-21. The most recent results available (from the 2019 Dashboard) show that the district needs to improve performance for all students and to address very significant performance gaps. While there was some progress made from the 2018 to 2019 Dashboard, the size of the performance gaps remains very large for multiple student groups.

Overall, SCUSD students who participated in the ELA State Assessment (Grades 3-8 and 11) achieved an average score of 21.5 points below the 'Standard Met' level. Student groups with scores significantly below this level included English Learners (-58), Foster Youth (-82.3), Homeless Youth (-88.1), Low Income students (-43.9), Students with Disabilities (-100.5), African American students (-72.5), American Indian or Alaska Native students (-61.2), Hispanic/Latino students (-39.7), Native Hawaiian or Pacific Islander students (-66.1), and English Learner Only students (-100).

Note: 'English Learner Only' students represent a subset of the overall 'English Learner' group that also includes Reclassified students. The Reclassified Fluent English Proficient (RFEP) student group averaged 10.6 points *above* the 'Standard Met' level, demonstrating the vast range of performance within the 'English Learner' group.

Results for the Math State Assessment are similar in terms of performance gaps for student groups. Overall, SCUSD students (Grades 3-8 and 11) achieved an average score of -48.8 points below the 'Standard Met' level. The student groups with identified performance gaps for ELA also achieved average scores well below that of 'All' students for Math. This included English Learners (-75.1), Foster Youth (-116.4), Homeless Youth (-122.3), Low Income students (-70.5), Students with Disabilities (-129.1), African American students (-107), American Indian or Alaska Native students (-98.6), Hispanic/Latino students (-69.8), Native Hawaiian or Pacific Islander students (-91.9), and English Learner Only students (-112.5). Similar to the ELA results, the RFEP student group performed well above their English Learner Only peers, averaging 13.9 points below 'Standard Met.'

More recent results from the District Common Assessments in both Math and ELA reaffirm these as areas requiring significant improvement. On both the beginning-of-year and interim assessments administered in 2020-21, performance (average percentage of correct answers) was near 50% for both Math and ELA, with the highest being 54% on the ELA interim and lowest being 48% on the Math interim. Performance on the second interim ELA assessment for 2021-22 was similar (55%), though this only represents the performance of 21% of eligible students. Performance on the second interim Math assessment or 2021-22 was also similar (57%), though a participation rate of only 6% makes it difficult to draw significant conclusions from those results. Overall, these outcomes once again demonstrate gaps in performance by student group. As

discussed above, these results are based on participation rates far from the 95% goal due to a lack of formal agreement on assessment administration. Still, taken together with the dashboard results it is clear that Math and ELA performance need to be significantly improved to ensure that the district can meet the charge stated in its guiding principle – to provide students the greatest number of postsecondary options.

A critical need that has emerged as a priority across educational partner groups and for district staff is reading proficiency by third grade. In the most recent (2018-19) state ELA assessment, only 21.5% of third grade students were above standard. Several student groups had less than 10% of their cohort perform above standards (4.2% for English Learners, 3.6% for Homeless Youth, 9.4% for Students with Disabilities, 8.6% for African American students, 7.1% for American Indian or Alaska Native students, and 7.1% for Native Hawaiian or Pacific Islander students). These results demonstrate a critical need for immediate and intense focus on Early Literacy so that all students, and especially those students who are performing below their peers, are able to accelerate progress and become proficient readers by third grade (and those who are currently in or beyond third grade can accelerate progress towards grade-level proficiency). This need to focus on early literacy has often been discussed in tandem with the need for all students to have individualized learning plans and/or supports. This requires the consistent use of assessments and data analysis to identify student needs and determine what supports are needed. These practices are foundational parts of an effective Multi-Tiered System of Supports.

Chronic Absenteeism (Needs)

While examples of progress for Chronic Absenteeism rates were highlighted in the previous section, this is also an area in which significant improvement is needed. To ensure that students can fully engage in school and access instruction, they and their families need to be provided the supports necessary to attend school consistently.

The most recent dashboard performance color (ORANGE) for Chronic Absenteeism indicated that significant improvement was needed across the district.   Significant performance gaps among student groups on the 2019 Dashboard include:
- Homeless Youth (57.9% rate and 7 increase), African American students (27.6% rate and 0.7 increase), and Native Hawaiian or Pacific Islander students (27.3% rate and 1.8 increase) all received a RED performance level on the 2019 Dashboard. Relative to All Students (14.8% rate, 0.2 increase), these groups were chronically absent at extremely disproportionate levels.
- Additionally, while Foster Youth (30.1% rate, 3.7 decrease) and American Indian or Alaska Native students (25.7% rate, 1.5 decrease) both decreased their Chronic Absenteeism rates enough to yield a YELLOW and ORANGE performance level, their rates were disproportionately high at a level similar to the three groups that were RED.
- All five of the student groups named above continued to have higher rates of chronic absenteeism in 2019-20 as measured up to the time of school closures (March 2020). This included rates that were almost double the 11% rate of all students for Foster Youth (21.4%) and African American students (20.2%) and almost four times as high for Homeless Youth (42.8%).

The impacts of the COVID-19 pandemic have increased the rates of chronic absenteeism across all student groups. The rate as of 6.1.22 for 2021-22 was at 40.7% for all students, with several student groups approaching or above 50% (Foster Youth, Homeless Youth, Students with Disabilities, African American Students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students). More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed

in the previous section, the efforts of the Attendance and Engagement office have demonstrated success at those sites where support has been concentrated. Efforts include direct support to site leadership teams to review data and coordinate actions as well as supporting/facilitating improved communication between home and school. The district's implementation of MTSS is supporting increased coordination of services across school sites, supporting improved attendance and decreased chronic absenteeism.

College/Career Preparedness

Note: This section uses the term 'college and career readiness.' The California School Dashboard classifies students as 'Prepared,' 'Approaching Prepared,' or 'Not Prepared' based on students meeting at least one of the criteria in the 'Prepared' level. Examples of criteria that allow a student to demonstrate preparedness include state Math and ELA test scores, Advanced Placement (AP) exam scores, completing college coursework during high school, earning the State Seal of Biliteracy (SSB), completing UC/CSU a-g requirements, completing a CTE Pathway, and completing Leadership/Military Science coursework. A helpful definition of college readiness might be, *'Being ready for ANY postsecondary experience, including two- and four-year institutions,'* and *'Having the skills needed to succeed in job training or education needed for a chosen career.'*

This is an area in which significant improvement is needed for 'All' students and to address performance gaps for specific student groups. For this indicator, the most recent Dashboard performance results are from 2019. However, the state did publish the actual rates of preparedness for 2019-20 in the modified 2020 Dashboard. The state did not publish preparedness rates for 2020-21. The percentage of 'All' students that earned 'prepared' in 2019-20 was 41.7%. This was similar to levels in the previous two years and indicates a significant need for improvement given the district's goal that **All** students will graduate college and career ready. Further, unacceptable performance gaps persisted for several student groups. These included six student groups with preparedness levels near or less than half that of all students. These groups included English Learners (18.7%), Homeless Youth (12.3%), Students with Disabilities (8.1%), African American students (20.7%), American Indian or Alaska Native students (20%), and Native Hawaiian or Pacific Islander students (24.6%). Relative to their Asian (56.9%), Filipino (58.1%), White (53.5%) and multi-racial (51.7%) peers, the true gap is revealed to be even larger. The district's efforts to more closely monitor A-G progress, sustain Career and Technical Education (CTE) pathways, increase the number of students earning the State Seal of Biliteracy, and eliminate barriers to Advanced Placement (AP) enrollment and successful exam performance are all actions that seek to improve college and career readiness.

Graduation Rate (Needs)

Following overall progress in the districtwide graduation rate from 2018-19 to 2019-20 (85.7% to 87.3%), performance decreased to 85.1% in 2020-21, indicating that significant improvement is still needed. This is true for ALL students, as the district's goal is for EVERY student to graduate. This is also true for multiple student groups for whom performance gaps persist. In 2019-20, seven student groups had graduation rates 5 percentage points or more below that of 'All students.' These included English Learners (75.8%), Foster Youth (81.3%), Homeless Youth (72.9%), Students with Disabilities (70.4%), African American students (82.4%), American Indian or Alaska Native students (73.3%), and Native Hawaiian or Pacific Islander students (71.9%). This trend continued in 2020-21, with the same seven student groups showing significantly lower graduation rates. African American students (75.3%) and American Indian or Alaska Native students (76.9%) had rates almost 10 percentage points lower. Foster Youth (64.5%), Homeless Youth (60.3%), Students with Disabilities (64.8%), and Native Hawaiian or

Pacific Islander students (64.1%) had rates 20 or more percentage points lower than 'All Students.' While English Learners were just within the 5 percentage point range at 80.4%, they were still well under the 'All Student' level.

Providing students the necessary progress monitoring to keep them on track for graduation and support when they fall off-track are key focus areas for the district. An ongoing effort has been the implementation of centralized systems for academic counselors. This includes regular student schedule reviews using UC/CSU 'a-g' counseling benchmarks, use of standard district criteria for enrollment into mathematics and science courses, and implementing standard course placement criteria for English Learners. The Director of Master Scheduling position continues to support the improvement of staffing allocations and alignment of courses across school sites and programs. This helps to ensure that students are enrolled in schedules that not only meet their basic graduation needs, but also prepare them for college and career. It is the district's goal that, as students pursue their UC/CSU coursework, enroll in Career Technical Education (CTE) pathways, challenge themselves with Advanced Placement (AP) coursework, receive appropriate English Language Development (ELD), and receive the specific supports defined by any Individual Education Plan (IEP) or 504 plan, they have complete and unobstructed access to the appropriate courses and a comprehensive system of supports to help them and their families make informed choices and address their individual needs.

The needed improvement that is evident when reviewing graduation rates is a good example of a place in SCUSD's system where the root causes trace back much earlier in the system. While it is absolutely important that students in the secondary grades continue to receive support, to truly address this issue will require systemic improvements that begin with Pre-K and the early elementary years. Early literacy has been identified as a key focus area and is an area that must be improved if 'downstream' indicators like graduation rate are going to significantly improve for all students.

Suspension (Needs)

While Suspension Rates were noted in the previous section for overall progress, the significant disparity in Suspension Rates across student groups still requires significant improvement. Cited in multiple iterations of the Capitol of Suspensions Report, the suspension rate for African American students has remained at levels well above that of 'All' students and other racial/ethnic groups. Students with Disabilities, Homeless Youth, and Foster Youth also have rates significantly higher than that of 'All students.' Mid-year data for 2021-22 is similar to the 2019-20 data. These are relatively comparable as 2019-20 data is primarily representing the suspensions leading up to school closures in March of 2020 and the mid-year 2021-22 data is through March 2022. Through March 2022, the rate for 2021-22 was 3.3% for all students, down from 3.7% in 2019-20. However, disparities remained for student groups who have had historically higher rates. 2021-22 mid-year rates for African American students (9.2%), Students with Disabilities (6.2%), and Foster Youth (12.7%) were all well above the 3.3% rate for 'All' students and demonstrate similar gaps as in 2019-20.
Note: The district had a total of 9 suspensions in the 2020-21 school year for a districtwide rate of 0.02%. This extremely small number makes it difficult to draw significant conclusions from that year's results.

The Capitol of Suspensions report, sponsored by the Community College Equity Assessment Lab (CCEAL) and commissioned by the Greater Sacramento National Association for the Advancement of Colored People (NAACP), has specifically called out SCUSD as a district in which African American students are suspended at rates vastly disproportionate to their peers across the state. Needs identified in the report include

the development of effective disciplinary/behavior management systems that are not reliant upon suspension, implementation of training on bias and culturally responsive instruction, and implementation of trauma-informed practices.

These findings are important as they highlight the role of classroom management, instructional practices, and the overall school and classroom environment as factors that contribute to exclusionary discipline practices. The need for professional development for all staff that supports development of effective behavior management systems, creation of inclusive and restorative classroom and school environments, and implementation of anti-bias/anti-racist instructional practices is evident in the overall suspension rates of the district and the persistence of disproportionate rates for student groups.

The ongoing work to address inequity in Suspension rates is happening through a number of initiatives and programs. The district's Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) staff have worked to support the implementation of best practices within classrooms and site-based efforts to implement Restorative Practices/Justice systems. District staff are participating in anti-bias/anti-racism training. The development of systems to coordinate behavioral intervention and discipline is a key aspect of MTSS implementation. An effective MTSS is enabling sites to proactively address identified behavioral needs, develop common language and practices, and conduct holistic reviews that encompass a student's behavioral, academic, social, emotional, and other needs. Site leaders are supported by district leadership to set specific goals within their school plan to improve their school's culture and climate. These goals are set following a needs assessment process and, as appropriate, can include targeted reduction of Suspension and/or Chronic Absenteeism outcomes.

Additional Supports
On the Dashboard, the performance of three 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. This has included annual participation in Differentiated Assistance provided by the Sacramento County Office of Education (SCOE). 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). This 2022-23 LCAP includes newly developed goals that are specific to the identified student groups as required by Senate Bill 98.

Below is a summary of the indicators in which these three student groups did not met performance standards from 2017-2019:

Students with Disabilities
• 2017 Dashboard: ELA, Math, Graduation, and Suspension
• 2018 Dashboard: ELA, Math, Graduation, and College/Career
• 2019 Dashboard: ELA, Math, and Graduation

Foster Youth
• 2017 Dashboard: ELA, Math, Graduation, and Suspension
• 2018 Dashboard: ELA, Math, Chronic Absenteeism, Suspension, and College/Career
• 2019 Dashboard: ELA, Math, Graduation, and Suspension

Homeless Youth
- 2017 Dashboard: ELA, Math, and Suspension
- 2018 Dashboard: Chronic Absenteeism and Suspension
- 2019 Dashboard: ELA, Math, and Chronic Absenteeism

As discussed above, the disparities in performance demonstrated on the Dashboard for these student groups is reaffirmed through available local data in recent years. To address these persistent and significant gaps, the district will continue to implement specific supports for all three populations through multi-departmental efforts that are led by Foster Youth Services, Homeless Youth Services, and the Special Education Department. Staff will collaborate with colleagues across the system to break down silos and ensure that support is provided to these students broadly. This collaboration will need to include increased and improved instructional and social emotional supports for these student groups to address the significant performance gaps observed in the Dashboard data and across all indicators.

Implementation of an effective Multi-Tiered System of Supports will improve outcomes for ALL students - something that SCUSD does need - but will particularly benefit those students who have historically lacked the necessary supports to achieve at their highest potential. Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and English Learners have been impacted the most by the fundamental system inequities acknowledged in our district's core value. School site and district staff will be receiving the training, tools, and supports needed to better understand, identify, and meet the individual needs of all students - and specifically those student groups who have continuously demonstrated the most critical and urgent needs. Training will build the capacity of leadership teams for systems change, teaming practices, evaluating implementation progress and impacts, and developing action plans for school improvement. Tools will include Tier 1 resource mapping and assessment/data source mapping. Ongoing support will include regular training meetings, consistent coaching, and peer mentoring from other school sites.

The newly developed LCAP Goals (Goals 9, 10, and 11) further define some of the district's focal efforts to support these student groups in the identified areas. Improved identification and referral for Homeless Youth, increased efficacy of academic tutoring for Foster Youth, and ensuring that Students with Disabilities are provided services in their Least Restrictive Environment are important areas of growth in the coming year and beyond.

Systemic Instructional Review (SIR) Findings

In the Systemic Instructional Review (SIR) findings, the California Collaborative for Educational Excellence (CCEE) identified a range of needs that, when addressed, will support improved outcomes for students. Overarching areas of improvement that were noted in the summary of findings include:

- The need to nurture strong, collaborative, and productive relationships between management and labor
- Agreement on the implementation of assessment and professional development
- Increased collaboration, definition of roles/responsibilities, and performance expectations within and across departments
- Integration of continuous improvement into the daily work of individuals throughout the system
- Consistency in how data is used, decisions are made, and departments are accountable to support the vision and mission of the district
- Collective accountability for teaching and learning goals and priorities that will result in improved student outcomes

The SIR identified some key opportunities in the district that can be used to address the identified needs. These include:

- An existing vision of equity and continuous improvement provides the opportunity to create coherent understanding and implementation strategies across the district to better support the whole child/student needs
- The School Plan for Student Achievement (SPSA) process can be used to develop school goals and expectations linked to specific measures to monitor progress
- The district's implementation of the Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) provides the opportunity to create and articulate an instructional vision, framework, priorities, and goals

The implementation of an effective MTSS and UDL have been identified as the key areas of focus for the SIR and Differentiated Assistance (DA) processes. While the district will continue to address the wide range of SIR actions noted in the report, MTSS and UDL will serve as the organizing framework for the collaborative efforts between SCUSD, the California Collaborative for Educational Excellence (CCEE), and the Sacramento County Office of Education (SCOE). This alignment between the two support processes (SIR and DA) and to the district's current program will enable the district to focus on the highest leverage actions to improve student performance and other district outcomes.

SCUSD recognizes that the system as it is currently operating is failing to serve many students. A significant number of students are not achieving the goal set out in the guiding principle – to graduate with the greatest number of postsecondary choices from the widest array of options. This is especially true for several student groups who have continued to demonstrate performance gaps over time. Significant improvements are needed across the system if these outcomes are going to change. As discussed at the beginning of this section, these improvements will need to include an equitable and inclusive educational program for all students regardless of zip code, school, classroom, or program choice; intensified services for students demonstrating the highest needs; the equitable allocation of resources through data-based decision-making; and disruption of the status quo.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

SCUSD's LCAP is grounded in the district's core value and overarching Equity, Access, and Social Justice Guiding Principle. The recognition of the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals.

- The vision that all students will graduate with multiple postsecondary choices from a wide array of options is a key driver across the LCAP goals and is directly represented by Goal 1.
- The overall goal structure also reflects the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 2 and 3 reflect the prioritization of effective Tier 1, 2 and 3 programs and a focus goal (Goal 6) is dedicated to the capacity building/training necessary to effectively install an MTSS.
- Goal 4 is focused on improving the district's culture and climate and aligns to the district's Core Value. This goal acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems.
- Goal 5 focuses on the engagement and empowerment of educational partners in the teaching and learning of students.
- Goal 7 outlines the district's plans to revise the graduate profile. This goal has been updated to reflect a modified timeline in which most of the efforts will take place during 2022-23.
- Goal 8 identifies the core services necessary for maintaining basic learning conditions including highly qualified staff, instructional materials, and facilities. The actions within this goal are foundational to the district's ability to achieve all other LCAP goals.
- Goals 9, 10, and 11 are new to the LCAP for the 2022-23 year and identify key district efforts to improve outcomes for Foster Youth, Homeless Youth, and Students with Disabilities. These goals were developed to focus on some of the key efforts being undertaken to improve outcomes for these student groups and to satisfy the requirement related to multiple years of low performance on the California School Dashboard. Each of the goals focuses on a foundational issue for that student group that the district believes will have a positive impact on student outcomes in multiple areas.

The 2022-23 LCAP includes articulation notes and, where applicable, new actions that reflect the aligned efforts of the LCAP and the ESSER III Expenditure Plan. The ESSER III Expenditure plan, developed and approved in fall 2021, was built in alignment with the LCAP and shares a common timeline (through 2023-24). For the remainder of this LCAP cycle, the two plans will continue to work in collaboration and their alignment will be documented within LCAP actions.

Following is a brief overview of the new LCAP goals and examples of key actions and metrics that are aligned to each:

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 1: College and Career Readiness 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.	• Sustain and expand Career and Technical Education (CTE) pathways and programs • Provide Academic and Career Counseling • Accelerate progress toward graduation through Credit Recovery Programming (Central and site-based) • Provide funding for AP/IB/SAT exam fees to eliminate financial barriers • Provide additional support for International Baccalaureate (IB) program • Transition Planning for Students with Disabilities • Establish college and career readiness labs at Middle Schools	• Graduation Rate • College/Career Preparedness • UC/CSU 'a-g' completion • CTE Pathway enrollment/completion • Certificates of Completion earned • State Seal of Biliteracy • On-track graduation and on-track UC/CSU 'a-g' status • IB Exam Performance and Diploma completion
This goal closely aligns to the district's Equity, Access, and Social Justice Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	• Provide Professional Development to support implementation of state standards • Expand access to Gifted and Talented Education (GATE) and Advanced Placement programs so that enrollment reflects district demographics • Expand Early Childhood Education opportunities (preschool and Early/Transitional Kindergarten) • Provide English Learners Integrated and Designated English Language Development (ELD) and develop an English Learner Master Plan • Offer a range of Expanded Learning Programs to enhance students learning experiences inside and outside of the classroom • Provide additional staffing to school sites with high-needs	• State Math, English Language Arts (ELA), and Science Assessment Performance • English Learner Progress and Reclassification Rate • GATE demographics (identification and enrollment) • Advanced Placement (AP) Enrollment and Exam Performance • Participation and Performance on District Common Assessments in Math and English Language Arts
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of a coherent and consistent Tier 1 instructional program.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 3: Integrated Supports 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.	• Expand services specific to Foster and Homeless Youth • Provide individualized supports to students with disabilities (Instructional Assistants) • Provide intervention and supports for English Learners • Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program • Provide direct Health Services through the efforts of School Nurses • Implement attendance and engagement strategies to reduce chronic absenteeism • Provide a range of integrated supports to students and families through site-based Student Support Centers and the central Connect Center	• Rate of students attending school 96% of the time or more • Chronic Absenteeism Rate • Student attendance improvement following interventions • Students receiving Chronic Absenteeism interventions • Provision of responsive student support services • High School drop-out rate • Middle School drop-out rate
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of Tier 2 and 3 supports to students based on assessed need.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 4: Culture and Climate - Dismantling Systems 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.	• Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices • Promote positive school climate through Positive Behavioral Interventions and Supports (PBIS) • Prevent and Address Bullying through training, intervention, and response • Build anti-racist capacity and common staff understanding of systemic racism through Anti-bias/Anti-racism training for all staff	• Suspension Rate • Suspension Disproportionality • Expulsion Rate • Percentage of staff receiving anti-bias/anti-racist Professional Learning • Perception of safety and belongingness (School Climate Survey results)
This goals aligns to the district's Core Value and acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems. ***SCUSD 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.*		

SCUSD 2022-23 LCAP: Presented for Board Adoption on 6.23.22

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 5: Engagement and Empowerment Parents, families, educational partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.	• Develop and offer capacity-building opportunities through the District Parent Resource Center • Build relationships between home and school through Parent Teacher Home Visits (PTHVs) • Provide information to parents in home languages through Translation and Interpretation services • Engage family members as partners through the use of Family Communication Tools • Promote student voice, advocacy, and action through the Student Advisory Council • Adult professional learning to facilitate supports for parents/guardians specific to Special Education	• Number of Parent Teacher Home Visits and percentage of sites reaching 10% threshold • Participation/attendance in key district committees (DELAC, CAC) • Percentage of sites receiving school site council training • Participation/attendance in Parent Leadership Pathway Workshops
This goal builds upon the district's former LCAP goal with the addition of students as a named group and identification of key activities that will lead to increased engagement and empowerment.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 6: Implementation of MTSS/DBDM 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.	• Leadership to coordinate implementation activities • Professional learning for school site leadership teams • Ongoing support for sites to implement and sustain an effective MTSS • Peer Mentoring between training cohorts to provide site-to-site support	• Self-Assessment of MTSS (SAM) Implementation Tool • Implementation of regular MTSS team meetings • Implementation of regular use of site-determined data sources • Implementation of differentiated, tiered interventions
This goal is specific to the Multi-Tiered System of Supports (MTSS) training model that will build the capacity of site leadership teams to implement effective MTSSs at all SCUSD schools. Note: the district is using 'Data-based Decision-Making (DBDM)' as another name for the MTSS efforts in progress.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 7: Update the District Graduate Profile SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of educational partners and adopt the updated version by the end of 2022-23. 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.	• Revise the existing graduate profile and successfully adopt the revised version at the board level • Develop a plan to implement the revised graduate profile • Build awareness of the new graduate profile through effective communication strategies • Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised graduate profile	• Documentation of educational partner convening • Board Adoption of Revised Graduate Profile • Awareness of Graduate Profile • Evidence of School Plan Alignment

This goal aligns with the educational partner and district interest in establishing more coherence around a common vision of instruction and desired student outcomes. This goal will also align with the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18.

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 8: Basic Services and Districtwide Operations/Supports 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.	• Maintain sufficient facilities staffing and operations • Ensure access to all board-adopted instructional materials • Maintain base classroom staffing to deliver core instructional program • Provide support to new teachers so they can complete credentialing requirements • Develop employee pipelines to support current staff and community members to acquire credentials and certifications • Increased recruitment and retention efforts to attract highly qualified candidates to SCUSD and retain valued employees	• Number of school facilities meeting 'good repair' standard • Instructional Materials Sufficiency • Percentage of teachers fully credentialed • Number of teacher misassignments (overall and for English Learners)

This goal identifies the core services necessary for maintaining basic learning conditions. The actions within this goal are foundational to the district's ability to achieve all other LCAP goals.

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 9: Focus on Students with Disabilities Provide every SCUSD student eligible for special education support and services with an educational program in their least restrictive environment and includes standards-aligned instruction enabling students to meet or exceed state standards.	• Preschool district capacity assessment • Educational Technology for students with disabilities • Expanded special education staffing • Team engagement specific to the needs of students with disabilities (includes professional learning)	• Rate of students in regular class more than 80% of the time • Rate of students in regular class less than 40% of the time • Rate of students participating in a separate school
This goal focuses on the recognized need to ensure that students are being served in the most appropriate educational environment and are accessing instruction that will enable them to meet or exceed standards. This goal also meets the state requirement to develop a goal specific to students with disabilities based on their California School Dashboard outcomes over multiple years.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 10: Focus on Homeless Youth SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided the appropriate family, academic social/emotional, behavioral, health, and other services. The percentage of all socioeconomically disadvantaged students who are identified as homeless will increase and approach the expected 5-10% rate.	• Professional development to build staff capacity to identify and support homeless youth • Increase and improve referral processes for homeless youth identification	• Percentage of low-income students that are identified as Homeless Youth • Number of referrals leading to identification by source
This goal highlights the need for the district to improve the rates of identification for Homeless Youth so that those youth can be effectively provided the appropriate services. This goal also meets the state requirement to develop a goal specific to Homeless Youth based on their California School Dashboard outcomes over multiple years.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 11: Focus on Foster Youth All Foster Youth demonstrating below-grade level academic proficiency will be provided 1 on 1 and/or small group tutoring services to support their accelerated progress toward grade-level standards.	• Provide Foster Youth with demonstrated academic needs the appropriate 1 on 1 or small group tutoring • Provide individualized case management for Foster Youth. Develop an individual plan reflecting the interests of the student with strong emphasis on positive decision-making and student empowerment.	• Percentage of Foster Youth with below-grade level Math and/or ELA proficiency receiving tutoring services • Academic Improvement following tutoring participation • Attendance Improvements
This goal addresses the identified need for Foster Youth who have identified academic needs to be provided targeted tutoring support and monitored ongoing for their academic progress. This goal also meets the state requirement to develop a goal specific to Foster Youth based on their California School Dashboard outcomes over multiple years.		

The Engaging Educational Partners section highlights the overarching input that emerged across educational partner groups. It also includes links to additional documents that provide expanded detail beyond what is included within this plan document. The impact of educational partner engagement on the 2022-23 LCAP has again been substantial, with input helping to guide improvements such as the development of new goals and revised framing of desired outcomes. Overarching themes and specific recommendations are discussed in more detail within the Engaging Educational Partners section of this plan.

SCUSD is committed to maintaining the level of fiscal transparency valued by the district's educational partners. This includes continuing the practice of specifically reporting the allocations by action within the Supplemental and Concentration grant funding resource. The SCUSD educational partner community has a particular interest in this level of detail. While the state's focus on how actions are increasing/improving services for unduplicated pupils (regardless of resource) is acknowledged, the district will continue to provide Supplemental and Concentration grant details in addition to the reporting required by the Expenditure Summary Tables in the new LCAP template. This information can be found in Appendix A.

Overall, SCUSD's 2022-23 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. A brief summary of the alignment of SCUSD's LCAP goals to the LCFF State Priorities is provided below:

- State Priority 1 (Basic Conditions): LCAP Goal 8
- State Priority 2 (Common Core State Standards Implementation): LCAP Goals, 2, 6, 7, 9, 10, and 11
- State Priority 3 (Parent Engagement): LCAP Goals 5, 6, and 7
- State Priority 4 (Pupil Achievement): LCAP Goals 2, 3, 6, 7, 9, 10, and 11
- State Priority 5 (Pupil Engagement): LCAP Goals 1, 2, 3, 6, 7, 9, 10, and 11
- State Priority 6 (School Climate): LCAP Goals 4, 6, and 7
- State Priority 7 (Course Access): LCAP Goals 1, 2, 6, 7, 9, 10, and 11
- State Priority 8 (Pupil Outcomes): LCAP Goals 1, 6, 7, 9, 10, and 11

This LCAP represents the district's plan for continuing and expanding its efforts to level the playing field and provide opportunities for all students to learn, grow, and reach their greatness. This supports the district's vision of all students graduating with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision, the district is committed to the deep and complex work of changing systems. The most important example of systems change that will continue is the implementation of a Multi-Tiered System of Supports (MTSS). MTSS is featured prominently in this LCAP because it is the foundation of the district's efforts to improve outcomes for all students, disrupt inequities between schools and across the district, and address significantly disproportionate performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective MTSS will also help the district continue to improve student outcomes as it navigates the path through fiscal challenges. And a cohesive, consistent approach to providing tiered supports based upon individual student needs will allow the district to measure and address learning loss in the years following the COVID-19 pandemic.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The schools in SCUSD that were identified for Comprehensive Support and Improvement (CSI) based upon their performance on the 2019 Dashboard are listed below. Due to the COVID-19 pandemic and lack of performance results on the 2020 and 2021 Dashboards, schools maintained their eligibility as determined by the 2019 Dashboard.

Graduation Rate average is less than 68% over two years:
- American Legion High School
- Capital City Independent Study

Low-Performing Criteria:
- A.M. Winn Waldorf-Inspired (Five or more indicators where the majority are RED)
- Caroline Wenzel Elementary (Five or more indicators where the majority are RED)
- Ethel I. Baker Elementary (All RED and ORANGE indicators)
- Hiram Johnson High School (Five or more indicators where the majority are RED)
- Isador Cohen Elementary (All RED and ORANGE indicators)
- John Bidwell Elementary (All RED and ORANGE indicators)
- John Morse Therapeutic Center (All RED Indicators)
- Pacific Elementary (All RED and ORANGE indicators)
- Rosa Parks K-8 (All RED and ORANGE indicators)
- Will C. Wood Middle School (All RED and ORANGE indicators)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

SCUSD provides multiple layers of support for school sites to engage in a Cycle of Continuous Improvement (CCI). These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. Instructional Assistant Superintendents incorporate significant time to support these processes in monthly principal meetings and in their one-on-one support to site leadership. Additional district staff provide support through review of school plan content and through individual consultations with leaders on an as-needed basis.

In past years, principals have utilized an online Continuous Improvement tool to guide their CSI (and overall School Plan for Student Achievement (SPSA)) process. This tool engaged leaders in a scaffolded process to build capacity in the following areas. Assistance for these elements remains available through the support provided by Instructional Assistant Superintendents and Continuous Improvement and Accountability staff. This includes support from the Research and Strategy team to conduct data analysis using the districts various reporting systems.

- Causal System Analysis/Needs Assessment – Identification of specific gaps in achievement/outcomes, discussion of rationale for selecting specific areas of focus.
- Problem Statement Formation – Definition of problem to be addressed including target student group(s) and measurable outcome with baseline data
- Use of Fishbone Diagrams – Articulation of Root Causes, contributing factors, and selection of the highest priority root cause. This is a key step in which resource inequities can be identified and placed in the larger context of the problem statement. These resource inequities can then be articulated into the subsequent driver diagram and specific actions to address them included as change ideas.
- Development of Driver Diagram – Documentation of change ideas/interventions, secondary drivers, primary drivers, and articulation of an aim statement. Aim statement answers the questions: What will improve? By how much will it improve? For whom will it improve? By when will it improve?
- Plan to Operationalize the Highest Priority Change Idea – Outline of specific actions to be taken in order to implement the change idea(s), responsible parties, target completion date, and milestones towards completion
- Identification of Measurable Outcomes – Specific articulation of metrics to be used to evaluate effectiveness, baseline status, and expected outcomes

Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, Graduation Rate, and College/Career) and select those areas of greatest need. With the absence of 2021 Dashboard performance data, sites were provided with support to consider what other state and local data they might consider in their needs assessment and goal-setting processes.

Sites were also provided with additional resources to support their planning:

- Crosswalk of alignment between required CSI elements and the district SPSA template
- Example responses for CSI-specific prompts
- List of questions to support reflection and identification of resource inequities (adapted from LACOE tool)

Upon confirmation of eligibility, sites were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and exemplar content.

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned School Plan for Student Achievement (SPSA) process. These occurred over three weeks in the spring and offered sites the opportunity to engage with peers and staff in the following:

- Review CSI requirements and eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Support for needs assessment and resource inequity identification
- Identification of effective strategies and supports
- Support for goal setting and identification of appropriate measurable outcomes
- Assistance with funding allocations and appropriate use of targeted funding resources
- Guidance for engaging educational partners and requirements for plan approval

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support from the Continuous Improvement and Accountability team, which includes State and Federal Programs and Research and Strategy, departmental staff from Academics, Student Support and Health Services, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader educational partner feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process, and targeted surveys. These sources of educational partner feedback help sites to better understand the specific needs of their community. The School Climate Survey provides sites an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow sites to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

In the 2021-22 school year SCUSD continued to use a SPSA Mid-Year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, schools are required to:

Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal

- Restate the expected outcome of the strategy in terms of student achievement
- Detail the specific actions taken to date
- Describe current progress in achieving the expected outcomes as a result of implementing the strategy
- Detail how identified student groups were impacted by the strategy

Describe the level of implementation
- Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal

Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the mid-year reflection

Guidance provided to principals/school sites at the outset of the year includes the expectation that sites are regularly monitoring the plans outlined in the SPSA. This includes specific review of their goals, strategies, and outcomes as part of the mid-year review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.

Staff from the Continuous Improvement and Accountability department will continue to work in partnership with Instructional Assistant Superintendents and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed disproportionately below their peers.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of educational partners is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The educational partner engagement process for the 2022-23 LCAP has built upon the foundation established by the input informing the 2021-22 to 2023-24 LCAP and the ESSER III Expenditure Plan from fall 2021. A range of educational partner engagement activities occurred throughout 2021-22 including listening sessions, meetings with district committees/groups, district surveys, drop-in hours for staff and students, public comment on the posted draft, and the public hearing and related board presentations. The input received from these activities helped to further articulate the SCUSD community's priorities for the district and to inform the annual development of the LCAP.

During the summer and fall of 2021, educational partner engagement efforts focused on development of the ESSER III Expenditure Plan. These efforts are described in detail in the district's ESSER III Expenditure Plan adopted by the board on October 21, 2021. (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) Following approval of the ESSER III Expenditure Plan, efforts shifted to the development of the LCAP Mid-Year Report (including the one-time supplement to the LCAP Annual Update) and development of the 2022-23 LCAP.

The district's key educational partner groups play a critical role in representing different parts of the SCUSD community. Key groups include:

- Black/African American Advisory Board (B/AAAB): The B/AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The B/AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations. LCAP staff collaborated with B/AAAB membership in their alignment of recommendations to the LCAP through direct meetings with the B/AAAB facilitator and an Advisory Board learning session specific to the LCAP on 1.11.22. The B/AAAB presented their work to-date including their recommendations implementation framework, alignment, and refinement to the Board of Education on 2.17.22.
- American Indian Education Program Parent Committee (AIEPPC): The AIEPPC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families. The committee is supported by a Youth Services Specialist from the Youth Development Support Services (YDSS) department and a brief update document summarizing the key outcomes of each meeting is provided to the district.
- Community Advisory Committee (CAC): The CAC meets monthly and acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and supports individuals with exceptional needs and their families. LCAP-specific sessions were held with the CAC on 1.18.22 and 3.8.22, with the latter focused on providing input towards the development of the new goal specific to Students with Disabilities (Goal 9). The CAC also provided input during their September meeting to support the ESSER III development process.
- District English Learner Advisory Committee (DELAC): The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success. LCAP-

specific meetings were held with the DELAC on 11.10.21, 2.16.22 and 5.18.22. Additional input was provided by the DELAC to support the ESSER III development process in the fall. The DELAC's input in 2021-22 was embedded within their review and input towards the development of the new English Learner Master Plan.

- LCAP Parent Advisory Committee (PAC): The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other educational partner input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students. The LCAP PAC met monthly throughout the 2021-22 school year. The LCAP also held 'small group meetings' between each full meeting to debrief the previous meeting and plan for the following meeting. There were 1-2 of these small group meetings held between each full meeting. Additional meetings were held to prepare for board presentations and during the summer to on-board new members. The LCAP PAC presented their initial recommendations for the 2022-23 LCAP and district strategic planning to the board during the March 3, 2022 board meeting. These recommendations are discussed further in the following section.
- Student Advisory Council (SAC): SAC meets weekly to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. During the current year the SAC have worked to implement surveys to gauge student experiences with sexual health education and college access.

Presentations to the board that provided opportunities for board member input and public comment included:
- ESSER III Expenditure Plan Development Update (10.7.21)
- ESSER III Expenditure Plan Adoption (10.21.21)
- LCAP Quarterly Report (10.21.21)
- LCAP Quarterly Report (1.13.22)
- LCAP Mid-Year Report and One-Time Supplement to the Annual Update (2.17.22)
- LCAP Parent Advisory Committee Recommendations (3.3.22)
- Presentation of LCAP Draft (5.5.22)
- Summary of Educational Partner Input (5.19.22)
- LCAP Public Hearing (6.2.22)

The district solicited input from bargaining groups. District staff met with representatives from the Sacramento City Teachers Association in May 2022 to share information and receive input.

A series of five listening sessions were held in March and April 2022 and were open to all students, staff, parents/caregivers, and community members. These included a brief overview of the LCAP and provided attendees the opportunity to share their input on how to best support students with the highest needs. Participants were invited to share what they thought was working and should be continued/expanded, what was missing, and where improvements were needed. Simultaneous interpretation was provided in Spanish, Hmong, Chinese, and Vietnamese. All sessions were held via zoom and were open to the public.

Key surveys informing LCAP development included:
- Spring 2022 School Climate Survey in February-March 2022 (Students, Staff, and Families)
- LCAP Annual Survey in March-April 2022 (Students, Staff, Families, and Community Members). Surveys were available in Spanish, Hmong, Chinese, and Vietnamese. Participants were able to complete the survey online (google forms) or via a hard copy picked up from their school site or the district office.

New to the 2021-22 engagement process were 'drop-in' sessions for staff and students respectively. These sessions included a brief introduction to the LCAP, with the majority of time reserved for open sharing of input by all attendees. Three staff sessions were offered in April and were open to all staff including members of all bargaining groups, non-represented, or temporary staff. Two student sessions were offered in April and were open to all students.

An additional and important source of engagement with educational partners is the ongoing collaboration with the California Collaborative for Educational Excellence (CCEE), Sacramento County Office of Education (SCOE), and additional partners through the Systemic Instructional Review (SIR) and Differentiated Assistance (DA) processes. In 2021-22, this collaboration involved regular monthly meetings with additional planning meetings to co-develop agendas. During meetings SCUSD shares progress made towards specific SIR actions and reflects on ongoing district efforts such as the implementation of a Multi-Tiered System of Supports (MTSS). CCEE and SCOE leadership serve both as reviewers of the district's SIR and DA work and also as critical friends, posing questions and making observations to prompt further SCUSD reflection and analysis. All parties share the mutual goal of supporting SCUSD to engage in positive systems change and improve student outcomes – and especially for those student groups who have underperformed over time. The DA and SIR processes were specifically catalyzed by outcomes of Foster Youth, Homeless Youth, and Students with Disabilities.

Also included in the summary of feedback are themes that emerged from the district's Strategic Arts Planning Processes, including the District Art Team meetings.

A summary of the feedback provided by specific educational partners.

Overall, the feedback provided by educational partners reaffirmed and built upon many of the key priorities communicated in past years and the fall ESSER III Expenditure Plan process. The following summary outlines the themes that emerged across various input strands, shares specific recommendations and priorities that emerged from educational partner groups, and provides links to additional and more detailed educational partner feedback documents.

The themes that emerged over the course of this year's engagement include:

A more personalized educational experience with individual supports and options for students
The educational experience needs to be individualized to each student's needs. Assessments and progress monitoring need to provide the necessary student-level information on which to base personalized supports such as differentiated instruction (including Universal Design for Learning (UDL) practices) and targeted intervention. Students need to be made aware of and encouraged to pursue all options. This includes building an awareness of career options and pathways in addition to 4-year college.

Recruitment, retention, and development of talent

There is a critical need to recruit and retain excellent staff, particularly in the face of staffing shortages. The district needs to be innovative in how we recruit and retain and maximize opportunities to be competitive in the hiring landscape and minimize classroom and other vacancies. Staff need to be supported with appropriate professional learning so that they can effectively implement identified programs and initiatives. Recruitment and retention need to focus on staff that match the demographics of the student population.

Equitable access to programs and resources
All students need to have full access to a breadth of programs and opportunities inside and outside the classroom. This should not involve a 'pay to play' requirement and includes, but is not limited to, sports, arts, music, clubs, libraries, vocational programs, college trips, and other field trips. Engaging in a range of activities that build skills and foster positive relationships is a powerful contributor to mental health and can improve various student outcomes.

Early Education to build a strong foundation
A strong academic and social-emotional foundation in the early years is a key lever for improving the outcomes for our highest-need students. Preschool and Transitional Kindergarten should be offered to all students/families. Bringing all K-3 students to grade level in Reading and Math is a critical need for addressing inequitable outcomes.

Representation/diversity and anti-racism
Curriculum needs to reflect the experience and perspectives of student groups (e.g. Black/African American). Staff should reflect the linguistic, racial, cultural, and other diversity of the student population. Systems that result in disproportionate impacts on specific student groups (e.g. suspension disproportionality) need to be dismantled and progress monitored. Further anti-racism training is needed. The planned school renaming process needs to be addressed.

Community Partnerships
The district needs to increase its collaboration with community partners to provide additional supports that are not possible internally due to capacity limits or expertise. In addition to providing direct services, such partnerships can break down walls between school and community and build the capacity of schools to serve a broader range of needs.

The Annual Survey asked respondents to share their level of agreement for how various strategic actions should be prioritized. These strategic actions were organized by LCAP goal. While most of the strategic actions listed received relatively high levels of agreement, the following were the most highly prioritized as indicated by the percentage of all respondents who selected 'Strongly Agree' or 'Agree':

- A safe, welcoming, and connected climate is present in all schools, classrooms, and learning spaces (85%)
- Support all students and families to effectively navigate the path to college and career (82%)
- Maintain, foster, and strengthen community partnerships (82%)
- Empower students to take charge of their own learning and ensure that student voice is heard (82%)

The following were the actions that received the highest percentage of 'Strongly Disagree' or 'Disagree' from all respondents:

- Ensure that all students are enrolled in and complete an academic program that makes them 4-year college-eligible (18%)
- All levels of the district system are engaged in cycles of continuous improvement (17%)
- Effectively use data to identify needs, monitor progress, and make equity-based decisions (17%)
- Recruit and retain staff who are representative of the district's student population (17%)
- Building toward a future that is fiscally and logistically sustainable (17%)

Students had overall levels of agreement and disagreement lower than the other two groups. This was due to a higher frequency of 'don't know' responses.

Each of the survey sections associated with a key LCAP goal area included the option to provide additional comments. Within the feedback received for each section, some recurring comments emerged. Additionally, some overarching themes arose across multiple/all sections. Following is a brief summary of key input:

College and Career Readiness
- The district should not focus exclusively on college as the sole or best option for students.
- Increased awareness and access to vocational training and career and technical education (CTE).
- Expanded range and equitable access to extra and co-curricular opportunities.
- More course and enrichment options in the Arts.
- Curriculum focused on life skills (e.g. financial literacy).
- Early Education (Preschool and early elementary) as a key lever for college and career readiness.
- Dual Immersion programs as key college readiness programs.
- Maintaining and increasing robust college preparatory offerings.

Foundational Educational Program (Tier 1)
- Early Education as a foundational part of the district's core program.
- Assessment of student needs early and ongoing – especially screening for dyslexia.
- Differentiated program options that serve the individual needs of students.
- Lack of agreement or clarity on the definition of 'equity.'

Integrated Supports (Tiers 2 and 3)

- Importance of regular assessments with caution to not over-assess and emphasis that assessment does not only mean standardized assessments.
- Needs for increased mental health supports, with some concern about how this can be done effectively. Advocacy for more student support centers across the district.
- Supports and processes for Students with Disabilities, particularly the provision of IEP-defined services.

Culture and Climate

- Addressing inappropriate behavior through a consistent disciplinary process and the impact of behavior on instruction.
- Both support for and concerns about the implementation of restorative practices/justice. Emphasis that training is needed for successful implementation.
- Emphasis on safety including the need for more security on campus, addressing campus violence, and more specific articulation of the new safety plan.

Engagement and Empowerment

- Need for more communication and partnership as well as authentic engagement to truly hear the voices of educational partners.
- Engagement in the form of capacity building and community building need to be provided including workshops/training for parents, encouraging volunteering, empowering those who don't feel they have a place, and providing more funding for school sites to implement engagement opportunities.
- Concern that parents/caregivers should not be positioned as 'equal partners' given that the district provides a professional, trained team.

Overarching Themes

- Frustration with the strikes – impacts on students and the overall need for more positive relationships between the district and labor groups.
- Smaller class sizes as a supporting factor for implementing the range of strategic actions.
- Several related factors associated with staffing including:
- More staff - respondents noted the impacts of the staffing shortages and need to bring in more teachers, instructional aids, counselors, etc. to provide services to students
- More support for staff in the form of time to engage in the necessary work to support students and professional learning/training to effectively implement the desired programs.
- Appropriate compensation for staff as a means of recruiting/retaining
- Improved hiring processes to ensure that staff can be recruited and brought into the district
- Need for more positive labor relationships

The section of the survey specific to the Graduate Profile indicates relatively low awareness (23%), experience with the district's Grad Profile (15%), and overall knowledge of Graduate Profile as a concept (25%). In general, staff demonstrated the highest levels of awareness in all three areas.

The section of the survey specific to parents/caregivers asked respondents to share their level of agreement with statements describing the parent/caregiver experience at schools.

- The percentage of parents/caregivers answering a combined 'Agree' and 'Strongly Agree' ranged from a low of 35% to a high of 61% across the individual statements.
- Two items had only 35% of respondents indicate agreement. These items also had the highest levels of disagreement:

- The items with the highest levels of agreement were:
    - -I am able to meet with staff at my child's school to discuss their academic progress (61%)
    - -My child's school helps me understand what areas my student needs to improve in. (55%)
    - -There is someone I can reach out to at my school to help me understand policies, procedures, and my rights as a parent. (55%)
- Overall, the rates of agreement were similar to the prior year, in which they ranged from 44% to 62%.

The listening and drop-in sessions provided an opportunity to engage in more depth with individual voices and obtain their input for how to improve student outcomes. Key discussion topics and some of the ideas that emerged within those topics are summarized below.

Staffing and Related Supports
- The highest needs students need more adult support for their individualized needs. This includes keeping students with disabilities in the classroom and making sure they are only pulled out for the appropriate reasons.

Representation, Anti-racism, and Equity
- Need to recruit and retain more Black and indigenous teachers of color and nurture them in our system.
- Need to take stock of our curriculum to ensure diverse representation.
- No matter who a student or their family is, they should feel loved, safe and connected.
- Supports systems for BIPOC and LGBTQ+ students are important.

Early Childhood Education
- Key lever for improving outcomes for students with the highest needs.
- Regular needs assessments and partnership with families.
- Identify ways to increase the number of students served, both at low income and middle income ranges.

Equitable Access to Programs
- Libraries, music, and arts in schools are critical.
- Ensuring the students who are GATE identified have equitable access to appropriate class/course placements.

Supports for English Learners
- Ensure that targeted funds are being used specifically to serve ELs and increase the quality of their learning.
- Expand the focus to ELs in the early elementary grades to achieve success as early as possible.
- Recognize that ELs have different needs than the general population and often different access to resources at home.
- Improve communication with families regarding programs and services.
- Focus on measurement of English language acquisition.

Improved Data Use

- Look beyond the 'average students' in the data. Examine the outliers – those who are beyond the standard deviation.
- Need to reevaluate data and feedback – use surveys and other collected data.
- Provide more technical support to school sites to think through questions of fiscal analysis, demographics, and equity.

Resource Allocation, including Targeted Use and Community Partnerships
- Provide school sites sufficient funds for implementing the core program – targeted funds can then be used for supplemental activities.
- Utilize good, better, best plans which allow for easy pivoting when circumstances dictate. Leverage community based organization to provide services.
- Target funding to specific student populations where they are most needed.

Engagement and Empowerment
- Build capacity of parents and allow them to bring that expertise as a resource on campus.
- Expand support for PTAs and use PTAs and SSC to engage site leadership.
- Hold annual workshop to bring together key educational partner groups/advisory councils to learn from each other and about the overall process. Bring in PTA leaders and other leaders to learn about LCFF/LCAP and how to engage at the site level.
- Provide additional scaffolding for the most marginalized groups.
- District needs to go into spaces that already exist instead of just holding space and expecting people to come.
- Has to start with making parents feel welcome at the school site first.
- Clearly show community where they are able to provide input within each LCAP goal area.
- Break down the LCAP into understandable components to help community understand.

Communication
- Communication needs to clarify the alphabet soup of acronyms in education. Make things more digestible.
- Help parents understand what is important and how it impacts their child's specific education.

Mental Health
- Need to address Adverse Childhood Experiences (ACEs).
- Increase Student Support Center presence and the overall approachability of staff on campus.
- Utilize arts education as a tool to help student mental health.

Improvements to the System
- Determine how we can effectively implement across the system while also attending to the individualized student experience.
- Need to be innovative – reimagine what schools do, how they function, and how they support students.
- Need to support staff – our educators are amazing but also exhausted. They can't be at their best for students when they don't have what they need.

The LCAP Parent Advisory Committee presented a summary of their recommendations at the 3.3.22 Board Meeting. These were organized into five key categories and provided short and mid-term recommendations within each category. The key categories and examples of recommendations from each included:

Systems for accurately and regularly evaluating student performance and progress
- Short Term: Provide data on existing assessments and identify gaps – prioritize those students that have received zero assessments and administer accordingly.
- Mid-Term: Create a cross-sectional educational partner group to analyze existing assessments being used across the district – develop a set of recommended best practices.

Address learning loss and close gaps (academic and social)
- Short Term: Bring all K-3 students to grade level standard in Reading and Math.
- Mid-Term: Effective implementation of strategies for differentiation, including Universal Design for Learning (UDL).

Strategic partnerships to build capacity, leverage expertise, and break down walls between school and community
- Short Term: Engage a cross-sectional group to identify strategic community partners and resources, inventory existing partnerships, and develop a vetting process.
- Mid-Term: Expand community schools model.

Increased adult support in classrooms and elimination of vacancies
- Short Term: Increase the number of adult support staff on campus, including the number of instructional aides in classrooms.
- Mid-Term: Employee pipelines focused on increasing alignment/representation reflective of the district student population.

Provide mental health and social-emotional supports
- Short Term: Increased and equitable extracurricular opportunities: Sports (interscholastic and intramural), art, music, clubs, vocational, college trips and field trips, and other adult-led, social activities.
- Mid-Term: Increase staffing and capacity to provide mental health supports (Student Support Centers).

The recommendations can be viewed in full at: https://www.scusd.edu/sites/main/files/file-attachments/8.3-1_2021-22_lcap_pac_initial_recommendations_recd3-2-33.pdf

The Black/African American Advisory Board presented input and recommendations as part of their presentation to the board on 2.17.22. This included a reiteration of their existing recommendations as well as an overview of a revised framework for organizing their recommendations. This framework includes four key areas and some highlighted priorities within:

Organizational and Infrastructure Development

Improve Academic Achievement

- Immediately identify, assess, monitor, and provide research-based, tiered intervention (remediation to acceleration) strategies to address the persistent learning gaps for its Black/African American student body.
- Immediately address learning loss pre/during/after COVID-19 with all available resources for B/AA students.

Monitor Discipline and Suspension Rates

- Monitor the established plans and provide quarterly progress updates on the school sites with over 5% variance on suspension rate disproportionality.

Mandatory Culturally Relevant Professional Development

- The B/AAAB will identify and recommend a list of vetted and qualified vendors able to provide professional development opportunities addressing inequitable disciplinary practices, pre-college and career planning, and curricular and programmatic resources reflecting Black/African experiences. The list will be presented to SCUSD leadership to act and integrate into the professional learning calendar.

The presentation can be viewed in full at: https://www.scusd.edu/sites/main/files/file-attachments/8.3_ppt_b_aaab_scusd_board_presentationupdatev22_17_22.pptx_.pdf

The American Indian Education Program Parent Committee (AIEPPC), over the course of their engagement throughout the year, highlighted several key issues. These included:

- Support for the creation of the position supporting the programs and expansion of services to include students who self-identify.
- Desire to see the new position and expanded services result in increased graduation rates and reduced suspension rates.
- Interest in developing and implementing a process for an official land acknowledgement for the district.
- Concern about the lack of progress on the planned renaming of specified school sites.
- Increased focus on recruitment for 9-12th grade students at the school sites.
- Reduce turnaround time to providing students tutoring services by the contracted tutoring agency.
- Develop partnership agreements with California Community Colleges.

The Student Advisory Council (SAC) focused efforts in the areas of sexual health education and college access. Key recommendations that emerged from their work included:

- More uniformity and standardization in sex ed curriculum across the district.
- Improve instruction that addresses gender identify and sexual orientation.
- Encourage the hosting of speakers from Planned Parenthood about specific topics.
- Raise awareness about sex ed (including a resolution about National Sex Ed for All Month).
- Develop a structure for student representatives to serve as sexual health peer supports in addition to the existing staff resources.
- SCUSD should offer support for or cover completely the payment of one college application to a California State University (CSU) and/or a University of California (UC) campus for all seniors who are eligible to apply.

Key input provided during the district's meeting with the Sacramento City Teacher Association (SCTA) included:
- Concern about the district's overall inclusion of SCTA in the LCAP process and interest in understanding the gaps and how to improve the communication and engagement moving forward.
- Interest in closer collaboration with the LCAP Parent Advisory Committee (PAC) moving forward.
- Desire to understand the district's level of commitment to Career Technical Education (CTE). In particular, how the expressed priorities in the LCAP align to the district's commitment to support specific programs at sites and protect enrollment in SCUSD CTE programs.
- Desire to connect leadership of linked learning and academic offices with representative teachers from each of the school sites to discuss CTE programs.
- Concern about the level of engagement with SCTA regarding the district's implementation of MTSS. Emphasis that SCTA views MTSS as a high needs program for the district and desires that the program be effectively implemented in partnership with SCTA.
- Desire to better understand the district's plan to implement an effective MTSS framework and how partnership with SCTA will occur.
- Interest in understanding where Tier 2 interventions are being implemented and reviewing the measurable outcomes of MTSS implementation, including results of the Self-Assessment of MTSS Implementation (SAM) tool.

Key input provided during the spring 2022 Expanded Learning Opportunities Plan (ELO-P) engagement process included:

- Focus on arts-based programming including visual, music, theatre, and dance programming.
- Provide students access to the necessary materials to participate (e.g. musical instruments).
- More professional development opportunities for all staff, including front-line staff such as instructional aids and team leaders.
- More technology-based programming (that is compatible for chromebooks) such as coding, gaming, and Math/Language.
- Field trip opportunities for students.
- Address transportation needs for students.
- Dedicated facilities to implement expanded learning programs.

Key input provided during the district's Strategic Arts Planning Process included the following statement that emerged as the draft vision decided upon by the team of 10 VAPA teachers:

"SCUSD believes that all students in K-12 should have access to a high-quality, standards-based, comprehensive arts education during the school day taught by qualified, credentialed, and trained teachers at any school that they attend."

Through the strategic arts planning process, the VAPA department has had the opportunity to engage many different educational partners including teachers, parents, administrators, business leaders, and arts organizations on what improvements they would like to see in SCUSD's Visual and Performing Arts Programs. Below is a summary of the themes that appeared the most during these meetings:

Equity/Staffing:

- The need to ensure that ALL SCUSD students have equitable access to visual and performing arts content.
- SCUSD needs to increase the number of certificated elementary arts teachers in order to make access to the visual and performing arts equitable to ALL students.

Content/Curriculum:
- The need for a standardized district arts curriculum at all grade levels K-12.
- The need/desire to elevate the arts within the district to the same level as all other core subjects with the appropriate funding levels that go along with that.
- The need to provide professional development workshops for all teachers on arts integration strategies.

Infrastructure
- The need to upgrade/modernize our performing arts facilities to make them ADA accessible and functional spaces that can be used for both school and community performances.

Funding/Sustainability

- The need for the district to identify sustainable funding sources to ensure that the district can reliably and sustainably fund all investments in arts education.

Additional:

- The need for the district to formally recognize the positive effect that the arts has on the social emotional learning of our students

Feedback provided by educational partners during the ESSER III Fall 2021 engagement process served as foundational input for the year. Key themes from this process included:

- Increased mental health and general health staff/supports at each school site (e.g. social workers, counselors, nurses, health aides).
- 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).
- Maintain and expand access to before and after school programs.
- Provide more individualized supports (e.g. individual learning plans, individual tutoring/intervention supports, and more instructional aides/specialists).
- 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.

Additionally, community members emphasized the following for consideration in the ESSER III planning process:
- We should be funding/supporting actions that might ordinarily present obstacles to fully funding but can now be supported because we have these one-time funds (e.g. elementary sports expansion).

- Invest in actions that build long-term capacity beyond the life of the funds (e.g. develop in-house trainers to maintain/expand specific professional learning).
- Provide seed money/invest in Community Based Organizations (CBOs) that can implement actions more effectively than we can. (e.g. A $100,000 dollar investment into a CBO could yield far greater impact than a single employee for a single year).
- Provide funding that allows student/families to access community resources that may not be available in-district or cannot be provided due to lack of staffing (e.g. YM/WCA activities, CSUS opportunities).
- Use the existing priorities voiced by the community as a guide for planning.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Educational partner input influenced the development of the LCAP in several important ways. This included the development of new LCAP goals, revision of the framing of desired outcomes, and continued improvement to the transparency and detail in measurable outcomes and action descriptions.

The development of new LCAP goals specific to student groups (Goal 9, 10, and 11) was supported by input from educational partners. Input that had significant influence included:

- The development of Goal 9 by the district's Special Education Department was influenced by input form the district's Community Advisory Community (CAC). This included their ongoing discussions over the course of the year as well as a special meeting on 3.8.22 to provide input specifically towards the goal development. Their input had specific input on all aspects of the development process including the goal statement, rationale, measurable outcomes, and actions. In response to input, the goal statement is focused on the need to provide every student receiving Special Education services an inclusive instructional program, with the context of Least Restrictive Environment (LRE) as a key indicator, but not the purpose in and unto itself. CAC input similarly influenced the actions, which include professional learning for staff aimed at increasing inclusivity, measurable outcomes, and access to standards aligned instruction. The rationale for the goal also cites key CAC input regarding persistent inequitable outcomes at the intersection of race and disability, lack of access to inclusive environments, and empowering staff.
- The development of Goal 10 by the district's Homeless Youth Services staff was influence by input and thought partnership with colleagues from the Sacramento County Office of Education (SCOE) through a collaborative workshop on required goals as well as recurring input from educational partners in recent years. Collectively, these partners have consistently reaffirmed the need to improve the rate of identification of Homeless Youth as a necessary first step in improving outcomes for this student group. With a projected Homeless Youth population equal to 5-10% of the districts low-income population, SCUSD has significant room for improvement with an annual percentage of ~1% in recent years. Given the recurring partner input and SCUSD's own recognition of the need in this area, staff focused goal development toward the improvement of identification processes and overall rates. Specific input from educational partners resulted in the revision of the goal statement to include the word 'respectfully.' Educational partners noted that some families have had challenging experiences with the identification process in the past and that respect should be prioritized alongside efficiency and effectiveness in the implementation of the goal.

Revisions to existing goals, measurable outcomes, and actions is annually influenced by educational partner input. Notable examples from this year's engagement cycle include:

- **Increased disaggregation:** A significant growth from the previous three-year LCAP to the current cycle was the increased disaggregation of student group data across the wide range of measurable outcomes in the LCAP. In response to input from Multilingual Literacy, who works in partnership with the DELAC, several measurable outcomes have been further disaggregated to include Migrant Youth. These include A-G completion rates, State Seal of Bilteracy Rates, High School Drop-out Rates, and Suspension Rates.

- **Revised targets across key measurable outcomes:** Following input from educational partners, most notably the LCAP PAC in their spring discussions, several measurable outcomes have revised targets that set a single goal for 2023-24 (rather than the previous disaggregated targets) for all student groups performing under the current 'All students' level. This shift occurred in response to the desire of partners to set target outcomes that are easy to understand, focus attention and effort on historically underperforming student groups, and are realistic. They noted that, as efforts are focused on these student groups and their growth is accelerated, the 'All students' rates will rise more rapidly than if small improvements are made for those groups who are already achieving above the 'All students' level.

- **Revision of Action Titles and Descriptions:** Educational partners shared in the past and have continued to emphasize the importance of action titles and descriptions that are easy for all community members to understand in terms of the key actions to be accomplished and that also clearly communicate how target student groups are being served. While this area of improvement will remain an area of focus over the coming years, this initial effort resulted in significant revision of action titles and descriptions.

- **Alignment of LCAP action to ESSER III Expenditure Plan- and other key plans:** Educational partners have continued to seek greater transparency in the use of funding and overall alignment of district efforts. In response to this advocacy, the 2022-23 LCAP includes references and – where applicable – new actions that reflect the aligned efforts of the ESSER III Expenditure Plan. An example of a new action is 1.11 (Establish college and career readiness labs at Middle Schools), which is a key piece of the district's College and Career Readiness efforts. Where ESSER III actions are supplemental to existing actions, a reference note has been included so the community can identify where multiple funding streams and plans are working together. An example of a reference note is Action 3.9 (Attendance and Engagement Strategies), which is supplemented by Action B7 in the ESSER III Expenditure Plan. The Expanded Learning Opportunities action (2.3) also includes specific alignment to the Expanded Learning Opportunities Plan (ELOP) and the new actions 8.5 (Employee Pipelines) and 8.6 (Recruitment and Retention) are aligned to both the ESSER III plan and the Educator Effectiveness Block Grant (EEBG) plan.

- **Development of new LCAP Actions:** One example is the new Action 5.9 (Special Education Adult Professional Learning). This action was informed by input from the Community Advisory Committee (CAC) and will focus on the provision of adult professional learning regarding federal and special education law, multi-tiered system of supports, and alternative dispute resolution to SCUSD Ombudspersons to expand their expertise in proving information and supports to guardians' requests for assistance in achieving resolution. Another example is the new Action 2.24 (Create and Adopt District Arts Master Plan). This was informed by the district's Strategic Arts Planning Process and the work of the District Arts Team.

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 California State Dashboard (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 (54% completion rate in 2020-21) and more than one third do not enroll in college at any point during the 12 months after graduating (66% and 65% in the two most recent years available).   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*. Key input from educational partners 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 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 programs/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 and 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 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 high school graduation and college and career readiness, will increase. 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), MY (Migrant 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 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A **Graduation Rate** Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade **Source:** California School Dashboard Note: Results do not include Charter Schools		**18-19**	**19-20**		**20-21**	To be reported in 2022-23	To be reported in 2023-24	SCUSD's aims to accelerate an increase in Graduation Rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an 85% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
	ALL	85.7	87.3	**ALL**	85.1			
	EL	81.2	75.8	**EL**	80.4			
	FY	66.7	81.3	**FY**	64.5			
	HY	75.3	72.9	**HY**	60.3			
	SED	84.7	86.1	**SED**	83.7			
	SWD	66	70.4	**SWD**	64.8			
	AA	77.1	82.4	**AA**	75.3			
	AI/AN	81.8	73.3	**AI/AN**	76.9			
	A	93.7	93.5	**A**	93.9			
	F	100	95.2	**F**	96.6			
	H/L	84.2	84.6	**H/L**	82.7			
	PI	87	71.9	**PI**	64.1			
	W	84.6	92.5	**W**	90.4			
	TOM	88.1	87.8	**TOM**	83.3			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1B **On-Track Graduation Status** Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment **Source:** SCUSD Internal Dashboard *Note: 2020-21 data is to 4.5.21. 2021-22 data is to 3.29.22.*	<table><tr><td></td><td>**19-20**</td><td>**20-21**</td></tr><tr><td>**ALL**</td><td>53.8</td><td>53.6</td></tr><tr><td>**EL**</td><td>43</td><td>41.2</td></tr><tr><td>**FY**</td><td>16</td><td>27.7</td></tr><tr><td>**HY**</td><td>21.9</td><td>28.8</td></tr><tr><td>**SED**</td><td>51.9</td><td>48.9</td></tr><tr><td>**SWD**</td><td>33.3</td><td>36.1</td></tr><tr><td>**AA**</td><td>43</td><td>39.7</td></tr><tr><td>**AI/AN**</td><td>48.2</td><td>40.7</td></tr><tr><td>**A**</td><td>68.5</td><td>70.3</td></tr><tr><td>**F**</td><td>67.3</td><td>68.6</td></tr><tr><td>**H/L**</td><td>48.3</td><td>47.4</td></tr><tr><td>**PI**</td><td>43.4</td><td>40.8</td></tr><tr><td>**W**</td><td>58.4</td><td>60.2</td></tr><tr><td>**TOM**</td><td>55.4</td><td>55.8</td></tr></table>	<table><tr><td></td><td>**21-22**</td></tr><tr><td>**ALL**</td><td>50</td></tr><tr><td>**EL**</td><td>34.3</td></tr><tr><td>**FY**</td><td>21.8</td></tr><tr><td>**HY**</td><td>15.3</td></tr><tr><td>**SED**</td><td>45.2</td></tr><tr><td>**SWD**</td><td>33.1</td></tr><tr><td>**AA**</td><td>35.7</td></tr><tr><td>**AI/AN**</td><td>32.7</td></tr><tr><td>**A**</td><td>65.6</td></tr><tr><td>**F**</td><td>67</td></tr><tr><td>**H/L**</td><td>44</td></tr><tr><td>**PI**</td><td>35.1</td></tr><tr><td>**W**</td><td>58.9</td></tr><tr><td>**TOM**</td><td>50.1</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	SCUSD's aims to accelerate an increase in On-Track Graduation Rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 70% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
1C **College/Career Indicator** Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard **Source:** California School Dashboard Note: Results do not include Charter Schools	<table><tr><td></td><td>**18-19**</td><td>**19-20**</td></tr><tr><td>**ALL**</td><td>40.5</td><td>41.7</td></tr><tr><td>**EL**</td><td>19.5</td><td>18.7</td></tr><tr><td>**FY**</td><td>11.1</td><td>30</td></tr><tr><td>**HY**</td><td>16</td><td>12.3</td></tr><tr><td>**SED**</td><td>36.2</td><td>37.6</td></tr><tr><td>**SWD**</td><td>7</td><td>8.1</td></tr><tr><td>**AA**</td><td>20</td><td>20.7</td></tr><tr><td>**AI/AN**</td><td>18.2</td><td>20</td></tr><tr><td>**A**</td><td>55.3</td><td>56.9</td></tr><tr><td>**F**</td><td>58.3</td><td>58.1</td></tr><tr><td>**H/L**</td><td>35.2</td><td>35.8</td></tr><tr><td>**PI**</td><td>21.6</td><td>24.6</td></tr><tr><td>**W**</td><td>51.2</td><td>53.5</td></tr><tr><td>**TOM**</td><td>51.1</td><td>51.7</td></tr></table>	<table><tr><td></td><td>**20-21**</td></tr><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/AN**</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>**H/L**</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></table> **NOTE: This indicator was not published on the 2021 CA School Dashboard.**	To be reported in 2022-23	To be reported in 2023-24	SCUSD's aims to accelerate an increase in College/Career Preparedness for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 30% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

1D

A-G Completion

Percentage of graduating cohort who met UC/CSU Requirements

Source: CDE Dataquest Reporting

Note: Results do not include Charter Schools

*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.

	18-19	19-20
ALL	50.7	54
EL	35.9	37.7
FY	29.4	38.5
HY	24.6	20.9
MY	*	55.6
SED	46.1	50.3
SWD	11.8	17.6
AA	32.5	36.5
AI/AN	44.4	30
A	70.4	71.4
F	76.6	80
HL	41.9	45.5
PI	24.4	47.5
W	54.6	58.5
TOM	56.7	64.5

	20-21
ALL	54.4
EL	40.3
FY	36.8
HY	31.1
MY	62.5
SED	49.5
SWD	22.9
AA	41.5
AI/AN	25
A	72.6
F	63.6
H/L	42.5
PI	43.6
W	61.8
TOM	64.2

To be reported in 2022-23

To be reported in 2023-24

SCUSD's aims to accelerate an increase in A-G Completion for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

1E

On-Track A-G Status

Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress)

Source: SCUSD Internal Dashboard

Note: 2021-22 data is to 3.29.22

	19-20	20-21
ALL	53.8	53.9
EL	34.3	36.8
FY	28	21.3
HY	25	17.8
SED	48.6	48.1
SWD	25.5	27.7
AA	37.4	37.1
AI/AN	39.3	33.3
A	73.7	71.9
F	70.5	69.1
H/L	45.2	46.3
PI	39.8	38.9
W	63.2	64.1
TOM	60.2	61.3

	21-22
ALL	51.5
EL	32.5
FY	23.6
HY	22.2
SED	45
SWD	22.6
AA	35.2
AI/AN	34.6
A	67.8
F	70.4
H/L	44.5
PI	35.8
W	62.8
TOM	56.8

To be reported in 2022-23

To be reported in 2023-24

SCUSD's aims to accelerate an increase in On-track A-G rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1F **A-G AND CTE Completion** Percentage of graduating cohort completing UC/CSU Requirements **AND** completing a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)	**18-19**: ALL 5.8, EL 3.6, FY 0, HY 1.5, SED 4.2, SWD 1.3, AA 2.7, AI/AN 0, A 6.3, F 2.1, HL 3.8, PI 7.1, W 3.7, TOM 4.6	**19-20**: ALL 6.4, EL 3.3, FY 0, HY 0, SED 6.5, SWD 0.7, AA 4.5, AI/AN 0, A 7.8, F 6.4, HL 7.2, PI 9.1, W 3.9, TOM 7	**20-21**: ALL 8.8, EL 5.5, FY 0, HY 6.3, SED 9.6, SWD 4.2, AA 7.6, AI/AN 15.4, A 11.8, F 7.6, H/L 9.1, PI 6.1, W 6.8, TOM 4.9		To be reported in 2022-23	To be reported in 2023-24	SCUSD's aims to accelerate an increase in completion of both CTE and A-G for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 20% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
1G **CTE Pathway Completion** Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)	**18-19**: ALL 8.9, EL 7.5, FY 5.6, HY 12.3, SED 9.0, SWD 6.4, AA 8.8, AI/AN 9.1, A 9.6, F 8.5, HL 9.0, PI 19.0, W 8.5, TOM 9.9	**19-20**: ALL 10.9, EL 9.1, FY 0, HY 0, SED 11.1, SWD 5.8, AA 8, AI/AN 0, A 10, F 7.9, HL 13.3, PI 13.6, W 9, TOM 11.3	**20-21**: ALL 14.7, EL 12.4, FY 8.3, HY 31.3, SED 16.2, SWD 13.3, AA 15.2, AI/AN 30.8, A 15.5, F 10.6, H/L 15.9, PI 20.4, W 11.2, TOM 9.8		To be reported in 2022-23	To be reported in 2023-24	SCUSD's aims to accelerate an increase in CTE Pathway Completion for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 20% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline			Year 1 Outcome			Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Row 1H

1H **CTE Pathway Enrollment** Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)		**19-20**	**20-21**			**21-22**	To be reported in 2022-23	To be reported in 2023-24	SCUSD's aims to accelerate an increase in CTE Pathway Enrollment for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a **25%** rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
	ALL	23.3	24.3	ALL		20.5			
	EL	19.8	20.8	EL		18.2			
	FY	15.4	18.0	FY		7.7			
	HY	25.4	19.1	HY		11.5			
	SED	23.5	24.7	SED		20.7			
	SWD	19.3	22.2	SWD		16.7			
	AA	24.2	25.4	AA		19.4			
	AI/AN	23.1	17.5	AI/AN		8.2			
	A	20.1	21.6	A		19.7			
	F	16.3	16.3	F		16.4			
	HL	24.7	25.6	H/L		22.0			
	PI	28.6	28.4	PI		22.0			
	W	21.8	23.9	W		18.9			
	TOM	26.1	24.8	TOM		20.9			

Row 1I

1I **FAFSA Completion** Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) **Source:** Internal District Reporting		**18-19**	**19-20**		**20-21**	**21-22 MY**	To be reported in 2022-23	To be reported in 2023-24	SCUSD's aims to accelerate an increase in FAFSA completion for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an 80% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
	ALL	68.6	77.8	ALL	59.2	61.4			
	EL	58.6	69.7	EL	47.8	42.7			
	FY	66.7	63.6	FY	42.9	33.3			
	HY	N/A	54.5	HY	27.3	44.4			
	SED	68.4	76.2	SED	54.6	58.1			
	SWD	34.8	60	SWD	27.8	26.8			
	AA	58.6	67.9	AA	45.7	49.6			
	AI/AN	61.5	53.8	AI/AN	55.6	31.2			
	A	83..5	86	A	76.4	77			
	F	80.4	88.3	F	65.6	65.5			
	HL	64.2	74.1	H/L	52.9	59.5			
	PI	70.2	78.6	PI	33.3	42.6			
	W	63.9	79.1	W	65.6	58.4			
	TOM	71.5	83.7	TOM	64.7	66.4			

*Mid-year data to 6.1.22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1J **Certificate of Completion** Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	<table><tr><td></td><td colspan="2">2019-20</td></tr><tr><td></td><td>D</td><td>CC</td></tr><tr><td>ALL</td><td>66</td><td>13.9</td></tr><tr><td>SWD+EL</td><td>63.6</td><td>18.7</td></tr><tr><td>SWD+FY</td><td>53.8</td><td>7.7</td></tr><tr><td>SWD+HY</td><td>50</td><td>8.3</td></tr><tr><td>SWD+SED</td><td>66.3</td><td>12.6</td></tr><tr><td>SWD+AA</td><td>67.6</td><td>11.8</td></tr><tr><td>SWD+AI/AN</td><td>*</td><td>*</td></tr><tr><td>SWD+A</td><td>70.3</td><td>21.6</td></tr><tr><td>SWD+F</td><td>*</td><td>*</td></tr><tr><td>SWD+HL</td><td>65.7</td><td>9.5</td></tr><tr><td>SWD+PI</td><td>*</td><td>*</td></tr><tr><td>SWD+W</td><td>68.9</td><td>15.6</td></tr><tr><td>SWD+TOM</td><td>64.3</td><td>21.4</td></tr></table> *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	<table><tr><td></td><td colspan="2">2020-21</td></tr><tr><td></td><td>D</td><td>CC</td></tr><tr><td>ALL</td><td>65.4</td><td>9.8</td></tr><tr><td>SWD+EL</td><td>69.7</td><td>12.8</td></tr><tr><td>SWD+FY</td><td>33.3</td><td>0</td></tr><tr><td>SWD+HY</td><td>32</td><td>4</td></tr><tr><td>SWD+SED</td><td>64.5</td><td>9.7</td></tr><tr><td>SWD+AA</td><td>54.5</td><td>9.1</td></tr><tr><td>SWD+AI/AN</td><td>*</td><td>*</td></tr><tr><td>SWD+A</td><td>70.2</td><td>12.8</td></tr><tr><td>SWD+F</td><td>*</td><td>*</td></tr><tr><td>SWD+HL</td><td>68.4</td><td>9.7</td></tr><tr><td>SWD+PI</td><td>*</td><td>*</td></tr><tr><td>SWD+W</td><td>70.7</td><td>8.6</td></tr><tr><td>SWD+TOM</td><td>55.6</td><td>11.1</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	The district's desired outcome is to increase the percentage of students with disabilities who earn a diploma AND for 100% of students to earn a diploma OR certificate of completion, with earning a diploma as the prioritized outcome. *Note:* *As the percentage of students who earn a diploma increases, the percentage of students who are able to earn a certificate of completion will decrease (a student cannot receive both).*

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1K **State Seal of Biliteracy (SSB)** Percentage of graduates earning the State Seal of Biliteracy (SSB) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	<table><tr><td></td><td>18-19</td><td>19-20</td></tr><tr><td>ALL</td><td>12.7</td><td>14.4</td></tr><tr><td>EL</td><td>6.9</td><td>5.9</td></tr><tr><td>FY</td><td>5.9</td><td>0</td></tr><tr><td>HY</td><td>1.6</td><td>4.7</td></tr><tr><td>MY</td><td>*</td><td>44.4</td></tr><tr><td>SED</td><td>12</td><td>13.8</td></tr><tr><td>SWD</td><td>1.4</td><td>0</td></tr><tr><td>AA</td><td>2.8</td><td>3</td></tr><tr><td>AI/AN</td><td>0</td><td>20</td></tr><tr><td>A</td><td>15.5</td><td>14.5</td></tr><tr><td>F</td><td>12.8</td><td>26.7</td></tr><tr><td>H/L</td><td>16.8</td><td>17</td></tr><tr><td>PI</td><td>2.4</td><td>2.5</td></tr><tr><td>W</td><td>10.1</td><td>13.5</td></tr><tr><td>TOM</td><td>10</td><td>19.4</td></tr></table>	<table><tr><td></td><td>20-21</td></tr><tr><td>ALL</td><td>25.2</td></tr><tr><td>EL</td><td>14.5</td></tr><tr><td>FY</td><td>5.3</td></tr><tr><td>HY</td><td>11.1</td></tr><tr><td>MY</td><td>37.5</td></tr><tr><td>SED</td><td>23.2</td></tr><tr><td>SWD</td><td>4.6</td></tr><tr><td>AA</td><td>10.5</td></tr><tr><td>AI/AN</td><td>0</td></tr><tr><td>A</td><td>29.7</td></tr><tr><td>F</td><td>25.5</td></tr><tr><td>HL</td><td>26.9</td></tr><tr><td>PI</td><td>10.3</td></tr><tr><td>W</td><td>30.9</td></tr><tr><td>TOM</td><td>18.3</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ALL</td><td>30</td></tr><tr><td>EL</td><td>30</td></tr><tr><td>FY</td><td>30</td></tr><tr><td>HY</td><td>30</td></tr><tr><td>SED</td><td>30</td></tr><tr><td>SWD</td><td>30</td></tr><tr><td>AA</td><td>30</td></tr><tr><td>AI/AN</td><td>30</td></tr><tr><td>A</td><td>30</td></tr><tr><td>F</td><td>30</td></tr><tr><td>HL</td><td>30</td></tr><tr><td>PI</td><td>30</td></tr><tr><td>W</td><td>30</td></tr><tr><td>TOM</td><td>30</td></tr></table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1L **State Seal of Civic Engagement (SSCE)** Percentage of graduates earning the State Seal of Civic Engagement (SSCE) **Source:** TBD *Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.*	**20-21** ALL 0 EL 0 FY 0 HY 0 SED 0 SWD 0 AA 0 AI/AN 0 A 0 F 0 H/L 0 PI 0 W 0 TOM 0	**21-22** ALL TBD EL TBD FY TBD HY TBD SED TBD SWD TBD AA TBD AI/AN TBD A TBD F TBD HL TBD PI TBD W TBD TOM TBD	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 15 EL 15 FY 15 HY 15 SED 15 SWD 15 AA 15 AI/AN 15 A 15 F 15 HL 15 PI 15 W 15 TOM 15
1M **IB Exam Performance** Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7) **Source:** School Site Reporting	**18-19 / 19-20** ALL 15.4 / 23.8	**20-21** ALL 30.9	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 36

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1N **IB Diploma Completion** Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma **Source:** School Site Reporting	<table><tr><td></td><td>**18-19**</td><td>**19-20**</td></tr><tr><td>**ALL**</td><td>3.3</td><td>7.5</td></tr></table>	<table><tr><td></td><td>**20-21**</td></tr><tr><td>**ALL**</td><td>29.6</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>24</td></tr></table>
1O **ELA Early Assessment Program (EAP)** Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment **Source:** CAASPP Reporting Note: Results do not include Charter Schools **NOTE: State Assessments were not administered during the spring of 2021.**	<table><tr><td></td><td>**18-19**</td><td>**19-20**</td></tr><tr><td>**ALL**</td><td>21.4</td><td>N/A</td></tr><tr><td>**EL**</td><td>0.3</td><td>N/A</td></tr><tr><td>**FY**</td><td>N/A</td><td>N/A</td></tr><tr><td>**HY**</td><td>0</td><td>N/A</td></tr><tr><td>**SED**</td><td>15.5</td><td>N/A</td></tr><tr><td>**SWD**</td><td>3.4</td><td>N/A</td></tr><tr><td>**AA**</td><td>7.7</td><td>N/A</td></tr><tr><td>**AI/AN**</td><td>25</td><td>N/A</td></tr><tr><td>**A**</td><td>23.3</td><td>N/A</td></tr><tr><td>**F**</td><td>29.3</td><td>N/A</td></tr><tr><td>**HL**</td><td>16</td><td>N/A</td></tr><tr><td>**PI**</td><td>5.8</td><td>N/A</td></tr><tr><td>**W**</td><td>37.3</td><td>N/A</td></tr><tr><td>**TOM**</td><td>39</td><td>N/A</td></tr></table>	<table><tr><td></td><td>**20-21**</td></tr><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/AN**</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></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>43</td></tr><tr><td>**EL**</td><td>27</td></tr><tr><td>**FY**</td><td>27</td></tr><tr><td>**HY**</td><td>27</td></tr><tr><td>**SED**</td><td>38</td></tr><tr><td>**SWD**</td><td>30</td></tr><tr><td>**AA**</td><td>33</td></tr><tr><td>**AI/AN**</td><td>45</td></tr><tr><td>**A**</td><td>44</td></tr><tr><td>**F**</td><td>48</td></tr><tr><td>**HL**</td><td>39</td></tr><tr><td>**PI**</td><td>31</td></tr><tr><td>**W**</td><td>54</td></tr><tr><td>**TOM**</td><td>56</td></tr></table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1P **Math Early Assessment Program (EAP)** Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment **Source:** CAASPP Reporting Note: Results do not include Charter Schools **NOTE: State Assessments were not administered during the spring of 2021.**	<table><tr><td></td><td>**18-19**</td><td>**19-20**</td></tr><tr><td>**ALL**</td><td>10</td><td>N/A</td></tr><tr><td>**EL**</td><td>1.3</td><td>N/A</td></tr><tr><td>**FY**</td><td>N/A</td><td>N/A</td></tr><tr><td>**HY**</td><td>0</td><td>N/A</td></tr><tr><td>**SED**</td><td>6</td><td>N/A</td></tr><tr><td>**SWD**</td><td>0.9</td><td>N/A</td></tr><tr><td>**AA**</td><td>1.5</td><td>N/A</td></tr><tr><td>**AI/AN**</td><td>0</td><td>N/A</td></tr><tr><td>**A**</td><td>14.9</td><td>N/A</td></tr><tr><td>**F**</td><td>12.1</td><td>N/A</td></tr><tr><td>**HL**</td><td>5.3</td><td>N/A</td></tr><tr><td>**PI**</td><td>0</td><td>N/A</td></tr><tr><td>**W**</td><td>21</td><td>N/A</td></tr><tr><td>**TOM**</td><td>16.5</td><td>N/A</td></tr></table>	<table><tr><td></td><td>**20-21**</td></tr><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/AN**</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></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>34</td></tr><tr><td>**EL**</td><td>28</td></tr><tr><td>**FY**</td><td>27</td></tr><tr><td>**HY**</td><td>27</td></tr><tr><td>**SED**</td><td>31</td></tr><tr><td>**SWD**</td><td>28</td></tr><tr><td>**AA**</td><td>28</td></tr><tr><td>**AI/AN**</td><td>27</td></tr><tr><td>**A**</td><td>38</td></tr><tr><td>**F**</td><td>36</td></tr><tr><td>**HL**</td><td>31</td></tr><tr><td>**PI**</td><td>27</td></tr><tr><td>**W**</td><td>42</td></tr><tr><td>**TOM**</td><td>39</td></tr></table>
1Q **Post-secondary outcomes for Students with Disabilities** Percentage of students reporting participation in Higher Education or competitive employment following graduation/ matriculation from SCUSD. **Source:** Direct outreach to students by Special Education department	2018-19: 37.3%	2019-20: 77.40% Note: 2019-20 is the most recent SpED Annual Performance Report (APR) available from CDE	To be reported in 2022-23	To be reported in 2023-24	2023-24: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	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 & Design, Building Trades & Construction, Health & 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. 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 modules 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. Note: Action C4 in the ESSER III Expenditure Plan provides additional funding for teacher FTE and training to implement Linked Learning Programs in high schools.	$3,832,452	Y
1.2	Provide Academic and Career Counseling (Base) (Continuing)	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. 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. Youth Development College Mentors are specifically targeting efforts for at-risk student populations and providing supplemental supports with the college application and financial aid (e.g. FAFSA) application processes.	$4,054,175	N

Action #	Title	Description	Total Funds	Contributing
1.3	Provide Academic and Career Counseling (Supplemental) (Continuing)	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. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs. Action B1 in the ESSER III Expenditure Plan supplements this action with additional counseling FTE to provide extended day support in late afternoons and evenings, support dual-enrollment course-taking, develop career exploration opportunities, establish college and career centers, and create a seamless transition from elementary to middle school. This supplemental counseling support is for the 2022-23 and 2023-24 school years.	$5,776,988	Y
1.4	Central support for aligned master scheduling (Continuing)	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. Continued engagement in partnership with Linked Learning Alliance to audit master schedules and achieve increased efficiency with use of staffing FTE. Implemented by 1.0 FTE Director of Master Scheduling.	$195,924	Y
1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	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 school sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed within the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. 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.	$1,718,742	Y
1.6	Eliminate financial barrier for exam participation (Continuing)	Provide students access to Advanced Placement, International Baccalaureate (IB), PSAT, and SAT exams to ensure that no financial barriers prevent full participation.	$499,165	Y

Action #	Title	Description	Total Funds	Contributing
1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	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 additional staff at the three IB sites (Kit Carson International Academy, Luther Burbank High School, and Caleb Greenwood Elementary), professional learning, and supplemental instructional materials.	$527,994	Y
1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	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).	$918,691	Y
1.9	Department-level data-based decision-making (Continuing)	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.	$461,753	Y
1.10	Transition Planning for Students with Disabilities (Modified)	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: • Preschool to Elementary School • Elementary to Middle School • Middle to High School • High School to Post- Secondary activities • Change in special education placement	$10,000	N
1.11	Post-secondary Tracking of Students with Disabilities (New)	Improve post-secondary tracking of students with disabilities and the student response rate following their graduation/matriculation from SCUSD to inform transition strategic planning. This will be monitored using data from the Annual Performance Report (APR) and is linked to metrics 1Q and 9A.	No additional costs – embedded within duties of existing staff	N

Action #	Title	Description	Total Funds	Contributing
1.12	Establish college and career readiness labs at Middle Schools (New)	Develop, build, and implement college and career readiness labs at the middle school level across the district. Planned enrollment of the first group of students in grades 7 and 8 by 2022-23 (Will C. Wood, Sam Brannan, Sutter, and Einstein Middle Schools), and expansion of sites, sections and grade levels in 2023-24 (Fern Bacon and California Middle Schools). Reference: Action C2 in ESSER III Expenditure Plan	$240,333	N
1.13	Implement State Seal of Civic Engagement (SSCE) program for students (New)	Continue implementation initiated in 2021-22 including refinement of rubrics, expansion of entry points for students, creation of additional opportunities for engagement in K-12 curriculum, and expansion of the number and range of partnerships that provide students opportunity for community engagement. Reference: Action C3 in ESSER III Expenditure Plan	$47,040	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 1 closely matched the plan. While the impacts of COVID-19 during 2021-22 have had significant impacts on programs and services, staff were able to effectively implement these specific actions consistent with the plan. Exceptions included:

- Action 1.1 (CTE): Career Technical Education Pathways and Program implementation moved forward as planned, though staffing shortages prevented the filling of multiple positions for all or portions of the 2021-22 school year.
- Action 1.8 (SPSA actions): Schools sites, overall, worked to implement their planned actions and strategies for the 2021-22 school year. In many cases, implementation was impacted by the effects of COVID surges (e.g. omicron), both in the increased challenges to hire staff as well as the shift of all resources and efforts to safely operate schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The majority of the estimated actual expenditures for Goal 1 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 1.1 (CTE): Budgeted Expenditures were projected at $5,368,287 and Estimated Actual Expenditures are projected at $3,860,685. As discussed above, this was due primarily to unstaffed positions for all or part of the school year.
- Action 1.8 (SPSA actions): Budgeted Expenditures were projected at $1,049,872 and Estimated Actual Expenditures are projected at $680,259. As discussed above, this was due to implementation being impacted by the overall pandemic and staffing contexts.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 1 have furthered the district's efforts to achieve the goal of 100% of SCUSD students graduating college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Key examples of implementation progress include:

- (Action 1.1) The Career and Technical Education (CTE) team has implemented virtual learning opportunities, partnered with city and community organizations to create internships and work-based learning opportunities, and hired a work-based learning coordinator. Linked Learning implementation efforts are ongoing. The team has joined a community of practice (Linked Learning Alliance) to support operationalizing linked learning in the district and an SCUSD-specific community of practice has also been formed. 2022-23 implementation will bring linked learning to about half of the target schools. Current efforts include master scheduling for cohorts and planning summer professional learning for teachers.

- Counselors (Action 1.2) have adapted supports to the COVID-19 context, reviewing Assembly Bill 104 waivers and exemptions and following up with individual students to intervene in response to identified issues. The counseling team has also partnered with the United College Action Network (UCAN) and Improve Your Tomorrow (IYT) to collaborate on the provision of supplemental counseling for Black and African American students. This has included information about Historically Black Colleges and Universities (HBCUs) and collaborative problem-solving for 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. (Action 1.3) 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. (Action 1.4) Staffing allocation realignment is ensuring that schools can fully implement 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.
- (Action 1.5) The district's credit recovery 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.
- (Action 1.6) Support for college and career-related assessments (Advanced Placement (AP), International Baccalaureate (IB), PSAT, and SAT) continued with spring 2022 exam fees provided to all students. (Action 1.7) Schools implementing the IB program (Luther Burbank HS, Kit Carson International Academy, and Caleb Greenwood Elementary) continued to receive support to fully implement IB.
- (Action 1.9) Transition planning professional development has been provided to Special Education Staff and other trainings are planned throughout the 21-22 school year.

Evidence of progress in measurable outcomes include the increases overall and for most student groups in CTE Pathway completion rates, rates of students who completed both A-G and CTE, IB exam performance and diploma completion, and State Seal of Bilteracy completion. A small increase was observed in A-G completion rate from 2019-20 (54%) to 2020-21 (54.4%) with trends varying by student group. This result reflected significant efforts on the part of staff to support students during the pandemic context in which there has been high potential for students to fall off track for A-G completion. Graduation rate dipped overall from 87.3% in 2019-20 to 85.1% in 2020-21, indicating that increases in some indicators has not necessarily translated to the same success in this key outcome. While some students demonstrated increases in graduation rate from 2019-20 to 2020-21 (e.g. English Learners from 75.8% to 80.4%), the results across student groups were overall concerning. Foster Youth decreased from 81.3% to 64.5%, Homeless Youth from 72.9% to 60.3%, Student with Disabilities from 70.4% to 64.8%, African American students from 82.4% to 75.3%, and Native Hawaiian or Pacific Islander students from 71.9% to 64.1%. These results all moved key student groups further away from the stated goal. On-track graduation rates for 9-12th graders indicate that improvement is needed for all students (50% on track rate for 2021-22 as of 3.29.22) and for the same student groups discussed above. Foster Youth, Homeless Youth, Students with Disabilities, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students all have 21-22 on-track rates (as of 3.29.22) less than 36%.

A key effort to move all students and especially high needs students toward the goal is the development of a secondary course-planning tool that can be used by students, staff, and parents/caregivers to closely monitor progress towards graduation and A-G completion. This tool will also serve as the foundation to support students in developing a post-secondary plan. The Technology Department has mapped every course to a graduation requirement by grade level, allowing Counselors to identify a student's exact graduation status. Once this feature is complete, Counselors and Assistant Principals will have the ability to add subsequent courses based on conversations with students in

grades 9-11. Phase 2 of the project will allow students to monitor their progress towards A-G completion and also will include course planning for grades 7 and 8.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Following input from educational partners, most notably the LCAP PAC in their spring discussions, several measurable outcomes have revised desired outcomes that set a single goal for 2023-24 (rather than the previous disaggregated targets) for all student groups performing under the current 'All students' level. This shift occurred in response to the advocacy to set target outcomes that focus attention and effort on historically underperforming student groups. District staff identified desired outcomes that reflect ambitious outcomes that are attainable if all efforts are implemented with success. Partners noted, and staff concur, that as efforts are focused on these student groups and their growth is accelerated, the 'All students' rates will rise more rapidly than if small improvements are made for those groups who are already achieving above the 'All students' level. Measurable outcomes for which this change had been made include 1A (Graduation Rate), 1B (On-track Graduation Status), 1C (College/Career Indicator), 1D (A-G Completion), 1E (On-track A-G Status), 1F (A-G and CTE Completion), 1G (CTE Pathway Completion), 1H (CTE Pathway Enrollment), and 1I (FAFSA Completion).

Two new actions and additional notes of alignment have been added to Goal 1 for the 2022-23 school year to establish alignment between Goal 1 and the ESSER III Expenditure Plan. Action 1.12 (Establish college and career readiness labs at Middle Schools) and Action 1.13 (Implement State Seal of Civic Engagement (SSCE) for students) both address recognized needs and reflect priorities of district and community. Extending the presence of robust college and career readiness supports into Middle School has been a high priority and the building out of full CCR labs in all middle schools is a key step in improving overall college and career readiness and other secondary outcomes. Implementation of the SSCE is also a key college and career readiness action that will build students' skills in many areas and better prepare them for the college application process and the transition to their post-secondary career.

Action 1.11 (Post-secondary tracking of Students with Disabilities) has been added and Action 1.10 (Transition Planning for Students with Disabilities) has been modified. Action 1.11 was formerly embedded within Action 1.10 and, with the increased focus upon the specific post-secondary tracking of students, has been expanded to a stand-alone action.

Overall, some minor revisions have been made to action titles and descriptions to increase clarity, emphasize the specific action being taken, and/or reflect the current implementation status. Similarly, in some instances context notes have been added to metrics to mark mid-year outcome dates or to provide additional clarity. Unless otherwise noted, these revisions do not reflect substantial changes to the original intent of the actions/metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 achieved 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate was 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.

Educational partner 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 educational partner 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 were near 50% districtwide and second interim assessment participation rates in 2021-22 were 21% for ELA and 6% for Math.

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), MY (Migrant 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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A **ELA State Assessment** Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 **Source:** California School Dashboard Note: Results do not include Charter Schools	**18-19** ALL -21.5 EL -58 ELO -100 RFEP 10.6 FY -82.3 HY -88.1 SED -43.9 SWD -100.5 AA -72.5 AI/AN -61.2 A -5.4 F 22.6 HL -39.7 PI -66.1 W 34.1 TOM 3.3	**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/AN N/A A N/A F N/A HL N/A PI N/A W N/A TOM N/A **NOTE: State Assessments were not administered during the spring of 2021.**	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL -15.6 EL -42.3 ELO -72.9 RFEP 16.6 FY -60 HY -64.2 SED -32 SWD -73.3 AA -52.9 AI/AN -44.6 A -3.9 F 28.6 HL -28.9 PI -48.2 W 40.1 TOM 9.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2B **Math State Assessment** Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 **Source:** California School Dashboard Note: Results do not include Charter Schools	<table><tr><td></td><td>**18-19**</td></tr><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/AN</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></table>	<table><tr><td></td><td>**20-21**</td></tr><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>REFP</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/AN</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></table> **NOTE: State Assessments were not administered during the spring of 2021.**	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><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/AN</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></table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2C **California Science Test (CAST)** Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	**18-19** ALL 24.8 EL 1.5 FY N/A HY 8.5 SED 17.7 SWD 6.5 AA 9.4 AI/AN 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 ELO N/A REFP N/A FY N/A HY N/A SED N/A SWD N/A AA N/A AI/AN N/A A N/A F N/A HL N/A PI N/A W N/A TOM N/A **NOTE: State Assessments were not administered during the spring of 2021.**	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 45 EL 28 FY 33 HY 33 SED 40 SWD 32 AA 34 AI/AN 42 A 50 F 53 HL 39 PI 35 W 60 TOM 53

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2D **English Learner Progress Indicator (ELPI)** Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) **Source:** California School Dashboard *Year 1 outcomes from internal Multilingual Literacy Department analysis* Note: Results do not include Charter Schools	**2018 to 2019** % of ELs decreasing at least 1 ELPI level — 18.5 % of ELs who maintained ELPI Level of 1-3 — 37.4 % of ELs who maintained ELPI Level 4 — 3.4 % of ELs who progressed at least 1 ELPI Level — 40.6 % Making Progress — 44.1	**2020-21 to 2021-22** % of ELs decreasing at least 1 ELPI level — 13 % of ELs who maintained ELPI Level of 1-3 — 51 % of ELs who maintained ELPI Level 4 — 3 % of ELs who progressed at least 1 ELPI Level — 33 % Making Progress — 36	To be reported in 2022-23	To be reported in 2023-24	2023-24: 55.6% of ELs will progress at least 1 ELPI Level AND 59.1% of ELs overall will make progress

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2E **Reclassification Rate** Percentage of English Learners reclassified to Fluent English Proficient (RFEP) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	2018-19: 9.5% 2019-20: 10.4% 2020-21: 4.6%	2021-22: 4.5% (21-22 Rate is an internal estimate from Multilingual Literacy Department)	To be reported in 2022-23	To be reported in 2023-24	2023-24: Reclassification rate will be within .5% of the state reclassification average Rate will be at least 13.3% based on 2019-20 state rate of 13.8%
2F **Long-Term English Learners (LTELs)** Percentage of English Learners that have been classified as ELs for 6+ years **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	See table below	See table below	To be reported in 2022-23	To be reported in 2023-24	See table below

Baseline

Grade	19-20
6th	26
7th	22
8th	21
9th	17
10th	19
11th	15
12th	28

Year 1 Outcome

Grade	2020-21 N	2020-21 %
6th	463	52.6
7th	442	47.5
8th	461	43
9th	464	41.5
10th	344	30.6
11th	296	25.6
12th	322	28.6

Desired Outcome for 2023–24

Grade	23-24
6th	18
7th	17
8th	15
9th	13
10th	15
11th	11
12th	14

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2G **Advanced Placement (AP) Pass Rate 1** Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more **Source:** CALPADS Reporting (District Analysis) *Note: Spring 2020 AP Exams were modified and administered online due to COVID-19*	<table><tr><td></td><td>18-19</td><td>19-20</td></tr><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/AN</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></table>	<table><tr><td></td><td>20-21</td></tr><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/AN</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></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><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/AN</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></table>
2H **Advanced Placement (AP) Pass Rate 2** Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more **Source:** CDE Dataquest Reporting	2018-19: 43.4% 2019-20: 49.9%* *Note: Spring 2020 AP Exams were modified and administered online due to COVID-19*	Effective February 2022, the California Department of Education discontinued the creation and publication of this report. Moving forward, SCUSD will determine if a comparable internal report will be used in place of this metric.	To be reported in 2022-23	To be reported in 2023-24	2023-24: 67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2I **Advanced Placement (AP) Enrollment** Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes **Source:** CALPADS Reporting (District Analysis)	<table><tr><td></td><td>19-20</td><td>20-21</td></tr><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/AN</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></table>	<table><tr><td></td><td>21-22</td></tr><tr><td>ALL</td><td>23.6</td></tr><tr><td>EL</td><td>8.8</td></tr><tr><td>FY</td><td>0</td></tr><tr><td>HY</td><td>2.1</td></tr><tr><td>SED</td><td>16.5</td></tr><tr><td>SWD</td><td>3.3</td></tr><tr><td>AA</td><td>12.7</td></tr><tr><td>AI/AN</td><td>8.5</td></tr><tr><td>A</td><td>33.3</td></tr><tr><td>F</td><td>36.3</td></tr><tr><td>HL</td><td>19.1</td></tr><tr><td>PI</td><td>8.1</td></tr><tr><td>W</td><td>32.4</td></tr><tr><td>TOM</td><td>29.8</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><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/AN</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></table>
2J **GATE Identification** Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group **Source:** SCUSD Advanced Learning Department	<table><tr><td>1st Grade</td><td colspan="2">18-19</td></tr><tr><td></td><td>All</td><td>GATE</td></tr><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/AN</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></table>	<table><tr><td>1st Grade</td><td colspan="2">21-22</td></tr><tr><td></td><td>All</td><td>GATE</td></tr><tr><td>ALL</td><td colspan="2" rowspan="12">Interim assessments for GATE identification are in progress through June 2022. Results will be available in Summer 2022.</td></tr><tr><td>EL</td></tr><tr><td>FY</td></tr><tr><td>HY</td></tr><tr><td>SED</td></tr><tr><td>SWD</td></tr><tr><td>AA</td></tr><tr><td>AI/AN</td></tr><tr><td>A</td></tr><tr><td>HL</td></tr><tr><td>PI</td></tr><tr><td>W</td></tr><tr><td>TOM</td><td></td><td></td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	Percentage of students newly identified as GATE during the 1st grade will be comparable to each group's proportion of the overall 1st grade population.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2K **GATE Demographics** Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group **Source:** Advanced Learning Department	**Grades 2-12 / 18-19** 		All	GATE
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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/AN	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** (ALL, EL, SED, SWD, AA, AI/AN, A, HL, PI, W, TOM): Interim assessments for GATE identification are in progress through June 2022. Results will be available in Summer 2022.	To be reported in 2022-23	To be reported in 2023-24	Percentage of students within each student group who are identified as GATE will be comparable to each group's proportion of the overall student population (grades 2-12).
2L **State Standards Implementation Survey** Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain **Source:** Local Survey of Administrators	**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: 21 Identifying Professional Learning Needs: 13 Providing Standards-Aligned Materials: 51 Implementing Standards: 20 Implementing Policies or Programs to help staff identify areas of improvement: 4	To be reported in 2022-23	To be reported in 2023-24	**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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2M **District Common Assessment Participation Rate (Math)** Percentage of students completing the second Interim District Common Assessment in Math **Source:** District Analysis	**20-21** ALL 24 EL 30 SED 24 SWD 18 AA 17 AI/AN 18 A 31 HL 23 PI 22 W 23 TOM 23	**21-22** ALL 6 EL 6 SED 6 SWD 6 AA 4 AI/AN 9 A 8 HL 5 PI 7 W 5 TOM 6	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 95 EL 95 SED 95 SWD 95 AA 95 AI/AN 95 A 95 F 95 HL 95 PI 95 W 95 TOM 95
2N **District Common Assessment Participation Rate (ELA)** Percentage of students completing the second Interim District Common Assessment in ELA **Source:** District Analysis	**20-21** ALL 49 EL 49 FY 36 HY 31 SED 46 SWD 40 AA 41 AI/AN 42 A 56 HL 47 PI 43 W 52 TOM 50	**21-22** ALL 21 EL 20 FY 19 HY 16 SED 19 SWD 22 AA 27 AI/AN 20 A 23 HL 20 PI 21 W 21 TOM 19	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 95 EL 95 FY 95 HY 95 SED 95 SWD 95 AA 95 AI/AN 95 A 95 HL 95 PI 95 W 95 TOM 95

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2O **District Common Assessment Performance (Math)** Percentage of correct responses on the second Interim District Common Assessment (Math) **Source:** District Analysis	**20-21** ALL 59, EL 51, SED 54, SWD 49, AA 46, AI/AN 53, A 61, HL 54, PI 50, W 72, TOM 64	**21-22** ALL 57, EL 47, SED 51, SWD 48, AA 44, AI/AN 47, A 61, HL 51, PI 40, W 72, TOM 63	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 70, EL 64, SED 66, SWD 63, AA 61, AI/AN 66, A 72, HL 66, PI 64, W 80, TOM 74
2P **District Common Assessment Performance (ELA)** Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA) **Source:** District Analysis	**20-21** ALL 54, EL 40, FY 40, HY 39, SED 48, SWD 41, AA 44, AI/AN 48, A 56, HL 49, PI 45, W 65, TOM 60	**21-22** ALL 55, EL 43, FY 48, HY 38, SED 50, SWD 43, AA 47, AI/AN 50, A 57, HL 51, PI 45, W 65, TOM 61	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 66, EL 56, FY 56, HY 56, SED 62, SWD 57, AA 59, AI/AN 62, A 68, HL 63, PI 60, W 74, TOM 71

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2Q **Third Grade Reading Proficiency (State Assessment)** Percentage of third grade students above standard on the Reading-specific domain of the state's ELA assessment **Source:** California Assessment of Student Performance and Progress (CAASPP) Note: Results do not include Charter Schools	<table><tr><td></td><td>**18-19**</td></tr><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/AN**</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></table>	<table><tr><td></td><td>**20-21**</td></tr><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/AN**</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></table> **NOTE: State Assessments were not administered during the spring of 2021.**	To be reported in 2022-23	To be reported in 2023-24	The district's desired outcome for this metric is that **100%** of all students and all student groups will exceed the standard on the reading-specific domain of the state's ELA assessment.
2R **Third Grade Reading Proficiency (District Assessment)** Percentage of students achieving proficiency on the Reading-specific domain of the district's local ELA assessment **Source:** District Common Assessments	2020-21 Baseline: 0 *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.*	<table><tr><td rowspan="2">Grade</td><td colspan="3">**21-22**</td></tr><tr><td>**N**</td><td>**FL**</td><td>**SP**</td></tr><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></table> Note: The above results provide the fall and spring percentage of students who placed above or on grade-level for the iReady ELA assessment.	To be reported in 2022-23	To be reported in 2023-24	The district's desired outcome for this metric is that **100%** of all students and all student groups will achieve proficiency on the reading-specific domain of the district's local ELA assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2S **Collaboration Time** 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. **Source:** Site Administrator Responses	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. 2020-21 Baseline for response rate: 0% 2020-21 Baseline for confirmation of explicit use rate: 0%	This metric will be assessed in 2022-23. Data was not collected in 2021-22.	To be reported in 2022-23	To be reported in 2023-24	Response rate: 100% Confirmation of explicit use rate: 100%
2T **Least Restrictive Environment** Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time. **Source:** SpED Annual Performance Report (APR)	2018-19: <table><tr><th>Time in Regular Class</th><th>% of Students</th></tr><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></table>	2019-20: <table><tr><th>Time in Regular Class</th><th>% of Students</th></tr><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></table>	To be reported in 2022-23	To be reported in 2023-24	2023-24: <table><tr><th>Time in Regular Class</th><th>% of Students</th></tr><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></table>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards (Continuing)	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).	$4,536,174	Y
2.2	Differentiated course and program options for advanced learners (Continuing)	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 2.0 FTE (1.0 Coordinator, 1.0 Resource Teacher). This includes a 0.2 FTE increase in the Resource Teacher position. Title 1 funding has been leveraged to focus additional effort on serving GATE students at Title 1 schools.	$258,145	Y
2.3	Provide a range of Expanded Learning Programs (Modified)	Youth Development Support Services (YDSS) provides expanded learning programs at 70 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. Beginning in 2022-23, implementation of the Expanded Learning Opportunities Program (ELOP) will operate in alignment with this action. The ELOP is focusing on implementation of (1) increase the number of student served in high needs areas, (2) expanding services to sites that do not currently have After School Education and Safety (ASES) funding, (3) providing extended care for transitional kindergarten and kindergarten students, (4) providing additional before school care, and (5) extending intersession and summer offerings.	$23,967,922	N

Action #	Title	Description	Total Funds	Contributing
2.4	Multisensory Reading Intervention: Curriculum and Training (Continuing)	Continue expanding 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 & Instruction coaches. Ongoing implementation support to be provided. It is expected that this action, while especially benefitting students with disabilities, will contribute to improved reading instruction districtwide.	$40,000	N
2.5	Language Acquisition Programs for English Learners (Modified)	Build-out the ELD training specialist structure to support implementation of (1) Dual Language Immersion (DLI) program expansion (per the DLI proposal), (2) implement and align DLI teacher network vertically, (3) implement cycles of improvement to support professional learning and implementation of best practices for newcomer pathways (K-12), and (4) continue work to increase reclassification and graduation rates.	$311,915	Y
2.6	Professional Learning specific to instruction for English Learners (Modified)	Continue focus on professional learning to support: (1) implementation of English Language Development (Designated and Integrated ELD), (2) foundational skills training, (3) alignment of work with cycles of improvement to support coaching, (4) implementation of academic conferences, and (5) evaluation of EL services. Reference: Action B26 in the ESSER III Expenditure plan provides funding for the additional Secondary ELD Training specialist in the 2022-23 and 2023-24 schools years. This position expands the capacity of Multilingual Literacy to provide professional learning and direct support to school sites.	$441,915	Y
2.7	Pathways to Multiliteracy (Continuing)	The Avant and ALTA 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 ensure appropriate placement. The exam will also be offered to newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English to waive the state and district world language graduation requirement. This process will increase the number of students who receive the State Seal of Biliteracy and 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.	$311,915	Y

Action #	Title	Description	Total Funds	Contributing
2.8	Class Size Reduction (K-3) (Continuing)	Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade.	$2,606,800	Y
2.9	Additional staffing for high-needs sites (Continuing)	Provide additional staffing (FTE) to high-needs sites across the district to reduce class size and expand access to programs.	$38,528,384	Y
2.10	Weekly Collaboration Time for certificated staff (Continuing)	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.	$6,299,952	Y
2.11	Restructured Salary Schedule (Continuing)	Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	$13,956,407	Y
2.12	Early Childhood Education: Preschool Programs (Continuing)	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 40 classrooms across the district with approximately 948 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 158 certificated and classified FTE for the 2022-23 school year.	$12,673,513	N
2.13	Transitional Kindergarten (Modified)	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 school readiness skills and a strong learning foundation for success in kindergarten and beyond. The district will continue implementation of the existing half-day TK programs at 10 school sites. As a next step towards the statewide expansion to Universal Transitional Kindergarten, SCUSD will expand to 9 new school locations with full-day TK programs. At 7 of the new sites, these full-day programs will implemented in partnership with existing California State Preschool Programs and 2 of the new sites will collaborate with Head Start programs.	$1,163,666	N

Action #	Title	Description	Total Funds	Contributing
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across secondary school sites so all students at targeted grade levels have access to library resources and supports.	$1,658,460	Y
2.15	Theater Arts/Social Emotional Learning Program (Continuing)	Maintain recent expansion of integrated Theater Arts/Social Emotional Learning program. Implementation includes professional development for teachers and course offerings for students. This program focuses on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other well-documented effects of the COVID- 19 pandemic on already at-risk youth. Within selected school sites, trained artists and community partners will collaborate to be a positive adult presence for students, and as needed, connect students in need of mental health support services through existing referral pathways and service providers. Current capacity enables 140 classrooms to participate. Reference: Action B4 in ESSER III Expenditure Plan	$701,692	N
2.16	Visual and Performing Arts Opportunities (Continuing)	Provide instrumental music instructors for 7-8th 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 3rd and 4th grade recorder instruction through the Kennedy Center's Link-Up! program.	$971,351	Y
2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	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).	$1,427,309	Y

Action #	Title	Description	Total Funds	Contributing
2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	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).	$1,071,254	Y
2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	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).	$490,712	Y
2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	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).	$3,181,595	Y
2.21	Increase access to Extra and co-curricular opportunities (Modified)	Provide 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. For 2022-23 and 2023-24, this action will be supplemented by actions B2 and C5 in the ESSER III Expenditure Plan. Action B2 provides funding for every 6th grade student to attend a science camp experience, such as the outdoor environmental educational program at Sly Park. Action C5 provides additional funding for visits to colleges, universities, and connections to business industry partners. This latter action is targeted towards Homeless Youth, Foster Youth, English Learners, and Students with Disabilities. Efforts will be inclusive of all college segments (Community College, CSU, UC, and Private universities) and utilize the California College Guidance Initiative (CCGI) lessons.	$1,681,649	Y

Action #	Title	Description	Total Funds	Contributing
2.22	Build Teacher Capacity to Teach Reading Districtwide (Continuing)	Continue implementation of a six-year literacy improvement plan. Provide LETRS (Language Essentials for Teachers of Reading and Spelling) training for all elementary principals and staff. Training was initiated in 2020-21 and continued in 2021-22 for ELA/ELD Teacher Specialists, Inclusion Coaches, and ELA/ELD Coordinators. In 2022-23 and beyond, successive cohorts of instructional staff 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.	$361,273	N
2.23	Instructional Technology Professional Development and Support (New)	Design and develop models of enhanced instruction for teachers that engage them in the use of instructional technology. Provide professional learning on technology integration for core and intervention materials. Provide additional support for classroom teachers on technology use. This action is implemented by a staff of Education Technology Training Specialists (4.0 FTE).

Reference: Action C6 in ESSER III Expenditure Plan | $520,000 | N |
| 2.24 | Create, Adopt, and Implement District Arts Master Plan (New) | Starting in Fall of 2021, the Visual and Performing Arts (VAPA) department began working with various educational partners to develop a Visual and Performing Arts Strategic Master Plan. In February of 2022, the re-formed District Arts Team (DAT) met for the first time and started looking at arts equity data collected from the district over the last 3 years. This group then formed a vision statement and created a set of goals for a 3 to 5-year District Arts Plan. In May 2022, this group presented their findings to the Community Arts Team (CAT) and then documented feedback from this group about the direction and scope that the arts plan should encompass. In 2022-23 a District Arts Master Plan will be created and adopted. Implementation will begin in 2022-23 and continue into 2023-24 and beyond.

This action is funded by a Strategic Arts Planning Grant that SCUSD received in 2019. | $21,357 | N |

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 2 closely matched the plan. While the impacts of COVID-19 during 2021-22 have had significant impacts on programs and services, staff were able to effectively implement these specific actions consistent with the plan. Exceptions included:

- Action 2.20 (SPSA actions): Schools sites, overall, worked to implement their planned actions and strategies for the 2021-22 school year. In many cases, implementation was impacted by the effects of COVID surges (e.g. omicron), both in the increased challenges to hire staff as well as the shift of all resources and efforts to safely operate schools.
- Action 2.21 (Extra and Co-curricular opportunities): This was one of the actions most impacted by COVID-19, with field trips, college visits, and elementary sports unable to occur for large portions of the year due to COVID-19 restrictions, particularly during the late fall and early winter during and after the omicron surge. The district was able to reopen access to field trips, visits, and pivot to intramural elementary sports (within each campus) during the spring. Field trips and college visits were also impacted by the various policies, capacity restrictions, and other conditions of the target venues/locations.
- Action 2.22 (Building Teacher Capacity to Teach Reading Districtwide): The literacy plan is currently in year two of implementation. The initial plan was to begin training for a large cohort of teachers in 2021-22. Instead, due to the many competing demands resulting from the larger context, year two has focused on training of management staff and new training specialists/coaches to build capacity. Subsequent years will see expansion to full cohorts of administrators and teachers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The majority of the estimated actual expenditures for Goal 2 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 2.1 (Professional Development to Support Implementation of State Standards): Budgeted Expenditures were projected at $3,655,438 and Estimated Actual Expenditures are projected at $3,075,541. The majority of this action is salary and benefits for curriculum coordinators and training specialists. Over 2021-22, some of the planned positions were unfilled for lengths of time as staff worked to recruit and hire personnel.
- Action 2.3 (Expanded Learning Programs): Budgeted Expenditures were projected at $13,460,300 and Estimated Actual Expenditures are projected at $11,716,895. Not all planned services were delivered for the full extent of the year due to COVID-19 impacts.
- Action 2.20 (SPSA actions): Budgeted Expenditures were projected at $3,401,365 and Estimated Actual Expenditures are projected at $2,570,830. As discussed above, this was due to implementation that was impacted by the overall pandemic and staffing contexts.
- Action 2.21 (Extra and Co-curricular opportunities): Budgeted Expenditures were projected at $711,571 and Estimated Actual Expenditures are projected at $192,097. As discussed above, this action was significantly impacted by the COVID-19 context. Implementation of key elements of the action was not possible for significant portions of the school year.

- Action 2.22 (Building Teacher Capacity to Teach Reading Districtwide): Budgeted Expenditures were projected at $361,273 and Estimated Actual Expenditures are projected at $3,723. As discussed above, staff modified the 2021-22 plan to focus on training of leadership to build capacity and shifted implementation of the first large cohort to 2022-23. Based on this shift, the bulk of funds that would have been used for hourly and/or substitute costs associated with professional learning implementation were not used.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 2 have furthered the district's efforts to achieve the goal of providing 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. Key examples of implementation progress include:

- Professional Learning for instructional staff continues to play a key role in the district's efforts to achieve this goal. Curriculum coordinators and training specialists continue to provide professional learning to sites and individual staff to support implementation of standards in Mathematics, English Language Arts, Science, Visual and Performing Arts, and History and Social Sciences. (Action 2.1) Professional learning specific to multisensory reading intervention has been provided to staff (160 through December 2021) including RSP teachers, SDC teachers, training specialists, and full inclusion coaches. (Action 2.4) Trained staff have received Sonday curriculum and training specialists are available to support implementation (including a specialist who is a trained Sonday coach)
- Access to Expanded Learning Programs (Before and After School) has increased. (Action 2.3) Youth Development Support Services (YDSS) increased services to a total of 70 expanded learning programs. This includes the expansion to eight non-grant-funded sites that previously did not have YDSS programs as well as the ability to serve an increased number of students at previously operating sites. The recent Expanded Learning Opportunities Program Grant will provide enough funding to offer programing to all unduplicated students in the coming years.
- Programs and supports for English Learners to access the core program have been continued in an effort to improve English Learner outcomes. (Action 2.6) English Language Arts (ELA) and English Language Development (ELD) training specialists are in year two of LETRS (Language Essentials for Teachers of Reading and Spelling) training. The ELD Coordinator continued to attend EL RISE professional learning and the Expository Reading and Writing Curriculum (ERWC) training from the California State University System was offered to high school teachers who needed or requested the training. An additional secondary ELD specialist was added to the multilingual literacy team.
- Early Education programs have been continued, with plans in place to expand preschool and early kindergarten as part of the Universal Transitional Kindergarten expansion statewide. Preschool programs (Action 2.12) have been implemented as planned for the 2021-22 school year, providing access to early education opportunities targeted at low-income families. The early Kindergarten program (Action 2.13) has continued to provide half-day programs at 10 school sites. 2021-22 planning for implementation in 2022-23 has identified 9 additional sites at which full-day programs will be offered in partnership with existing Head Start/Preschool programs. This is the first phase of a multi-year implementation plan that will be able to serve all 4-year old students by 2025-26.
- Focused efforts to expand support for teachers and access for students to Visual and Performing Arts education have been implemented. The Theater Arts/Social Emotional Learning program that was previously piloted has been expanded into 140 classrooms across two cohorts. (Action 2.15) This program partners teaching artists with classroom teachers to provide artist sessions and Social Emotional Learning modules. Initial reports from teaching artists and cooperating teachers indicate that the sessions are helping teachers and students learn SEL core competencies through experiences in Theater Arts. Next steps include development of an informational video to

inform the community about this opportunity. VAPA opportunities in K-8 schools have continued to ensure that students across these schools have regular VAPA instruction from VAPA teachers. (Action 2.16) The music library has expanded student access to instruments by working through the backlog of repair needs and making more instruments available to students in need.

Overall, the implementation of the actions in this goal furthered the district's efforts to ensure that all students in SCUSD, regardless of school, program, or classroom are provided a standards-aligned program with rigorous learning experiences, though there is still a long way to go before the goal is fully achieved. The installation of an effective MTSS discussed in Goal 6 is a key supporting factor in the achievement of this goal and it is expected that the two goals will continue to work in tandem.

Several of the key measurable outcomes used to assess this goal's progress have either been wholly unavailable in recent years (State Math, ELA, and Science assessments) or incomplete in their data (District Math and ELA Assessments). With State Assessments having resumed and results forthcoming, the overall progress of the district in key content areas will be available in the near future. The overall performance in these areas as well as the disaggregated performance of student groups will enable more current analysis and inform next steps.

The district assessment data that is available does indicate significant needs for improvement. While these results should be viewed in context – only 21% of the eligible students participated in the second interim benchmark assessment for English Language Arts (ELA) – they are still useful in evaluating disparate outcomes. With an overall performance (percentage of correct responses on the assessment) of 55%, there is still significant room for improvement for all students. If the goal were being achieved or approached, it is expected that most/all students across grade levels would be scoring much higher on these interim assessments. Four student groups scored 8 or more percentage points below the all students level, indicating a need for additional supports and focused efforts on behalf of these groups. These included English Learners (43%), Students with Disabilities (43%), African American students (47%), and Native Hawaiian or Pacific Islander students (45%). Again, with nearly 4 out 5 students not completing a second interim assessment, the actual disparities in student group performance might shift if all student assessment results were available.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

To establish alignment between Goal 2 and the ESSER III Expenditure Plan, a new action and additional notes of alignment have been added for the 2022-23 school year. Action 2.23 (Instructional Technology Professional Development and Support) addresses the wide range of needs that emerged and/or were magnified during distance learning and the district's transition to broader use of Instructional Technology. The Education Technology Specialists will continue to provide much-needed support directly to classroom staff and leadership districtwide to promote digital literacy and enhanced modes of instruction.

Action 2.24 (District Arts Master Plan) has also been added to reflect the strategic planning process that began in 2021-22 and will be continuing into 2022-23 and beyond. It is anticipated that a District Arts Master Plan will be created and adopted in 2022-23 and that implementation will move forward in 2022-23 and subsequent years.

Overall, some minor revisions have been made to action titles and descriptions to increase clarity, emphasize the specific action being taken, and/or reflect the current implementation status. Similarly, in some instances context notes have been added to metrics to mark mid-year

outcome dates or to provide additional clarity. Unless otherwise noted, these revisions do not reflect substantial changes to the original intent of the actions/metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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. More recent data from 2020-21 and 2021-22, while more difficult to evaluate due to the impacts of distance learning and the omicron COVID surge, demonstrate the urgency of addressing chronic absenteeism and reveal consistent disparities across years. 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 COVID-19 pandemic. In 2020-21, Student Support and Health Services staff recorded significant increases in the total number of students served, home visits, and the provision of basic needs/services relative to the same time in 2019-20 (pre-COVID). In 2021-22, the number of students served in Tier 1 has decreased from the peak levels in the first part of 2020-21, but Tier 2 and 3 interventions have increased. Tier 3 interventions increased by 78% in the first quarter (August-November) of 2021 relative to the same period in 2020. Overall, these targeted 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. The additional volume of time-intensive Tier 2 and 3 services has included significant increases in Behavior Intervention, Caregiver Support and Education, Conflict Resolution and Peer Mediation, Gang/Violence Prevention, Homeless/Housing Services, and LGBTQ+ supports.

Educational partner input has emphasized the importance of providing wrap-around services for students at the individual level, with particular focus on student 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 educational partner 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), MY (Migrant 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 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
3A **Attendance Rate** Percentage of students who attended school 96% of the time or more **Source:** District Attendance, Behavior, and Course Performance (ABC) Reports *Note: Rates are to 2.4.20 for 2019-20, to 2.25.21 for 2020-21, and 3.30.22 for 2021-22.*		**19-20**	**20-21**		**21-22 MY**	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	60	67	**ALL**	31			**ALL**	76
	EL	64	62	**EL**	31			**EL**	72
	FY	41	46	**FY**	26			**FY**	61
	HY	N/A	17	**HY**	7			**HY**	39
	SED	57	61	**SED**	26			**SED**	72
	SWD	52	59	**SWD**	24			**SWD**	70
	AA	48	47	**AA**	19			**AA**	61
	AI/AN	54	55	**AI/AN**	18			**AI/AN**	67
	A	76	78	**A**	46			**A**	84
	F	69	83	**F**	42			**F**	88
	HL	56	63	**HL**	25			**HL**	73
	PI	46	45	**PI**	19			**PI**	60
	W	63	82	**W**	38			**W**	87
	TOM	59	71	**TOM**	32			**TOM**	79

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3B **Chronic Absenteeism Rate** Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days **Source:** California School Dashboard *Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21.* *Note: 2021-22 Mid-Year data is an internal analysis to 6.1.2022 and includes students K-12 and dependent charter schools.*			To be reported in 2022-23	To be reported in 2023-24	

Baseline table:

	18-19	19-20 MY	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/AN	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

Year 1 Outcome table:

	20-21 EOY	21-22
ALL	18.6	40.7
EL	18.5	37.7
FY	33.9	55.1
HY	71.4	80.1
SED	23.9	46.7
SWD	25	49.5
AA	38.6	58.8
AI/AN	31.1	60
A	10.3	26.1
F	7.8	26.1
HL	20.2	45.2
PI	37.4	55.7
W	8.3	29.4
TOM	17.4	40.3

Desired Outcome table:

	23-24
ALL	8
EL	6.1
FY	15.6
HY	31.2
SED	9
SWD	9.3
AA	14.7
AI/AN	11.9
A	3
F	4.4
HL	8.6
PI	13.4
W	5.8
TOM	8.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3C **Chronic Absenteeism Interventions** Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions **Source:** SCUSD Performance Targeted Academic Index (PTAI)	<table><tr><td>**Grade Span**</td><td>**19-20**</td><td>**20-21 MY**</td></tr><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></table> *Note: 2020-21 results are to 3.10.21*	<table><tr><td>**Grade Span**</td><td>**20-21 EOY**</td><td>**21-22 MY**</td></tr><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></table> *Note: 2021-22 Mid-Year results to 2.1.2022*	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td>**Grade Span**</td><td>**23-24**</td></tr><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></table>
3D **Attendance Interventions** Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31 **Source:** SCUSD Performance Targeted Academic Index (PTAI)	<table><tr><td>**Grade Span**</td><td>**19-20**</td><td>**20-21**</td></tr><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></table>	<table><tr><td>**Grade Span**</td><td>**21-22**</td></tr><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></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td>**Grade Span**</td><td>**23-24**</td></tr><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></table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3E **Provision of Responsive Services** Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had responsive services **Source:** SCUSD EIIS (Indicator 14620) *Note: 2020-21 MY data is to 4.5.21*	<table><tr><td></td><td>19-20</td><td>20-21 MY</td></tr><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/AN</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></table>	<table><tr><td></td><td>20-21 EOY</td><td>21-22 EOY</td></tr><tr><td>ALL</td><td>37.1</td><td>18.5</td></tr><tr><td>EL</td><td>50.5</td><td>17.4</td></tr><tr><td>FY</td><td>94.4</td><td>84.3</td></tr><tr><td>HY</td><td>96.6</td><td>69.3</td></tr><tr><td>SED</td><td>43.5</td><td>20.2</td></tr><tr><td>SWD</td><td>40</td><td>22.6</td></tr><tr><td>AA</td><td>44.4</td><td>25.1</td></tr><tr><td>AI/AN</td><td>43.5</td><td>25.3</td></tr><tr><td>A</td><td>37.2</td><td>12.6</td></tr><tr><td>F</td><td>26.1</td><td>11.9</td></tr><tr><td>HL</td><td>42.6</td><td>18.3</td></tr><tr><td>PI</td><td>54.4</td><td>17.4</td></tr><tr><td>W</td><td>20.1</td><td>13.7</td></tr><tr><td>TOM</td><td>26.6</td><td>19.8</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	For 2023-24, 100% of identified HY and FY will be provided responsive services. For all other groups, increases in support are dependent on staffing capacity. If current staffing levels are unchanged, service rates will be maintained, with the goal of increasing the level of service for those student groups with the most students in the 'purple' zone. If staffing levels are increased, targets will be established reflecting the increased staffing capacity.

Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	

3F

High School Drop-out Rate

Percentage of students in the 4-year adjusted cohort who drop out of high school

Source: CDE Dataquest Reporting

Note: Results do not include Charter Schools

*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.

	18-19	19-20
ALL	7.6	6.2
EL	10	13
FY	37.5	16.7
HY	22.8	22.1
MY	*	8.3
SED	8.4	6.9
SWD	10.3	7.8
AA	14.6	9.7
AI/AN	9.1	12.5
A	4.4	2.5
F	0	0
HL	7.4	7.6
PI	4.3	14.3
W	6.1	2.6
TOM	8.6	8.4

	20-21
ALL	7.4
EL	11
FY	15.6
HY	19.2
MY	9.1
SED	8.3
SWD	9.3
AA	13.5
AI/AN	9.1
A	2.6
F	3.4
HL	8.9
PI	20.6
W	3.8
TOM	4.8

To be reported in 2022-23

To be reported in 2023-24

	23-24
ALL	4.5
EL	9.5
FY	12.2
HY	16.1
SED	5
SWD	5.7
AA	7.1
AI/AN	9.1
A	1.8
F	0
HL	5.5
PI	10.4
W	1.9
TOM	6.1

3G

Middle School Drop-out Rate

Percentage of students in grades 7 and 8 who dropped out of school

Source: CALPADS Reporting (District Analysis)

	18-19	19-20
ALL	0.1	0.06
EL	0.1	0
FY	0	0
HY	0	2.5
SED	0.04	0.08
SWD	0.1	0
AA	0.1	0.11
AI/AN	0	0
A	0.1	0
F	0.9	0
HL	0.1	0.07
PI	0	0
W	0	0.08
TOM	0.2	0

	20-21
ALL	0.09
EL	0
FY	0
HY	0
SED	0.12
SWD	0
AA	0
AI/AN	0
A	0
F	0
HL	0
PI	0
W	0.45
TOM	0

To be reported in 2022-23

To be reported in 2023-24

	23-24
ALL	0
EL	0
FY	0
HY	0
SED	0
SWD	0
AA	0
AI/AN	0
A	0
F	0
HL	0
PI	0
W	0
TOM	0

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Services and support for Foster Youth (Continuing)	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 9.0 FTE (1 Coordinator, 7 Program Associates (4 Elementary, 1 Middle, and 1 High School), and 1 clerk).	$871,677	Y
3.2	Services and support for Homeless Youth (Continuing)	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, 3 Social Workers, 3 Youth and Family Mental Health Advocates, and 1 Clerk. This reflects the expansion 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 has decreased caseload ratios, enabled more school site coverage, and provided more intervention services for students.

This action aligns with the new LCAP goal specific to improved identification rates for Homeless Youth (Goal 10). | $1,053,044 | N |
| 3.3 | School Psychologists (Continuing) | 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.

This action is supplemented by action B23 in the ESSER III Expenditure plan which provides funding for additional psychologist FTE for the 2022-23 and 2023-24 school years. | $8,858,386 | Y |

Action #	Title	Description	Total Funds	Contributing
3.4	Instructional assistance for Students with Disabilities (Continuing)	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP). Note: To more accurately reflect the full scope of staffing specific to students eligible for special education, this action will be removed from the LCAP at the end of this three-year cycle. The staffing represented in this action will continue to provide support and services as reflected in the district's Special Education Local Plan Area (SELPA) Local Plan, along with the wide range of staffing supports for students eligible for special education that are not present in the current LCAP. The LCAP will provide clear references and linkages to the SELPA Local Plan and will, where possible, avoid redundancies.	$2,660,963	N
3.5	Social, Emotional, and Mental Health supports for Students with Disabilities (Continuing)	Provide students with disabilities access to trained mental health professionals (School Social Workers) that can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, and consultation with teachers, parents, and administrators. Note: To more accurately reflect the full scope of staffing specific to students eligible for special education, this action will be removed from the LCAP at the end of this three-year cycle. The staffing represented in this action will continue to provide support and services as reflected in the district's Special Education Local Plan Area (SELPA) Local Plan, along with the wide range of staffing supports for students eligible for special education that are not present in the current LCAP. The LCAP will provide clear references and linkages to the SELPA Local Plan and will, where possible, avoid redundancies.	$1,707,139	N
3.6	Adopt and Implement English Learner Master Plan (Modified)	Following anticipated approval of the new English Learner Master Plan in early fall 2022, the Multilingual Literacy department will expand awareness of the new plan and coordinate with colleagues to implement the actions established within. This will include collaboration with school sites to understand the implications of the new plan and provision of guidance and support to implement.	$311,915	Y

Action #	Title	Description	Total Funds	Contributing
3.7	Intervention and Supports specific to English Learners (Continuing)	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. Tutoring specific to Migrant Students will be provided by certificated staff. These staff members will be compensated through Title III funding. 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. A summer program specific to English Learners with support for language development and academic skills will be planned for summer of 2023. 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 the ELD/ELA department. World languages have recently been incorporated into the Multilingual Department. This includes responsibility for presenting professional learning in the new state standards, designated and integrated ELD, Universal Design for Learning, addressing the Federal Program Monitoring findings for administrative and site teams, on-going coaching and teacher professional learning.	$413,675	Y
3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	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. This action is supplemented by action A1 in the ESSER III Expenditure Plan, which provides funding for additional nurse and health aide FTE for 2022-23 and 2023-24.	$4,723,024	Y

Action #	Title	Description	Total Funds	Contributing
3.9	Attendance and Engagement Strategies (Modified)	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. Through the combined efforts of LCSSP and ESSER III funding, the Attendance and Engagement Office has expanded support to all schools within the district. Expanded supports will include capacity building for staff, tiered re-engagement and absence support, engaging youth voice to promote positive engagement and attendance, implementation of a restorative School Attendance Review Board (SARB) process, and summer community outreach events. The Attendance and Engagement Office staffing includes 10 staff: 1 Director, 1 Supervisor who oversees truancy/SARB, 1 Student and family Support Specialist, and 7 Child Welfare and Attendance Specialists (CWAS). The expanded CWAS capacity is being maintained in 2022-23 and 2023-24 through action B7 in the ESSER III Expenditure Plan.	$558,301	N

Action #	Title	Description	Total Funds	Contributing
3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	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. 34 schools have site-specific Student Support Centers. These are grant and site-funded and serve as local hubs to coordinate a range of services. School sites without Student Support Centers are supported by the Connect Center. Beginning in 2022-23, the Student Support and Health Services (SS&HS) team plan to implement a reorganization of the central Connect Center into three regional hubs that each have a Coordinator and 5-6 social workers. Each hub will support a cluster of schools including arranging community supports and ensuring that MTSS practices are aligned across the sites. For 2022-23 and 2023-24 this action is being supplemented by action B8 in the ESSER III Expenditure Plan. This action includes funding for additional School Social Workers and Student Support Center Coordinators. This has enabled the establishment of additional Student Support Centers at individual school sites as well as the expansion of districtwide services available to schools without a Student Support Center.	$4,899,385	Y
3.11	Enrollment Center (Continuing)	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In additional to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition.	$3,116,876	Y

Action #	Title	Description	Total Funds	Contributing
3.12	Summer programming to address learning loss (Continuing)	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. 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.	$7,060,388	N
3.13	Grade Level Readiness Intervention (Continuing)	Provide research and evidence-based interventions at Title 1 schools for students who are low income and for 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.	$1,396,500	N
3.14	Address the unique needs of American Indian and Alaska Native students (Continuing)	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. The expanded staffing capacity for the AIEP to serve additional students will be maintained through 2023-24 through action B15 of the ESSER III Expenditure Plan.	$35,138	N
3.15	Tobacco Use Prevention Education (Continuing)	Educate students on the dangers of tobacco use and the impact on themselves and their community through the Tobacco Use Prevention Education (TUPE) program. 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.	$382,424	N

Action #	Title	Description	Total Funds	Contributing
3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	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).	$362,463	Y
3.17	Data practices for Students with Disabilities (Continuing)	Continue efforts to improve engagement and practices with district data system, Special Education Information System (SEIS), to better monitor providing compliant special education services and supports. This will include a quarterly review of timely completion of initial, annual, and evaluation meetings by school site. Note: This action's costs are included in the salaries of various SpED department staff.	$0	N
3.18	Site Assistance to improve supports for Foster and Homeless Youth (Continuing)	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. This action aligns to the overall work of the Foster and Homeless Youth Services teams as well as the efforts detailed in LCAP Goals 10 and 11. Note: This action represents efforts by staff whose salaries and benefits are included within Actions 3.1 and 3.2	$0	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 3 closely matched the plan. While the impacts of COVID-19 during 2021-22 have had significant impacts on programs and services, staff were able to effectively implement these specific actions consistent with the plan. Exceptions included:

- Action 3.9 (Attendance and Engagement Strategies): The Attendance and Engagement Office continued existing efforts, with an expansion of capacity through the hiring of additional Child Welfare and Attendance specialists to directly support site engagement efforts.
- Action 3.13 (Grade Level Readiness Intervention): There was a significant shift in implementation format for this action. Previously implemented within the budget-development process for school sites, this funding has been transitioned to the Curriculum and Instruction department for their team's implementation. Planning will occur to outline the use of this funding in 2022-23.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The majority of the estimated actual expenditures for Goal 2 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 3.1 (Foster Youth Services): Budgeted Expenditures were projected at $826,954 and Estimated Actual Expenditures are projected at $619,547. Foster Youth Services was able to implement their overall supports, though did not fully expend all funds as planned. Some positions were not able to be staffed for the full year.
- Action 3.2 (Homeless Youth Services): Budgeted Expenditures were projected at $639,666 and Estimated Actual Expenditures are projected at $428,488. Homeless Youth Services was able to implement their overall supports, though did not fully expend all funds as planned. Some positions were not able to be staffed for the full year.
- Action 3.3 (School Psychologists): Budgeted Expenditures were projected at $7,179,443 and Estimated Actual Expenditures are projected at $5,994,284. The material difference in expenditures for this action was due to unfilled positions.
- Action 3.4 (Instructional Assistants): Budgeted Expenditures were projected at $2,711,808 and Estimated Actual Expenditures are projected at $1,298,422. The material difference in expenditures for this action was due to unfilled positions.
- Action 3.9 (Attendance and Engagement Strategies): Budgeted Expenditures were projected at $345,703 and Estimated Actual Expenditures are projected at $488,847. The material difference in expenditures for this action was due to additional positions added through relief funding to intensify the existing efforts.
- Action 3.10 (Student Support: Central Connect Center and Site-Based Student Support Centers): Budgeted Expenditures were projected at $1,816,390 and Estimated Actual Expenditures are projected at $872,834. The material difference in expenditures for this action was due to unfilled positions for all or part of the year.

- Action 3.13 (Grade Level Readiness Intervention): Budgeted Expenditures were projected at $914,344 and Estimated Actual Expenditures are projected at $7,874. As noted above, these funds were transitioned to the Curriculum and Instruction department and will be implemented under their leadership. The majority of these funds were not expended in the 2021-22 school year.
- Action 3.15 (Tobacco Use Prevention Education (TUPE) Program): Budgeted Expenditures were projected at $382,424 and Estimated Actual Expenditures are projected at $201,422. The material difference in expenditures for this action was due to the reduced ability to deliver all planned services as a result of the COVID-19 surges.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 3 have furthered the district's efforts to achieve the goal of providing every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. Key examples of implementation progress include:

- Expansion of services for Homeless Youth (Action 3.2) and Foster Youth (Action 3.1). Homeless Youth Services has expanded and reorganized into three support teams, each with a full time social worker and advocate. These team each focus 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. Foster Youth services continues to provide case management to all eligible foster youth including academic support, attendance monitoring/support, and referral to services. Provision of academic tutoring is a key effort that will be emphasized in the new LCAP goal specific to Foster Youth (Goal 11).

- School Psychologists (Action 3.3), Instructional Assistants (Action 3.4), and Social Workers specific to Special Education (Action 3.5) have continued to provide direct student supports. These services have been critical to addressing student needs resulting from, exacerbated by, or predating the COVID-19 pandemic. Students with Disabilities have been particularly impacted by the pandemic and these three staffing groups are key to effectively addressing their needs.

- A key step forward during 2021-22 was the development of a new English Learner Master Plan (Action 3.6). The English Learner Master Plan was developed collaboratively across multiple departments, with educational partners, and in consultation with colleagues at the state level. The English Learner Master Plan will guide the provision of English Learner services to all district English Learners. It addresses issues of course access, provision of effective integrated and designated English Language Development, reclassification, community engagement, and more. At the program level, the Multilingual Literacy department has continued efforts to provide intervention and supports specific to English Learners (Action 3.7). 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.

- A major body of work during the 2021-22 year was been addressing the health and safety needs of students, staff, and families and the pandemic has continued. Health Services staff (Action 3.8) 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. This has been an important body of work to keep students healthy and in school as much as possible with respect to COVID and other health factors that might otherwise cause them to miss class time.

- Attendance and Engagement efforts (Action 3.9) have been intensified during the past year in response to the ongoing pandemic. The COVID-19 pandemic has made physical attendance protocols very challenging and staff are working to adjust and support sites through changing and emergent needs. The Attendance and Engagement CARE Team (Connect, Ask, Relate, and Engage) has hired an additional Child Welfare and Attendance Specialist and has posted additional positions. Chronic Absenteeism increased significantly as a result of the omicron variant and staff have continued to focus intensely on target sites through tiered reengagement efforts to mitigate lost instructional time caused by quarantines and other related absences. Specific efforts have included inspirational assemblies and follow-up mentorship to reduce chronic absenteeism for African American male students and other disproportionately represented students. These efforts are in partnership with the Reach One Alliance and utilized a "real talk" approach that addresses cycles, situations, decisions, and experiences that can change student habits. Through group discussions they created awareness, fostered empathy, and supported students who in turn supported their peers in not only being present and attending but also by promoting engagement in school and extra-curricular activities.

- Student Support and Health Services staff (Action 3.10) 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 & education, conflict resolution & 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. The Student Support and Health Services department has recently re-worked their service model to create three regional student support centers that will distribute the efforts of the existing central connect center into regional hubs. Each regional center will have a coordinator and 5-6 school social workers that serve a cluster of schools. The coordinator will organize community supports at these schools, provide professional and clinical supervision for the social workers, and ensure that MTSS practices are aligned with those at the school sites. The intention is to operationalize this plan in 2022-23.

- The districtwide enrollment center (Action 3.11) has continued to serve as the centralized gateway for families and students transitioning into the district or between school sites. 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 were extended and additional staff capacity was obtained to reduce the turnaround times for enrollment processing.

- Planning and preparation for the 2022 Summer Matters (Summer School) programming (Action 3.12) 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.

- The American Indian Education Program (Action 3.14) has expanded its range of services for students. Youth Development and Support Services (YDSS) hired a new Youth Services Specialist that is managing the expansion of services. Staff collaborated 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.

- The Tobacco Use Prevention Education (TUPE) Program (Action 3.15) continues to provide prevention education at school sites. Recent implementation includes Red Ribbon week and a mobile health and wellness program. Some service delivery has been impacted recently by the COVID-19 surge.

- Improvements to data use specific to Students with Disabilities (Action 3.17) and assistance to sites for improving Foster and Homeless Youth Supports (Action 3.18) have moved forward. Special Education Information System (SEIS) technicians have been employed to improve accurate and updated student records. Data dashboards are in place for SEIS. Implementation of the Early Identification and Intervention System (EIIS) work is moving forward 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.

As discussed above and in the plan summary, attendance and chronic absenteeism data for the recent year are difficult to compare to previous years. With the context of school shifting from closure/virtual in 2019-20 to virtual/in-person in 2020-21, and now in-person in 2021-22 with the omicron surge, the three years present very different circumstances. However, reviewing the disparities in attendance and chronic absenteeism rates within a given year does demonstrate that the inequitable outcomes are consistent, regardless of context. In the 2021-22 mid-year report, the percent of students who had attended school 96% of the time or more was 31%. Four student groups had rates 10 percentage or more below that level. These includes Homeless Youth (7%), African American students (19%), American Indian or Alaska Native students (18%), and Native Hawaiian or Pacific Islander students (19%). These outcomes represented continuation of existing gaps from the 'All students' level for these groups. Foster Youth (26%) and Student with Disabilities (24%) also showed gaps that, while smaller than past years, indicate a continuing need for targeted supports.

The high school drop-out rate increased from 6.2% in 2019-20 to 7.4% in 2020-21. And while decreases in drop-out rates occurred for English Learners, Foster Youth, Homeless Youth, American Indian or Alaska Native students, and multiracial students, other students experienced concerning increases. Socioeconomically Disadvantaged students increased from 6.9% to 8.3%, Students with Disabilities from 7.8% to 9.3%, African American students from 9.7% to 13.5%, Hispanic/Latino students from 7.6% to 8.9%, and Native Hawaiian or Pacific Islander students from 14.3% to 20.6%. These increases, combined with the decreases in graduation rate discussed in Goal 1, indicate that this LCAP goal remains a critical need and much work is needed before it is fully achieved.

The emphasis upon installation and implementation of an effective Multi-Tiered System of Supports (MTSS) at all schools across the district speaks to this critical need. A functional MTSS at each school is the key lever in ensuring that individual student needs can be accurately assessed and each student is connected to the appropriate interventions and supports. Goal 6 of this LCAP continues to focus on the effective capacity building to install and implement MTSS across the district.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Notes of alignment have been added to several actions in Goal 3 for the 2022-23 school year. These establish articulation between Goal 3 and the ESSER III Expenditure Plan. Actions where this has occurred include 3.3 (School Psychologists), 3.8 (Health Services), 3.9 (Attendance and Engagement Strategies), 3.10 (Student Support), and 3.14 (Address the unique needs of American Indian and Alaska Native students).

With the establishment of the new LCAP goal 9 (focused on Students with Disabilities), 10 (focused on Homeless Youth), and 11 (focused on Foster Youth), several actions in Goal 3 serve as points of alignment. Actions 3.1 (Services and support for Foster Youth), 3.2 (Services and support for Homeless Youth), 3.17 (Data Practices for Students with Disabilities), and 3.18 (Site Assistance to improve supports for Foster and Homeless Youth) are foundational to the new goals.

Action 3.9 (Attendance and Engagement Strategies) notes that expanded efforts will include a restorative School Attendance Review Board (SARB) process. This is an area where SCUSD is forging a new path for this type of work. The Attendance and Engagement team has introduced a Child Welfare and Attendance Specialist (CWAS) who acts as a resource and advocate for the student and family when they have been referred to a SARB. Two weeks prior to the scheduled District Office meeting a home visit is conducted where a needs assessment, absence survey, and attendance goals are created in partnership with the family. Jointly with Homeless Services, Foster Youth Services, and Student Support, there is collaboration prior to the SARB to ensure coordination of services. At the SARB the family is welcomed by the CWAS and enters with their advocate at their side.

Additionally, a note has been added to actions 3.4 (Instructional Assistance for Students with Disabilities) and 3.5 (Social, Emotional, and Mental Health supports for Students with Disabilities) indicating that: To more accurately reflect the full scope of staffing specific to students eligible for special education, this action will be removed from the LCAP at the end of this three-year cycle. The staffing represented in this action will continue to be provided support and services as reflected in the district's Special Education Local Plan Area (SELPA) Local Plan, along with the wide range of staffing supports for students eligible for special education that are not present in the current LCAP. The LCAP will provide clear references and linkages to the SELPA Local Plan and will, where possible, avoid redundancies.

Overall, some minor revisions have been made to action titles and descriptions to increase clarity, emphasize the specific action being taken, and/or reflect the current implementation status. Similarly, in some instances context notes have been added to metrics to mark mid-year outcome dates or to provide additional clarity. Unless otherwise noted, these revisions do not reflect substantial changes to the original intent of the actions/metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 Dashboard 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 spring 2022 School Climate Survey show that 63% of students answered positively for questions assessing perception of safety and 67% for connectedness. These results represent decreases from the prior year and are well below the overall desired outcomes.

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 educational partner input. Educational partners 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, educational partners 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), MY (Migrant 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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A **Suspension Rate** Percentage of students suspended 1 or more times during the school year **Source:** California School Dashboard *Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting. 2021-22 Mid-year data from internal district data system and to 6.1.22*	<table><tr><td></td><td>18-19</td><td>19-20</td></tr><tr><td>ALL</td><td>5.6</td><td>3.7</td></tr><tr><td>EL</td><td>3.7</td><td>2.3</td></tr><tr><td>FY</td><td>21.2</td><td>13.5</td></tr><tr><td>HY</td><td>12.2</td><td>6.4</td></tr><tr><td>MY</td><td>3.5</td><td>1.4</td></tr><tr><td>SED</td><td>6.8</td><td>4.5</td></tr><tr><td>SWD</td><td>10</td><td>6.7</td></tr><tr><td>AA</td><td>14.6</td><td>10.3</td></tr><tr><td>AI/AN</td><td>8</td><td>3.0</td></tr><tr><td>A</td><td>1.6</td><td>1.0</td></tr><tr><td>F</td><td>3</td><td>1.3</td></tr><tr><td>HL</td><td>5.4</td><td>3.3</td></tr><tr><td>PI</td><td>6.4</td><td>3.8</td></tr><tr><td>W</td><td>2.9</td><td>2.1</td></tr><tr><td>TOM</td><td>4.9</td><td>4.2</td></tr></table>	<table><tr><td></td><td>20-21</td><td>21-22 MY</td></tr><tr><td>ALL</td><td>0.02</td><td>4.3</td></tr><tr><td>EL</td><td>0.03</td><td>3.1</td></tr><tr><td>FY</td><td>0.0</td><td>15.6</td></tr><tr><td>HY</td><td>0.0</td><td>9.3</td></tr><tr><td>MY</td><td>0.0</td><td>N/A</td></tr><tr><td>SED</td><td>0.02</td><td>5.4</td></tr><tr><td>SWD</td><td>0.05</td><td>7.8</td></tr><tr><td>AA</td><td>0.06</td><td>10.9</td></tr><tr><td>AI/AN</td><td>0.0</td><td>7.0</td></tr><tr><td>A</td><td>0.0</td><td>1.7</td></tr><tr><td>F</td><td>0.0</td><td>3.9</td></tr><tr><td>HL</td><td>0.02</td><td>4.0</td></tr><tr><td>PI</td><td>0.0</td><td>4.5</td></tr><tr><td>W</td><td>0.03</td><td>2.5</td></tr><tr><td>TOM</td><td>0.0</td><td>5.1</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ALL</td><td>2.7</td></tr><tr><td>EL</td><td>1.7</td></tr><tr><td>FY</td><td>9.8</td></tr><tr><td>HY</td><td>4.7</td></tr><tr><td>SED</td><td>3.3</td></tr><tr><td>SWD</td><td>4.9</td></tr><tr><td>AA</td><td>7.5</td></tr><tr><td>AI/AN</td><td>2.2</td></tr><tr><td>A</td><td>0.7</td></tr><tr><td>F</td><td>0.9</td></tr><tr><td>HL</td><td>2.4</td></tr><tr><td>PI</td><td>2.8</td></tr><tr><td>W</td><td>1.5</td></tr><tr><td>TOM</td><td>3.1</td></tr></table>
4B **Suspension Disproportionality** Percentage of students with 1 or more suspensions whose student groups are disproportionately represented* among all suspended students. **Source:** CDE Dataquest *Includes AA and AI/AN students.*	2019-20: <table><tr><td>Grade</td><td>% of Suspended Students</td></tr><tr><td>All</td><td>39.2</td></tr><tr><td>K-3</td><td>51.5</td></tr><tr><td>4-6</td><td>37.7</td></tr><tr><td>7-8</td><td>35</td></tr><tr><td>9-12</td><td>40.1</td></tr></table> <table><tr><td>Grade</td><td>% of Total Enrollment</td></tr><tr><td>All</td><td>14.7</td></tr><tr><td>K-3</td><td>13.4</td></tr><tr><td>4-6</td><td>14.9</td></tr><tr><td>7-8</td><td>14.4</td></tr><tr><td>9-12</td><td>16</td></tr></table>	2020-21: <table><tr><td>Grade</td><td>% of Suspended Students</td></tr><tr><td>All</td><td>33.3</td></tr><tr><td>K-3</td><td>0</td></tr><tr><td>4-6</td><td>0</td></tr><tr><td>7-8</td><td>33.3</td></tr><tr><td>9-12</td><td>100.0</td></tr></table> <table><tr><td>Grade</td><td>% of Total Enrollment</td></tr><tr><td>All</td><td>13.6</td></tr><tr><td>K-3</td><td>11.3</td></tr><tr><td>4-6</td><td>14.3</td></tr><tr><td>7-8</td><td>14.1</td></tr><tr><td>9-12</td><td>15.1</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C **Expulsion Rate** Percentage of students expelled at any time during the school year **Source:** CDE Dataquest	<table><tr><td></td><td>18-19</td><td>19-20</td></tr><tr><td>ALL</td><td>0.04</td><td>0.01</td></tr><tr><td>EL</td><td>0.01</td><td>0.01</td></tr><tr><td>FY</td><td>0.56</td><td>0</td></tr><tr><td>HY</td><td>0.19</td><td>0</td></tr><tr><td>SED</td><td>0.04</td><td>0.02</td></tr><tr><td>SWD</td><td>0.06</td><td>0.01</td></tr><tr><td>AA</td><td>0.12</td><td>0.03</td></tr><tr><td>AI/AN</td><td>0</td><td>0.42</td></tr><tr><td>A</td><td>0</td><td>0.03</td></tr><tr><td>F</td><td>0</td><td>0</td></tr><tr><td>HL</td><td>0.04</td><td>0.01</td></tr><tr><td>PI</td><td>0</td><td>0</td></tr><tr><td>W</td><td>0.04</td><td>0</td></tr><tr><td>TOM</td><td>0</td><td>0</td></tr></table>	<table><tr><td></td><td>20-21</td></tr><tr><td>ALL</td><td>0</td></tr><tr><td>EL</td><td>0</td></tr><tr><td>FY</td><td>0</td></tr><tr><td>HY</td><td>0</td></tr><tr><td>SED</td><td>0</td></tr><tr><td>SWD</td><td>0</td></tr><tr><td>AA</td><td>0</td></tr><tr><td>AI/AN</td><td>0</td></tr><tr><td>A</td><td>0</td></tr><tr><td>F</td><td>0</td></tr><tr><td>HL</td><td>0</td></tr><tr><td>PI</td><td>0</td></tr><tr><td>W</td><td>0</td></tr><tr><td>TOM</td><td>0</td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ALL</td><td>0</td></tr><tr><td>EL</td><td>0</td></tr><tr><td>FY</td><td>0</td></tr><tr><td>HY</td><td>0</td></tr><tr><td>SED</td><td>0</td></tr><tr><td>SWD</td><td>0</td></tr><tr><td>AA</td><td>0</td></tr><tr><td>AI/AN</td><td>0</td></tr><tr><td>A</td><td>0</td></tr><tr><td>F</td><td>0</td></tr><tr><td>HL</td><td>0</td></tr><tr><td>PI</td><td>0</td></tr><tr><td>W</td><td>0</td></tr><tr><td>TOM</td><td>0</td></tr></table>
4D **Anti-bias/Anti-racist Professional Learning for staff** Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components. **Source:** Curriculum & Instruction department	2020-21 Leadership (Site and Central): 95% Teachers: 0% Support Staff: 0%	2021-22 Mid-Year: Leadership (Site and Central): TBD Teachers: 81% Support Staff: 0%	To be reported in 2022-23	To be reported in 2023-24	2023-24: Leadership (Site and Central): 100% Teachers: 100% Support Staff: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E **School Climate Survey** Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging) **Source:** Local Climate Survey	**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	63	67
EL	57	60
FY	59	65
HY	59	62
SED	61	65
SWD	58	63
AA	59	64
AI	55	62
A	63	64
F	65	69
HL	63	67
PI	60	65
W	67	72
TOM	65	72
K-6	63	70
K-8	58	62
MS	65	67
LG HS	63	61
SM HS	72	74
Teachers	TBD	TBD
Family	TBD	TBD		To be reported in 2022-23	To be reported in 2023-24	**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 #	Title	Description	Total Funds	Contributing
4.1	Integration of Social Emotional Learning (SEL) (Continuing)	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. 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.	$944,249	Y
4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Continuing)	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. Focus areas moving forward include (1) identification and teaching of 3-5 universal behavior expectations schoolwide, (2) providing direct instruction in high priority positive behavior expectations, (3) providing high levels of positive reinforcement, (4) ensuring enforcement of consequences is consistent and fair, (5) focusing on prevention through the modification of situations that are known to produce high levels of problem behavior, (6) using discipline data to plan, evaluate, and improve the PBIS implementation process, and (7) monitor student progress continuously and match students up with appropriate interventions and supports.	$722,022	N
4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	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.	$143,198	N

Action #	Title	Description	Total Funds	Contributing
4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	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 & stereotypes, implicit bias, microaggressions, dynamics of privilege & power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles & practices. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) & 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.	$500,000	N
4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	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).	$1,590,129	Y
4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	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).	$320,309	Y
4.7	Behavior Interventions and Data Management (New)	Provide access to and deliver training for an online platform for site teams to collaborate, develop, and track progress regarding Tier 1, 2, and 3 behavioral supports. This action is intended to specifically support Behavior Interventions and Data Management for Students with Disabilities and will utilize the online program Behavior Advantage.	$50,000	N

Action #	Title	Description	Total Funds	Contributing
4.8	Implement Safety Intervention and Response Plan (New)	The Safety Intervention and Response Plan is a coordinated effort led by the Sacramento City Unified School District to identify, plan and respond to a variety of safety issues that arise throughout the school year. By utilizing the resources of community organizations, the district has the potential to appropriately address behavior and safety concerns in an innovative effort to better serve our students through engagement and mentoring. This action aligns to Action C11 in the ESSER III Expenditure plan and provides for staffing and resources to support alternative district safety programs that focus on improving school climate and ensuring that students feel welcomed and safe in district schools. Efforts will be focused on preventing and intervening on issues that lead to crisis and violence.	$1,000,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 4 closely matched the plan. While the impacts of COVID-19 during 2021-22 have had significant impacts on programs and services, staff were able to effectively implement these specific actions consistent with the plan. Exceptions included:

- Action 4.2 (Positive Behavioral Intervention and Supports (PBIS) implementation): The initial plan to expand PBIS efforts to all schools in Cohort 1 of MTSS implementation was not achieved as planned. PBIS efforts remained in place at the existing Tier II+ focus schools and capacity did expand with the addition of staff to provide support. Key implementation challenges included the limited ability to provide sites professional learning due to the impacts of COVID-19. Overall, the management of PBIS will be moving into the Academic Office from the Student Support Office for 2022-23 and planning for that transition is in progress.
- Action 4.3 (Bullying Prevention Training, Intervention, and Response): The Bullying Prevention Specialist position was not able to be filled during the 2021-22 school year. This significantly impacted the implementation of the program and much of 2021-22's bullying prevention efforts occurred at the site-based level.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The majority of the estimated actual expenditures for Goal 2 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 4.3 (Bullying Prevention Training, Intervention, and Response): Budgeted Expenditures were projected at $153,262 and Estimated Actual Expenditures are projected at $0. The material difference in expenditures for this action were due to the Bullying Prevention Specialist position remaining unfilled during the 2021-22 the school year.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 4 have furthered the district's efforts to achieve the goal of increasing the safety, inclusivity, and cultural competence of school and classroom learning environments. Key examples of implementation progress include:

- Integration of Social Emotional Learning (SEL) (Action 4.1) into schools and classrooms. Training specialists have supported school sites to integrate SEL in alignment with their school-specific goals in the areas of culture, climate, and other emergent needs.
- Positive Behavioral Intervention and Supports (PBIS) implementation (Action 4.2) continued at the six Tier II+ focus schools. Training 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.
- Anti-bias/Anti-racism Professional Learning (Action 4.4) has been implemented through the EPOCH Education platform. All teachers were provided Compassionate Dialogue training as part of the preservice training at the beginning of the year. Each site has also participated in a deep-dive following their initial training. This deep dive engaged 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.

To-date suspension rates for all students (3.3% through 3.30.22) show the potential for an overall drop from 2018-19 rates (5.6% at end of year and 3.8% mid-year). This potential exists for most student groups as well, though several key student groups continue to demonstrate disproportionately high rates. As discussed in the plan summary section, this includes African American students, whose mid-year rate is 9.2%, almost three times higher than the 'all students' level. Foster Youth (12.7% and Students with Disabilities (6.2%) also demonstrate significantly higher suspension rates. For this metric, comparison to 2018-19 levels is being used because 2019-20 and 2020-21 were years that included significant portions of school closures or distance learning and their suspension rates were impacted as a result. Similar to the discussion of chronic absenteeism, it is possible in 2019-20 to look at the rates of student groups relative to each other and observe that the disparities are consistent to other years. 2020-21 rates are difficult to draw comparisons from given that such a small number of suspensions occurred and the N sizes are all single digits.

The results of the annual school climate survey affirm the need to maintain a focus on improving the safety and connectedness across grade levels. Overall, positive responses for both safety and connectedness were on par with spring 2020 results, representing significant decreases from fall 2020 and spring 2021. The district's goal of 80% positive responses for all student groups was not achieved and significant progress remains to reach that level. For all students, there was a 10% decrease in safety perception from 73% to 63% from the

previous year and 5% decrease in connectedness from 72% to 67%. Elementary schools outperformed other grade-level groups in student perception of connectedness at 70%, while middle school student perception of safety was the highest at 65%. When disaggregated by ethnicity and race, the outcomes of greatest concern were the rates of safety perception for several student groups including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, and American Indian or Alaska Native students, who all had rates 4 or more percentage points lower than 'All students.' These groups also had consistently lower rates of connectedness perception than 'All students.' A significant gap is revealed when the rates for these student groups are compared to those for White students, who had the highest rate of positive responses for both Connectedness (67%) and Safety (72%). These trends are generally consistent with results in past years. Overall, the results demonstrate that (a) targeted support is needed for student groups that demonstrate consistently lower rates of safety and connectedness and (b) improving school climate to increase students' sense of safety and connectedness remains a high priority.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 4.7 (Behavior Interventions and Data Management) was added to address the identified need for improved data systems and collaboration tools for staff to monitor behavior supports progress. This is intended to specifically improve behavioral supports and outcomes for Students with Disabilities.

Action 4.8 (Implement Safety and Intervention Response Plan) was added to reflect the district's coordinated effort to address safety needs through alternative means following the move away from School Resource Officers in 2019. This action aligns to Action C11 in the ESSER III Expenditure plan and provides for staffing and resources to support alternative district safety programs that focus on improving school climate and ensuring that students feel welcomed and safe in district schools. Efforts will be focused on preventing and intervening on issues that lead to crisis and violence.

Overall, some minor revisions have been made to action titles and descriptions to increase clarity, emphasize the specific action being taken, and/or reflect the current implementation status. Similarly, in some instances context notes have been added to metrics to mark mid-year outcome dates or to provide additional clarity. Unless otherwise noted, these revisions do not reflect substantial changes to the original intent of the actions/metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
5	Parents, families, community partners, 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. In the district's 2021 reporting on State Priority 3: Parent Involvement and Family Engagement, the district rated three out of five across all indicators. A rating of three indicates the district is in the 'Initial Implementation' phase. The goal is for the district to progress to level five in every element of each of the three domains (Building relationships between school staff and families, Building partnerships for student outcomes, and Seeking input for decision-making).   This will indicate that the district is in the 'Full Implementation and Sustainability' phase in each of the key domains of parent involvement and family engagement.

This goal continues the district's long-standing commitment to educational partner engagement. Educational partner input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. Specific input 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 includes 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 educational partners during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for educational partners 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.

Notes:

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), MY (Migrant 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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A **Parent Teacher Home Visits (PTHVs)** Number of PTHVs conducted by staff across all school sites **Source:** Family and Community Engagement (FACE) Department	2018-19: 1260 2019-20: 971* 2020-21: 2,834** *Note: 2019-20 data reflects visits through 2.28.20.* ***2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21*	2020-21 Final: 3736 2021-22 Mid-Year: 1187 (to Dec 2021)	To be reported in 2022-23	To be reported in 2023-24	2023-24: 3,560 (Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)
5B **Parent Teacher Home Visits (PTHVs)** Percentage of participating sites completing a PTHV for at least 10% of all students. **Source:** Family and Community Engagement (FACE) Department	2020-21 Number of Participating Sites: 40 Number of Sites reaching 10% threshold: 15 Percentage of Sites reaching threshold: 38	2021-22 (To 6.10.22) Number of Participating Sites: 42 Number of Sites reaching 10% threshold: 11 Percentage of Sites reaching threshold: 26	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% (100% of participating sites will meet the 10% participation threshold)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5C **DELAC representation** Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District English Learner Advisory Committee (DELAC) Meeting **Source:** Multilingual Literacy Department	2018-19: 41% 2019-20: 47% 2020-21: 58%	2021-22: 35% through April DELAC meeting	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%
5D **ELAC Operation** 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. **Source:** Multilingual Literacy Department	2020-21 Percentage: 28% (17/60) Total number of schools with an ELAC: 60	2021-22 Percentage: 25%* (15/60) Total Number of Schools with an ELAC: 60 *Based on number of sites that have provided evidence of ELAC meetings to Multilingual Literacy Department as of 5.13.22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E **CAC Attendance** Average number of attendees at Community Advisory Committee (CAC) meetings/workshops **Source:** Special Education Department	2019-20: 25	2021-22: 27.4	To be reported in 2022-23	To be reported in 2023-24	2023-24: 30
5F **School Site Council (SSC) Support** Percentage of School Site Councils provided updated training. **Source:** State and Federal Programs Department	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.	2021-22: 8%	To be reported in 2022-23	To be reported in 2023-24	100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5G **Parent Leadership Pathway Workshop (PLPW) Participation** Number of participating schools and Number of total participant sign-ins **Source:** Family and Community Engagement (FACE) Department	Number of participating schools: 2018-19: 21 2019-20: 9 2020-21: 0 Number of total participant sign-ins: 2018-19: 2114 2019-20: 992* 2020-21: 0 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. *Note: Data for 2019-20 is through 2.25.20*	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. From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.	To be reported in 2022-23	To be reported in 2023-24	Number of participating schools 2023-24: 11* Number of total participant sign-ins: 2023-24: 1,200* *As the FACE department resumes implementation of PLPW efforts while building upon new forms of engagement developed during distance learning, desired outcomes will be revised based on assessment of total capacity.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5H **Parent Leadership Pathway Workshop (PLPW) Participant Growth** Number of participants demonstrating increased engagement as measured by pre- and post-surveys. **Source:** Family and Community Engagement (FACE) Department	Baseline: 0 Pre- and post-surveys will be developed and implemented during 2021-22. Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.	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. From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% of participants demonstrate increased engagement following participation in the PLPW series.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5I **District Committee Impact** Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact. **Source:** Family and Community Engagement (FACE) Department	Baseline: 0%	2021-22: % of respondents answering 'Agree' or 'Strongly Agree' I believe that the voice of my committee/group has been heard: 50% I believe that the voice of my committee is making an impact on a district-wide level: 33%	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% satisfaction on all measures developed
5J **Parent/ Caregiver Experience** Percentage of parents/ caregivers responding 'Agree' or 'Strongly Agree' to specified survey items. Source: Annual LCAP Survey	2020-21: My child's school helps me understand what areas my student needs to improve in: 64% My child's school helps me advocate for what is best for my student: 50% Parents are an important part of the decision-making process at my school: 59%	2021-22: My child's school helps me understand what areas my student needs to improve in: 55% My child's school helps me advocate for what is best for my student: 44% Parents are an important part of the decision-making process at my school: 49%	To be reported in 2022-23	To be reported in 2023-24	2023-24: My child's school helps me understand what areas my student needs to improve in: 100% My child's school helps me advocate for what is best for my student: 100% Parents are an important part of the decision-making process at my school: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Family and Community Empowerment (Continuing)	The Family and Community Empowerment (FACE) department implements a range of capacity-building opportunities including the Parent Leadership Pathway Program (PLPP) and the Parent Information Exchange (PIE). The PLPP engages parents/caregivers in a full schedule of workshops offered over the course of 10 weeks. These build their skills in supporting their child's education and their capacity to take on leadership roles at the site and district level. The PIE is a monthly meeting that brings together key representatives from school parent groups, SCUSD staff, community organizations, city and county agencies, and business partners to discuss their programs and services for families. The District Parent Resource Center, based at the Serna Center, provides direct support and referrals for families. FACE 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).	$493,003	Y
5.2	Parent Teacher Home Visits (PTHV) (Continuing)	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. Training and support has expanded and will maintain access to bridge visits in addition to home visits. These bridge visits provide staff and families the opportunity to conduct meetings virtually.	$841,213	Y
5.3	Translation and Interpretation Services (Continuing)	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 2022-23 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.	$1,137,628	Y

Action #	Title	Description	Total Funds	Contributing
5.4	Fingerprinting for Volunteers (Continuing)	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.	$30,000	N
5.5	Family Communication Tools (Continuing)	Provide family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism. The EveryDayLabs platform facilitates delivery of personalized messages to families based on an analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support. The Every Day Labs platform also provide a suite of user-friendly attendance dashboards for staff to support their site-based family communication.	$179,619	Y
5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	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).	$280,733	Y
5.7	Student Advisory Council (Continuing)	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.	$155,000	N
5.8	Men's and Women's Leadership Academy (MWLA) (Continuing)	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. Action B13 in the ESSER III Expenditure Plan provides funding for continued expansion of the MWLA through 2023-24.	$1,109,810	N

Action #	Title	Description	Total Funds	Contributing
5.9	Special Education Adult Professional Learning (New)	Provide adult professional learning regarding federal and special education law, Multi-Tiered System of Supports, and alternative dispute resolution to SCUSD Ombudspersons to expand their expertise in providing information and supports to guardians' requests for assistance in achieving resolution.	$3,500	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 5 closely matched the plan in spirt, with some modifications due to the impacts of COVID-19. Examples of modifications included:

- Action 5.1 (District Parent Resource Center): With the limitations imposed by the COVID-19 context, the Parent Leadership Pathway program required adaptation. What would have been a series of in-person workshops over the course of several weeks was modified into a series of supports and resources including the online parent learning toolkit, virtual and recorded parent trainings, family learning kits for K-3 families, and other opportunities. The Family and Community Empowerment (FACE) team increased its regular outreach to families via phone and text and has collaborated to support a virtual volunteer program.
- Action 5.3 (Translation and Interpretation): With the world events leading to the significant influx of Afghan students and families into the United States and Sacramento community, the expansion of translation and interpretation capacity was focused in part on the hiring of a translator that can provide Dari, Pashto, Farsi, and Arabic support.
- Action 5.6 (SPSA actions): Schools sites, overall, worked to implement their planned actions and strategies for the 2021-22 school year. In many cases, implementation was impacted by the effects of COVID surges (e.g. omicron), both in the increased challenges to hire staff as well as the shift of all resources and efforts to safely operate schools.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The majority of the estimated actual expenditures for Goal 5 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 5.2 (Parent Teacher Home Visits): Budgeted Expenditures were projected at $425,779 and Estimated Actual Expenditures are projected at $521,474. The PTHV program was able to advocate for additional funding to fill the additional demand for staff and family participation.
- Action 5.4 (Fingerprinting for Volunteers): Budgeted Expenditures were projected at $30,000 and Estimated Actual Expenditures are projected at $0. This action was among those significantly impacted by the COVID-19 context. With concerns about COVID safety and access to campuses limited for significant periods of the year, the estimated actuals are projected to be minimal.

- Action 5.5 (Family Communication Tools): Budgeted Expenditures were projected at $145,000 and Estimated Actual Expenditures are projected at $179,817. This action was implemented as planned and the difference is due to refinement of the planned scope of services following initial projections in spring 2021. The partnership with EveryDayLabs has supported districtwide communication regarding attendance and engagement.
- Action 5.6 (SPSA actions): Budgeted Expenditures were projected at $271,778 and Estimated Actual Expenditures are projected at $226,266. As discussed above, this was due to implementation that was impacted by the overall pandemic and staffing contexts.
- Action 5.8 (Men's and Women's Leadership Academy MWLA)): Budgeted Expenditures were projected at $650,000 and Estimated Actual Expenditures are projected at $247,465. This action was also significantly impacted by COVID-19, specifically the staffing shortages that have made hiring very challenging. While the sites that were able to staff positions implemented the MWLA program as planned, not all sites have been able to staff the position and thus the estimated actuals are falling well short of the budgeted amount.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 5 have furthered the district's efforts to achieve the goal of engaging and empowering parents, families, community partners, and students in teaching and learning through effective communication, capacity building, and collaborative decision-making. Key examples of implementation progress include:

- Capacity-building opportunities provided for parents/caregivers, while modified due to the COVID-19 context, have continued to be provided by the District Parent Resource Center. (Action 5.1) 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 participated in FACE online trainings and the Resource Center has served over 2,400.
- The Parent Teacher Home Visit (PTHV) program has continued to engage families, educators, and students in building trust, communication, and common goals. (Action 5.2) PTHV staff conducted 1,187 visits during 2021-22 as of Dec 2021. 85 additional staff members have been trained in PTHV and SCUSD collaborated with the PTHV national organization to develop and host a teacher reflection/debrief training. Additional hybrid trainings that certified staff in both bridge visits (virtual) and in-person home visits were offered throughout the spring.
- Translation and interpretation services were implemented as planned. (Action 5.3) In 2021-22, this included 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.

- Family communication has been improved, specifically in the area of attendance and engagement, through a partnership with EveryDayLabs. (Action 5.5) Through January 2022, EveryDayLabs was 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.

While COVID-19 has continued to significantly impact, and in many cases, limit the type of interactions that are usually central to engagement and empowerment of educational partners, SCUSD has pivoted its efforts and adapted implementation where needed to continue making positive progress toward the goal.

Initial results from the District Committee Impact survey reveal much room for improvement with regard to parent/caregiver leaders feeling that the voice of their committee/group has been heard (only 50% responded affirmatively) and is making an impact on a district-wide level (only 33% responded affirmatively). Affirmative responses on the Annual LCAP Survey questions specific to the parent/caregiver experience declined from 2020-21 to 2021-22, with the three measured areas dropping between 6 and 10 percentage points.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 5.9 has been added to reflect the need for professional learning specific to adult understanding of federal and special education law, Multi-Tiered System of Supports, and alternative dispute resolution. This training will be provided to SCUSD Ombudspersons to expand their expertise in proving information and supports to parent/guardians' requests for assistance in achieving resolution.

Overall, some minor revisions have been made to action titles and descriptions to increase clarity, emphasize the specific action being taken, and/or reflect the current implementation status. Similarly, in some instances context notes have been added to metrics to mark mid-year outcome dates or to provide additional clarity. Unless otherwise noted, these revisions do not reflect substantial changes to the original intent of the actions/metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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, a 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 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 highlighted the words of 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.*"

Educational partners 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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A **Multi-Tiered System of Supports (MTSS) Implementation** Average overall rating, by training cohort, on the Self-Assessment of MTSS (SAM) Implementation Tool Source: MTSS Staff	2019-20: 0	<table><tr><th>Cohort</th><th>20-21</th><th>21-22</th></tr><tr><td>1</td><td>.91</td><td>1.01</td></tr><tr><td>2</td><td></td><td>.79</td></tr><tr><td>3</td><td></td><td></td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	Target average SAM rating by Cohort <table><tr><th>Cohort</th><th>Average Rating</th></tr><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></table>
6B **Regular Team Meetings** Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0	<table><tr><th>Cohort</th><th>20-21</th><th>21-22</th></tr><tr><td>1</td><td>4</td><td>10.5</td></tr><tr><td>2</td><td></td><td>8</td></tr><tr><td>3</td><td></td><td></td></tr></table>	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C **Data Practices** Percentage of schools that have clear data sources universally used (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0	Cohort / 20-21 / 21-22 1 / 12 / 0 2 / / 8 3 / /	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
6D **Tiered Interventions** Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0	Cohort / 20-21 / 21-22 1 / 12.5 / 15.8 2 / / 16 3 / /	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership (Continuing)	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.	$190,053	N
6.2	Professional Learning for school site leadership teams (Continuing)	Provide 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.	$660,000	N
6.3	Ongoing support for sites to implement and sustain an effective MTSS (Continuing)	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.	$290,000	N
6.4	Peer Mentoring for site teams (Continuing)	Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.	$150,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 6 fell short of what was intended. This was due primarily to the impacts of COVID-19 on the availability and capacity of staff. The planned ongoing support/coaching (Action 6.3) and Peer Mentoring (Action 6.4) were not implemented as intended. These represented time and support for staff to participate in additional activities to support implementation. With staff shortages and the other unexpected circumstances of the recent year, these plans were not realized.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The estimated actual expenditures for Goal 6 are significant less than projections due COVID-19 impacts. While sites did continue to participate in the various professional learning opportunities and supports, the impacts of the omicron surge and other unexpected circumstances during the school year significantly impacted their ability to utilize the intended coaching, meeting time, and peer mentoring. Estimated actuals for each of the affected actions are below:

- Action 6.2 (Professional Learning for School Site Leadership Teams): Budgeted Expenditures were projected at $660,000 and Estimated Actual Expenditures are projected at $330,000.
- Action 6.3 (Ongoing support for sites to implement and sustain an effective MTSS): Budgeted Expenditures were projected at $290,000 and Estimated Actual Expenditures are projected at $0.
- Action 6.4 (Peer Mentoring): Budgeted Expenditures were projected at $0 and Estimated Actual Expenditures are projected at $75,000.

As noted above, Actions 6.3 and 6.4 were not implemented due to constraints on staff time and capacity.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 6 have furthered the district's efforts to achieve the goal of providing all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). In 2021-22 the district has successfully moved Cohort 1 schools into year 2 of training and launched the first year of training for the second Cohort. Cohort 2 has engaged in professional learning modules focused on Leaders as Change Agents and Problem Solvers, Using the Self-Assessment of MTSS (SAM) Implementation Tool, identification/articulation/mapping of the multiple tiers of instruction and various interventions currently present at the school site, and developing data-based decision-rules to use when assigning students to tiers of instruction and interventions. The following is taken from the district's MTSS web page (care.scusd.edu/mtss/):

The pandemic has created a sense of urgency and reignited that passion for teaching in many of our best educators and leaders. MTSS isn't reinventing the wheel—it's simply bringing cohesion to the student-centered practices while de-siloing the data-driven decisions that already happen in many schools and district departments. When implemented effectively, the MTSS framework not only increases the effectiveness of our existing practices but also uncovers areas in which we may need to adjust or increase our efforts.

Understanding the complexity and the importance of MTSS, we planned and collaborated for more than two years to ensure the successful introduction of MTSS to our large, diverse, and struggling school community. This "way of doing business" has been strategically rolled out over multiple years in 3 cohorts of 25 school sites. Each cohort would follow the same journey of installation, then early implementation, and then advanced implementation guided by national expert Dr. Brian Gaunt of the FCIC/FLPBS Project. Each stage includes extensive Professional Development, technical assistance, and a colleagueship of expertise that will evolve from early cohorts to mentor schools, supporting Cohort 3 sites on their journey. During the 2020–21 school year, Sac City Unified officially introduced MTSS to 25 Cohort 1 school sites during the pandemic. The 2021–22 school year welcomed 25 more sites to the MTSS Journey, and in 2022–23 Cohort 3 will launch, thereby having all school sites somewhere on their journey.

While the pandemic has created some definite hurdles, it has only made the need for MTSS even more glaring. Recent research and policies have highlighted MTSS as the path to remedy the learning loss caused by COVID and the ongoing negative impacts COVID continues to have on students, such as chronic absence, increased need for mental health supports, and decreased family engagement. The Policy

Analysis for California Education (PACE) highlights MTSS as an action item to effectively serve students post-pandemic in its Restorative Restart Report stating, "MTSS is a systematic approach that schools can apply to ensure that instruction and intervention are matched to students' academic, behavioral, and social-emotional needs." SCUSD will continue to keep students' needs at the center of all we do. As MTSS grows within our district, the data will tell our story. Student success, overall engagement, and school climate will improve, and students, staff, and our communities will begin to thrive.

In the May 2022 MTSS Newsletter sent to district staff, the work of one of the current cohort schools (Ethel I. Baker) was featured. The principal detailed the MTSS implementation in progress, focusing on the provision of individualized instruction. An excerpt follows:

This year, we have implemented a schoolwide foundational reading program to address learning loss and historically poor student outcomes with respect to English Language Arts (ELA) achievement, especially for our substantial English Learner population. With our MTSS and English Learner teams, we created a plan to provide every student 45 minutes of individualized (by foundational reading skills level) instructional time using SIPPS, Read Works, and IXL. I designed the blocks by grade level bands (1st with 2nd, 3rd with 4th, and 5th with 6th) to provide maximum flexibility for groupings and teachers. Staff was trained on SIPPS before the year began, and teams put together a testing schedule that they implemented during the first two weeks of the year. Next, teacher teams decided who would teach which level of SIPPS, and we worked during collaboration time to make rosters. For many of the grade levels, teachers used IXL to match skills with comprehension ability in order to correctly place every student. After diagnostic testing for SIPPS and IXL, we informed parents and students of the plan, and beginning the third week of school, every student in grades 1-6 exchanged for 45 minutes with their appropriate level. As we've moved throughout the year, teams reassessed using SIPPS mastery tests and IXL, and regrouped based on student growth or decline.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

At this time there are no anticipated changes to the planned goal, metrics, desired outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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 educational partners and adopt the updated version by the end of 2022-23. 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 they graduate high school in order to be successful in the 21st 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 increase 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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7A **Educational partner Convening** Documentation of meetings to convene educational partners **Source:** Graduate Profile Team	Educational partners have not yet been convened to revise Graduate Profile Baseline: 0	Completion Status: No meetings convened	To be reported in 2022-23	To be reported in 2023-24	All meetings to be completed by end of 2022-23
7B **Board Adoption** Adoption of revised Graduate Profile **Source:** Board Meeting records	A revised Graduate Profile has not been adopted by the board Baseline: 0	Completion Status: Not yet adopted	To be reported in 2022-23	To be reported in 2023-24	To be adopted by end of 2022-23
7C **Awareness of Graduate Profile** Percentage of educational partners that demonstrate awareness of revised Graduate Profile **Source:** Survey of Educational Partners	2020-21: **Group** / **% Aware** Students 0 Staff 0 Family 0	2021-22: **Group** / **% Aware** Students 26 Staff 40 Family 19	To be reported in 2022-23	To be reported in 2023-24	2023-24: **Group** / **% Aware** Students 100 Staff 100 Family 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7D **Evidence of School Site Alignment** Percentage of school sites that demonstrate alignment of site plan to Graduate Profile **Source:** Internal evaluation of school site alignment	2020-21: 0	2021-22: Not available yet	To be reported in 2022-23	To be reported in 2023-24	100% of sites will demonstrate alignment of school plans to Graduate Profile

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Revision and Adoption of Graduate Profile (Continuing)	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. (To be completed in 2022-23)	$0*	N
7.2	Develop Implementation Plan (Continuing)	Develop implementation plan for Year 2 (To be completed in 2022-23) • Engage lead teachers from sites where the current graduate profile is consistently used to lead groups of peers at other sites in implementation planning. • Engage principals to build understanding of expectations for site alignment and to support development of site-specific implementation plans.	$0*	N
7.3	Build Awareness of Graduate Profile (Continuing)	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. (To be implemented throughout 2022-23 and 2023-24)	$0*	N
7.4	Support School Site Alignment (Continuing)	Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised Graduate Profile. (To be implemented throughout 2022-23 and 2023-24)	$0*	N

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

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal was not implemented as planned during 2021-22 and the timeline for implementation was modified to reflect a 2022-23 target. For 2021-22, district leadership participated in capacity-building to ensure that Goal 7 can be fully operationalized and successful in a 2022-23 implementation. This included participation in professional learning specific to the development and implementation of a graduate profile.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No expenditures were budgeted within this goal area, as the actions included are part of the overall efforts of the Career and Technical Education team's budget in Action 1.1.

An explanation of how effective the specific actions were in making progress toward the goal.

As noted above, this goal has been modified to reflect a 2022-23 implementation timeline. The specific actions planned in this goal will be implemented in the coming year and progress toward the goal will be assessed at that point in time.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The implementation timeline of the key activities in this goal have been modified to reflect a 2022-23 timeline. This includes revision and adoption of the Graduate Profile and development of a full implementation plan for the subsequent years. To reflect this shift, a note has been added to each action description specifying the 2022-23 timeframe.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

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. Educational partners 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.

A key challenge related to priority 1 has been the number of classroom vacancies. The preexisting shortage of teachers has been greatly exacerbated by COVID-19 pandemic and many schools have experienced classroom vacancies at points throughout the year. This challenge is likely to continue in the coming year(s) and remains an areas of focus that the district is working to address through recruitment and retention efforts and collaboration with labor partners.

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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8A **Facilities Condition** Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT) **Source:** Facilities Services Department	2018-19: 0 2019-20: 2 2020-21: 1	2021-22: 0	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0
8B **Instructional Materials Sufficiency** Percentage of students with access to board-adopted instructional materials **Source:** Board of Education Resolution certifying sufficiency	2018-19: 100 2019-20: 100 2020-21: 100	2021-22: 100	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

SCUSD 2022-23 LCAP: Presented for Board Adoption on 6.23.22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8C **Teacher Credentialing Status** Percentage of teachers fully credentialed **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 97 2020-21: 98	2021-22: 100	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
8D **Teacher Assignment** Number of teachers misassigned and number of teachers of English Learners misassigned **Source:** School Accountability Report Card (SARC) / Human Resources Department	All Teachers 2019-20: 0 2020-21: 1 Teachers of English Learners: 2019-20: 0 2020-21: 0	All Teachers 2021-22: 0 Teachers of English Learners: 2021-22: 0	To be reported in 2022-23	To be reported in 2023-24	All Teachers: 0 Teachers of English Learners: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8E **Teacher Vacancies** Number of classroom teacher vacancies **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 29 2020-21: 17.1	2021-22: 37.5	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Facilities Support Services (Continuing)	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.	$44,916,063	N
8.2	Board-adopted Instructional Materials (Continuing)	Provide all students sufficient instructional materials for board-adopted curricula. Includes newly adopted materials and replacement materials for lost/damaged items.	$2,353,195	N
8.3	Base Classroom Staffing (Continuing)	Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers.	$166,829,621	N

Action #	Title	Description	Total Funds	Contributing
8.4	New Teacher Support (Continuing)	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.	$433,950	N
8.5	Employee Pipelines (New)	Develop and implement pathways and pipelines for current employees and community members to acquire credentials and certifications (e.g. teaching credential). This action includes the efforts identified in Action C9 of the ESSER III Expenditure Plan (Classified Employee Teacher Development Pipeline) and the Educator Effectiveness Blog Grant (EEBG).	$715,354	N
8.6	Recruitment and Retention (New)	Increase SCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees. This action is particularly focused on recruitment and retention of teachers to improve outcomes for low-income students and students of color, as teacher attrition disproportionately impacts these schools. This action includes the efforts identified in Action C10 of the ESSER III Expenditure Plan (Staff Recruitment and Retention) and the Educator Effectiveness Block Grant.	$1,254,386	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actual implementation of the actions within Goal 8 were in alignment with the plan. The ongoing impacts of COVID-19 continued to exacerbate the staffing shortages that have existed across the state and in SCUSD. It is relevant to note that staffing shortages extended to classroom substitutes, further exacerbating the challenges. During the particularly challenging time of the omicron variant surge, central staff were deployed to support schools and site staff had to utilize centralized spaces and peer classroom coverage to address urgent needs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Overall, estimated actual costs were not materially different from budgeted expenditures. Savings from vacancies/staff shortages were offset by increased costs of salaries.

An explanation of how effective the specific actions were in making progress toward the goal.

The implementation of actions within Goal 8 have furthered the district's efforts to 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. During 2021-22, maintenance and facilities staff worked to ensure that school facilities were kept safe, clean, and in good repair. (Action 8.1) Specific efforts included the roll-out of hydration stations that offer touchless refilling of water bottles and ongoing support for mitigating COVID transmission through appropriate facilities and cleaning protocols. The Academic Office completed their review and adoption process for Grades K-5 Science Instructional Materials, with plans to implement in 2022-23. (Action 8.2) The New Teacher Support office continued to provide support for new teachers through pre-induction, induction, and Career and Technical Education. (Action 8.4) Fall 2021 included an accreditation visit by the California Commission on Teacher Credentialing (CCTC) and staff are working to address the feedback left by reviewers. New Teacher Support staff continue to enroll all newly hired teachers into support programs. The most significant challenge within this goal during 2021-22 has been ensuring that all classrooms are fully staffed by highly qualified teachers. (Action 8.3) The existing staffing shortages exacerbated by the COVID-19 pandemic have increased the number of classroom vacancies and have prevented the full achievement of this goal in the current year. More recent efforts by the district to develop employee pipelines and target new recruitment/retention efforts were articulated in the Educator Effectiveness Block Grant plan in December 2021. It is hoped that these efforts will have short and long-term impacts on the ability of the district to attract and retain classroom teachers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Two new actions have been added to Goal 8 for the 2022-23 school year. These establish alignment between Goal 8 and the ESSER III Expenditure Plan and Educator Effectiveness Block Grant (EEBG). Action 8.5 (Employee Pipelines) focuses on the critical need to develop and implement pathways for employees and community members to acquire credentials, in particular teaching credentials. Action 8.6 (Recruitment and Retention) acts on the urgent need to expand the districts effort to recruit, develop, and retain talent. This is especially important with regard to recruiting and retaining a diverse teaching staff that reflect the demographic composition of SCUSD's student body.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
9	Provide every SCUSD student eligible for special education support and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.

An explanation of why the LEA has developed this goal.

As discussed in the plan summary, the performance of Students with Disabilities as reflected on the California School Dashboard in 2017 through 2019 has placed SCUSD in Differentiated Assistance status and informed the development of this student group-specific LCAP goal. SCUSD has been eligible for Differentiated Assistance based on the performance of Students with Disabilities for three consecutive years. In the most recent Dashboard with Performance Results (2019), Students with Disabilities had Red performance levels for Graduation Rate, English Language Arts, and Mathematics and Orange performance levels for Chronic Absenteeism, College/Career Preparedness, and Suspension Rate. This placed Students with Disabilities in the lowest (Red) or next to lowest (Orange) performance level for all Dashboard Indicators. While the 2020 and 2021 Dashboard have not included performance level results due to the impacts of the COVID-19 pandemic, the available results, as discussed in the plan summary, have continued to reflect significant disparity in the outcomes for Students with Disabilities across these dashboard areas.

The need to ensure that all students eligible for special education support and services are served in the least restrictive environment - with standards-aligned instruction that enables them to meet or exceed standards - has been a point of educational partner advocacy and a district priority. SCUSD's data, while showing some recent improvements, still has a 22% rate of students with disabilities in regular class less than 40% of the time (statewide target is less than 20.6%) and a 5.7% rate of students with disabilities participating in a separate school (statewide target is less than 3.6%). Educational partners have reiterated that there are many students in the district who could benefit from a more inclusive educational environment and that focused training, improved instructional practices, and shifting systemic beliefs in this area are essential to improve outcomes for students with disabilities.

This goal has strong alignment to existing actions and metrics throughout the LCAP that are specific to students with disabilities. This includes actions 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). In the measurable outcomes section below, it has been noted where key metrics appear in other goals. While redundant actions are not included, it is helpful to note that actions such as Action 1.10 (Transition Planning for Students with Disabilities), 1.11 (Post-secondary tracking of Students with Disabilities), 2.4 (Multisensory Reading Intervention), 4.7 (Behavior Interventions and Data Management), and 5.9 (Special Education Adult Professional Learning) are working in alignment with this goal.

Note:

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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9A (Also 1Q) **Post-Secondary Outcomes** Rate of student respondents that are enrolled in higher education or competitively employed. **Source:** SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 37.28% Statewide Target: >74.4%	2019-20: 77.4% Statewide Target: >74.4%	To be reported in 2022-23	To be reported in 2023-24	2023-24: 83.4% Statewide Target: >74.4%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9B **4 Year Cohort Graduation Rate** Combined graduation rate, which reflects all students who: (1) graduate in four years as part of the most current graduating class and (2) graduate in five years as part of the prior year graduating class. **Source:** SpED Annual Performance Report (APR). Note: APR includes dependent charter data	2018-19: 66.02% Statewide Target: >90%	2019-20: 66% Statewide Target: >90%	To be reported in 2022-23	To be reported in 2023-24	2023-24: 70% Statewide Target: >90%
9C (Also 2T) **Least Restrictive Environment** Rate of students with disabilities in Regular Class more than 80% **Source:** SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 57.67% Statewide Target: ≥52.2%	2019-20: 54.1% Statewide Target: ≥53.2%	To be reported in 2022-23	To be reported in 2023-24	2023-24: 60% Statewide Target: ≥53.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9D (Also 2T) **Least Restrictive Environment** Rate of students with disabilities in Regular Class less than 40% of the time. **Source:** SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 23.79% Statewide Target: ≥21.6%	2019-20: 22% Statewide Target: ≥20.6%	To be reported in 2022-23	To be reported in 2023-24	2023-24: 20% Statewide Target: ≥20.6%
9E **Least Restrictive Environment** Rate of students with disabilities participating in a separate school. **Source:** SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 6.27% Statewide Target: ≤3.8%	2019-20: 5.7% Statewide Target: ≤3.6%	To be reported in 2022-23	To be reported in 2023-24	2023-24: 4% Statewide Target: ≤3.6%

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Preschool District Capacity Assessment (New)	Conduct a cross departmental District Capacity Assessment with Child Development and Special Education which will inform the development of a SCUSD Capacity Action Plan. The action plan will support a common infrastructure for the implementation of effective innovations to achieve desired outcomes for students.	$10,000	N
9.2	Educational Technology for Students with Disabilities (New)	Establish a Department Computer Support Technician position and provide educational technology (including hardware, software, and connectivity) for special education students and staff. These actions will support regular and substantive educational interactions between students and their special education service providers and student access to assistive technology. Reference: Action B21 in ESSER III Expenditure plan	$1,000,000	N
9.3	Expanded Special Education Staffing (New)	Additional special education staffing to expand student access to appropriately credentialed/licensed special education providers and district access to special education leadership positions, which support the organization and appropriate supervision of staff. Reference: Action B22 in ESSER III Expenditure plan	$12,000,000	N
9.4	Team Engagement specific to the needs of Students with Disabilities (New)	Develop and invest in opportunities to engage diverse teams to monitor improvement, build professional capacity, and build towards long-term restorative change. This includes investments in adult professional learning for staff and community regarding legal compliance and effective instructional practices, educational partner engagement, and regular collaboration work which fosters continuous improvement practices that positively impact students with disabilities. Reference: Action C1 in ESSER III Expenditure Plan This action closely aligns to actions 2.1, 2.4, and 2.6.	$4,000,000	N

Action #	Title	Description	Total Funds	Contributing
9.5	California Commission on Teacher Credentialing (CCTC) Authorization Alignment (New)	Review and, where necessary, update special education job descriptions to ensure qualifications and duties align with California Teacher Credentialing requirements and authorizations.	$5,000	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal is new and was not included in the 2021-22 LCAP. Analysis of implementation for the 2022-23 year will be included in the next LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal is new and was not included in the 2021-22 LCAP. Analysis of implementation for the 2022-23 year will be included in the next LCAP.

An explanation of how effective the specific actions were in making progress toward the goal.

This goal is new and was not included in the 2021-22 LCAP. Analysis of implementation for the 2022-23 year will be included in the next LCAP.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

This goal is new and was not included in the 2021-22 LCAP. Analysis of implementation for the 2022-23 year will be included in the next LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
10	SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided the appropriate family, academic social/emotional, behavioral, health, and other services. The percentage of all socioeconomically disadvantaged students who are identified as homeless will increase and approach the expected 5-10% rate.

An explanation of why the LEA has developed this goal.

As discussed in the plan summary, the performance of Homeless Youth as reflected on the California School Dashboard in 2017 through 2019 has placed SCUSD in Differentiated Assistance status and informed the development of this student group-specific LCAP goal. SCUSD has been eligible for Differentiated Assistance based on the performance of Homeless Youth for three consecutive years. In the most recent Dashboard with Performance Results (2019), Homeless Youth had Red performance levels for Chronic Absenteeism, English Language Arts, and Mathematics and an Orange performance level for College/Career Preparedness. This placed Homeless Youth in the lowest (Red) or next to lowest (Orange) performance level for four out of six Dashboard Indicators. While the 2020 and 2021 Dashboard has not included performance level results due to the impacts of the COVID-19 pandemic, the available results, as discussed in the plan summary, have continued to reflect significant disparity in the outcomes for Homeless Youth across these dashboard areas.

With national and state guidance indicating that, on average, a district's identified homeless youth population should be approximately 5-10% of their low-income population, SCUSD has a chronic under-identification issue. On the most recent California School Dashboard (2021), SCUSD had 272 identified homeless youth and 27,906 socioeconomically disadvantaged students (~1%). Accurate and efficient identification of homeless youth status is a key first step to the provision of many other services including housing, health, academics, social/emotional, behavioral, and more. Effective identification is a necessary precursor to the wrap-around supports that will enable improvement across the dashboard indicators, including the areas in red on the 2019 Dashboard - Chronic Absenteeism, ELA, and Math.

This goal has strong alignment to existing actions and metrics throughout the LCAP that are specific to Homeless Youth. While redundant actions are not included, it is helpful to note that actions such as 3.2 (Services and support for Homeless Youth) and 3.18 (Site Assistance to improve supports for Foster and Homeless Youth) are in alignment with this goal.

Note:

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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10A **Overall Identification Rate** Percentage of Total Low Income Student group that are identified as Homeless Youth Source: CA School Dashboard	2020 Dashboard: 0.86%	2021 Dashboard: 0.97%	To be reported in 2022-23	To be reported in 2023-24	5%
10B **Identification Process** Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused Source: Homeless Youth Services records	Baseline: 0	N/A	To be reported in 2022-23	To be reported in 2023-24	7%

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Professional Development to Build Staff Capacity to Identify and Support Homeless Youth (New)	Develop and provide professional development for staff to expand the awareness of homelessness, build understanding of the homeless identification process, and provide tools and strategies for making appropriate referrals and providing support. Homeless Services has recently developed and released on-line training tools that are available for all SCUSD staff. These are focused on helping staff to understand the unique needs of students experiencing homelessness and how to identify students and link them to supports. They include flyers, policy documents, and examples of surveys. The online training webinar can be found here: https://drive.google.com/drive/folders/1pMWVIGEaLIp-iVa5V6JAHV1-syuqOx9- Homeless Services staff will continue to provide direct trainings, facilitate access to online trainings, and work with staff individually to identify and link homeless youth to supports.	$0 Note: This action's costs are included in the overall Homeless Youth Services (HYS) budget in Action 3.2	N
10.2	Increase and improve referral processes for homeless identification (New)	Continue to develop and refine procedures and policies for referral of students and families to be identified as Homeless. Recent improvements include the development and implementation of a universal housing survey. This survey will be sent to all families in the district twice each year, as well as to any newly enrolled students upon entry to the district. Families that indicate housing instability will be identified and offered supportive services for homelessness.	$0 Note: This action's costs are included in the overall Homeless Youth Services (HYS) budget in Action 3.2	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

This goal is new and was not included in the 2021-22 LCAP. Analysis of implementation for the 2022-23 year will be included in the next LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

This goal is new and was not included in the 2021-22 LCAP. Analysis of implementation for the 2022-23 year will be included in the next LCAP.

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Goal

Goal #	Description
11	All Foster Youth demonstrating below-grade level academic proficiency will be provided 1 on 1 and/or small group tutoring services to support their accelerated progress toward grade-level standards.

An explanation of why the LEA has developed this goal.

As discussed in the plan summary, the performance of Foster Youth as reflected on the California School Dashboard in 2017 through 2019 has placed SCUSD in Differentiated Assistance status and informed the development of this student group-specific LCAP goal. SCUSD has been eligible for Differentiated Assistance based on the performance of Foster Youth for three consecutive years. In the most recent Dashboard with Performance Results (2019), Foster Youth had Red performance levels for Suspension Rate, Graduation Rate, and Mathematics and an Orange performance level for English Language Arts. This placed Foster Youth in the lowest (Red) or next to lowest (Orange) performance level for four out of six Dashboard Indicators. While the 2020 and 2021 Dashboard has not included performance level results due to the impacts of the COVID-19 pandemic, the available results, as discussed in the plan summary, have continued to reflect significant disparity in the outcomes for Foster Youth across these dashboard areas.

Receiving timely intervention (such as tutoring) based on accurate assessment of needs is a critical factor in achieving ELA and Math proficiency, as well as an important precursor step towards graduation. Receiving appropriate academic supports and accelerating progress toward grade level proficiency is also a key factor in increasing overall student engagement and a mitigating factor for Suspension Rate, Attendance issues, and other behavioral factors.

This goal has strong alignment to existing actions and metrics throughout the LCAP that are specific to Foster Youth. While redundant actions are not included, it is helpful to note that actions such as 3.1 (Services and support for Foster Youth) and 3.18 (Site Assistance to improve supports for Foster and Homeless Youth) are in alignment with this goal.

Note:

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 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11A **Provision of Tutoring Services** Percentage of Foster Youth with below-grade level Math and/or ELA proficiency who were offered and received Tutoring Services Source: Foster Youth Services	2021-22: 32% of Foster Youth below grade level are receiving services based on Yellow/Red category status in the Early Identification and Intervention System (EIIS). The 32% does not include students who have been offered services but are awaiting a tutor assignment.	32% The current year (2021-22) is the baseline year for this metric.	To be reported in 2022-23	To be reported in 2023-24	100%
11B **Academic Improvement** Percentage of foster youth that gain at least one month of academic growth for every month of tutoring support Source: Foster Youth Services	Baseline: 0	Post-Assessment data for 2021-22 will be available after 6.30.22	To be reported in 2022-23	To be reported in 2023-24	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11C **Attendance Improvement** Percentage of Foster Youth who demonstrate 90% or greater attendance Source: Foster Youth Services	2020-21: 44%	2021-22: 49% (Data to 5.25.22)	To be reported in 2022-23	To be reported in 2023-24	100%

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Tutoring Services for Foster Youth (New)	Foster youth students who have been identified as having the greatest need for tutoring services (i.e. falling below grade level academically) are eligible for 1:1 or small group tutoring services. Tutoring services are provided by an outside contracted provider. All tutoring services are tailored to each foster youth student's needs. Note: Action B4 in the ESSER III Expenditure plan provides additional funding for Foster and Homeless Youth Tutoring in 2022-23 and 2023-24.	$250,000	Y
11.2	Individualized Case Management (New)	Case management is an approach-based method that is used to provide direct services to individualized populations. It entails developing a plan of action between the Foster Youth Services case manager and the student. Case plans should reflect the preferences and interests of the individual being served. Strong emphasis is placed on enabling the student to make positive decisions and empowering them to propel themselves through life. Note: Costs for this action are included in action 3.1.	$0	Y

Goal Analysis for 2021-22

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for [LCAP Year]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$86,919,594	$8,347,090

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.1%	2%	$6,875,281	26.1%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

There are several actions that are being implemented across the district that are increasing or improving services for unduplicated students. Most of these are continued from the 2021-22 LCAP and the explanation below includes discussion of outcome data and implementation results.

Counselors, Master Schedule Director, and Credit Recovery Programming (Actions 1.3, 1.4, 1.5)
SCUSD's unduplicated students lack access to academic counseling services and college readiness activities as compared to peers who have more financial resources, speak English at home, or have family members who have graduated college. Many will be the first in their family to pursue postsecondary education. Implementing robust and predictable academic counseling services provides all students guidance to support their successful navigation of high school and the path to college and career. SCUSD has designed its counseling services and academic programming intentionally to focus on the needs of unduplicated students.

The Master Schedule Director was introduced as a key action to apply the district's equity lens. Providing districtwide guidance for allocation of staffing and course scheduling has supported more equitable access to courses for target student groups. Examples of efforts include preregistration of students into selected college prep courses and consolidation of multiple versions of similar courses to reduce tracking of students. Counseling staff review the progress of students and provide guidance to ensure that students stay on track for graduation and can equitably access college preparatory and advanced coursework. This is intended to support unduplicated students in particular, as they

are historically less likely to self-advocate or have family who have graduated from college at home. The Master Schedule Director carefully reviews credit recovery programming to ensure that students who have fallen off-track for graduation and college eligibility make progress, or are provided intervention support to accelerate progress. Recent efforts have included collaboration with the Multilingual Literacy department to ensure that staffing allocations are sufficient to provide English Learners ELD courses at their appropriate language levels. Credit recovery options include the central Sacramento Accelerated Academy campus and school-based options. Total course completions within the district's credit recovery program have remained robust, with 5,435 in 2018-19, 5,447 in 2019-20, and 6,654 in 2020-21. From 2016-17 to 2019-20, four-year cohort graduation rates improved from 81.2% to 86.5%. Rates dipped slightly in 2020-21 to 85.8%. UC/CSU 'a-g' completion has also shown steady increases from 2016-17 (44%) to 2020-21 (54.4%). The Master Schedule Director meets regularly with Assistant Principals to guide counseling and credit recovery implementation. District staff also meet directly with counselors to provide support specific to their site and individual needs. While graduation rates from 2017-18 to 2020-21 have improved slightly for all students and improved significantly for some student groups (English Learners (69.8% to 79.8%), Students with Disabilities (60.1% to 66.8%), and African American students (71.1% to 78%)), significant performance gaps still remain for many student groups. Several of these groups did not demonstrate accelerated improvement and one, Foster Youth (67.5% to 59.4%) decreased over the four years. As SCUSD continues to provide these services, targeted efforts will continue to focus even further on the disproportionately affected students with high needs to ensure that all student groups increase their graduation rate and become college and career ready. These efforts include collaboration between counselors and Homeless Youth Services and Foster Youth Services staff to provide targeted support and prioritize these student groups during registration and for credit recovery. Additional activities principally benefitting unduplicated students will include at-risk conferencing, campus visits, scholarship assistance, and college and career awareness activities. 2022-23 will also mark the launch of Middle School college and career readiness labs across the district.

Career and Technical Education (CTE) Programs (Action 1.1)
Career Technical Education (CTE) is an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. The CTE pathways in SCUSD enable students to develop specific skills that can lead to future employment and integrate their learning through curriculum with direct application to real-life contexts. From 2018-19 to 2021-22, enrollment in CTE pathways has gone up from 20.8% of 9-12 students in 2018-19 to a high of 24.3% in 2020-21, before returning back to 20.5% in 2021-22. This rate has been slightly higher for socioeconomically disadvantaged students each year (20.7% in 2021-22). The percentage of graduates completing a CTE pathway increased from 8.9% in 2018-19 to 14.7% in 2020-21. This represented a significant increase over the previous year (10.9% in 2019-20). Building on this demonstrated growth in completion, the district must not only maintain, but also expand CTE opportunities. This need has been emphasized across educational partner groups with particular importance for high-needs student groups. The district's Student Advisory Council included a specific focus on career preparation in their 2020-21 recommendations to the board, citing the need to expand program offerings, increase the information students receive about career/trades options, and reduce the overall stigma associated with trade occupations. Staff have noted that increasing the number of students who successfully complete a CTE pathway will have a positive impact on students' post-secondary success, and will be documented by the district's indicator of overall college and career readiness on the Dashboard. Efforts moving forward include the continued implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Specific supports for students to complete CTE pathways are being expanded through partnership with Youth Development Support Services. This partnership is providing and will continue to provide college mentors and after-school staff support to guide students through the California

College Guidance Initiative (CCGI) modules. Additional college mentors will be hired to provide targeted support to CTE students to strengthen their engagement within pathways and to develop post-secondary transition plans.

Advanced Learning and Exam Fees (Actions 1.6, 2.2)
Advanced learning opportunities, including Advanced Placement and Gifted and Talented Education (GATE), provide specific curricula aimed at challenging students at the appropriate level. SCUSD educational partners have identified a need to increase diversity in criteria-based programs such as GATE and AP. The Advanced Learning Coordinator works to create common goals for student success; increase opportunities for low income students, English learners, and students of color; and reinforce the importance of students being prepared for the greatest variety of options after high school. From 2016-17 to 2021-22, the percentage of English Learners enrolled in AP courses increased 5 percentage points. Over the same period African American students increased by 3.1 percentage points. This is a metric that the district continues to monitor and seeks to improve significantly. Increasing the proportional representation within GATE also remains a priority. The LCAP includes metrics specific to overall GATE demographics and GATE identification so that the district can monitor the representation of student groups in GATE relative to their overall proportion in the student population. Available data demonstrates that, within the cohort of students who are identified as GATE, White students and students of two or more races are significantly overrepresented while English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and Hispanic/Latino students are underrepresented. This remains an area of focus for the district moving forward.
SCUSD will continue to provide funding for students to take exams supporting college and career readiness. These include Advanced Placement (AP) exams, International Baccalaureate (IB) exams, and PSAT/SAT exams. AP and IB exams provide opportunities for students to demonstrate their learning and earn college credits and the PSAT/SAT exams are important steps in the college readiness pathway. As all three types of exams can present a significant funding challenge for students and families, providing this funding at a district level removes a key barrier to students accessing not only the full scope of the AP/IB course, but also the potential benefits of success on the exam. From 2017-18 to 2019-20, the number of AP examinations taken by SCUSD students (not including charter schools) increased from 2606 to 3497. This significant increase corresponded to the implementation of this action and reinforces the need to maintain this support. When this action was included as a potential cut within the district's fiscal recovery plan list, educational partner input from students, families, and staff was emphatic in that this should not be considered as a potential cost savings and was far too valuable a resource to eliminate, particularly for our socioeconomically disadvantaged students who might not otherwise be unable to access the opportunities. Counseling staff reach out to families to ensure that they are aware of the opportunity to take these exams at no cost. This is intended to specifically inform families for whom the cost of exams may be a perceived barrier to enrolling in the course.

International Baccalaureate Programs (Action 1.7)
International Baccalaureate (IB) Programs at Luther Burbank High School, Kit Carson International Academy, and Caleb Greenwood Elementary School provide students the opportunity to participate in a rigorous, engaging, and college preparatory program that is aligned to international standards. These programs are intended to primarily serve SCUSD's unduplicated student population. In locating the programs at Luther Burbank and Kit Carson, these programs in particular are serving a high percentage of low-income students. On the 2021 Dashboard, Luther Burbank's student population included 89.1% socioeconomically disadvantaged students and Kit Carson's included 64.8%. Past analysis of the students at Luther Burbank participating in IB showed that the percentage of socioeconomically disadvantaged students in IB was proportional to the overall school population. All students in Kit Carson are considered to be in the IB program. The IB program not only engages students in rigorous, college preparatory experiences (IB exams can earn students college credit in a manner

similar to Advanced Placement (AP)), but also is focused on critical thinking skills, nurturing curiosity, and developing the ability to solve complex problems. These areas of focus are embedded within an overall emphasis on intercultural understanding and respect, encouraging students to think critically about the local and global contexts and develop multilingualism. As these programs have continued to develop and mature, recent results demonstrate that they are improving outcomes. From 2018-19 to 2020-21, the percentage of all IB exams taken that were passed increased from 15.4% to 30.9% and the percentage of diploma programme candidates that completed the full IB diploma (A student must pass multiple exams and complete additional requirements) increased from 3.3% to 29.6%. These results do indicate that there is significant room for improvement while also showing that the program is improving outcomes.

Class Size Reduction and Targeted Staffing Support (Actions 2.8 and 2.9)
SCUSD is maintaining the use of supplemental and concentration funds to reduce class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. Targeted school assistance is provided during the annual staffing and budget development process. The targeted assistance allows the district to maintain schools and school sites to maintain programs above and beyond what would be possible with base funding alone. There is community interest in maintaining the breadth and depth of program offerings. In the board's consideration of the Fiscal Recovery Plan (FRP) proposals during the 2020-21 school year, educational partners emphasized the importance of maintaining current program offerings that enable the district to meet a range of student and family needs and interests.

Collaboration Time (Action 2.10)
SCUSD provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. Teacher professional communities that are part of practice (and not an "add-on") are an effective way to build pedagogical knowledge. (Darling-Hammond, L. [2005] Professional Development Schools: Schools for Developing a Profession). The LCAP includes a new metric to monitor the explicit use of collaboration time to meet the needs of and improve outcomes for unduplicated pupils and students with the highest needs. Site administrators will provide a report of how collaboration time is used at their school site, including ways in which unduplicated student needs are specifically being considered and met through this action. This time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs. These include an effective Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and effective Designated and Integrated ELD. The provision of regular time to focus on the school's Single Plan for Student Achievement and the district's strategic goals and related initiatives will ensure that schools are able to consistently engage in professional learning activities that enable them to successfully implement and sustain key efforts in service of unduplicated students.

Restructured Salary Schedule (Action 2.11)
In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. (Carver-Thomas and Darling-Hammond [2017] Teacher Turnover: Why It Matters and What We Can Do About It). With a competitive salary and benefit package, the district expects to see a reduction of teacher turnover and the retention of experienced classroom teachers, as well as an increased ability to recruit highly qualified candidates who will be effective in

improving the academic outcomes of the unduplicated students who are the majority of our district. To more effectively evaluate the impact of this action moving forward, specific metrics will be developed and implemented by the Human Resources department to monitor rates of teacher turnover/retention and the recruitment/hiring of highly qualified candidates. Being able to recruit, hire, and retain highly qualified teachers, including teachers who reflect the racial, ethnic, and linguistic demographics of the district remains a key priority for improving unduplicated student outcomes.

Secondary Librarians (Action 2.14)
District Librarians continue to be an important resource provided to all secondary schools. The California School Library Association describes the need for students to "read critically, write more persuasively, and interact with information effectively" as they work to meet the Common Core State Standards. District librarians provide additional support to meet these needs beyond what is provided in the classroom. Additionally, low-income students are more likely to lack access to technology supports and funds to purchase books. Of the 30 Sacramento Public Library locations, only three are located in the high-poverty region of South Sacramento. Research demonstrates that "…the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities." (Lance & Schwarz, 2012) SCUSD will provide librarians on a districtwide basis to secondary schools, to ensure that programming is coherent across sites. District librarians will advertise library hours and the resources they offer through the range of available communication channels so that students and families are aware of the opportunities present. The previous LCAP identified improvements in college and career readiness as a key indicator of success. From 2016-17 to 2019-20, the college and career readiness of unduplicated student groups did show some improvement as measured by the Dashboard College/Career Indicator. English Learners improved from 15% to 18.7%, Foster Youth from 5.3% to 30%, and Socioeconomically Disadvantaged students from 31.8% to 37.6%. Homeless Youth decreased from 19.3% to 12.3%. While a high-level indicator such as College and Career readiness cannot be solely linked to an action such as District Librarians, access to the wide range of resources and instructional supports that are available through school libraries remains an important piece of the district's overall efforts to improve outcomes for target student groups.

Professional Development (Curriculum Coordinators and Training Specialists) (Action 2.1)
The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in past years on implementation of the ELA/ELD framework through the Language Arts adoption, more recent efforts have focused on the rollout of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. Overall, this action is intended to improve outcomes for unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments. The efforts during 2018-19 to implement the new English Language Arts curriculum did correlate to a significant increase in English Language Arts on the state assessment, increasing 5.2 points as measured by Distance from Standard met. Socioeconomically Disadvantaged students improved by 5.7 points, Foster Youth by almost 17 points, and English Learners by 1.4 points. Homeless Youth decreased by almost 11 points. Overall, all groups performed well below the 'Standard Met' threshold and much room for improvement remains. The ongoing collaboration of Curriculum and Instruction staff with colleagues to improve outcomes for unduplicated

students is critical. Strengthening the collaboration with Multilingual staff to support English Learners will continue through targeted professional development such as LETRS (Language Essentials for Teachers of Reading and Spelling) training for staff.

Student Support Services (Student Support and Health Services and Enrollment Center) (Actions 3.8, 3.10, 3.11)
The student support and health services provided by district nurses, social workers, the Enrollment Center, the Connect Center, and site-based Student Support Centers are important parts of the district's effort to provide students wrap-around supports. Student Support Centers are located at 34 of the district's schools (an increase of 5 sites since the previous year). Most of these schools are near or above 75% for their percentage of socioeconomically disadvantaged students. Student Support and Health Services (SS&HS) efforts are especially focused on students who have less access outside school to mental and physical health care and resources. With youth in Sacramento County who reside in socioeconomically disadvantaged communities having a higher-than-average rate of chronic diseases and less access to health care, schools play a critical role in providing these resources. Additional social, emotional, and mental health supports has been a priority expressed ongoing and emphatically across educational partner groups. The need for more mental health counseling and access to social workers has recurred throughout engagement activities. The need for these supports as evidenced by Chronic Absenteeism Rates remains. With 2020-21 chronic absenteeism rates at 18.6% for all students, significantly higher rates were observed for Foster Youth (33.9%) and Homeless Youth (71.4%). During the pandemic, the gap has widened for both student groups as well as African American students (38.6% in 2020-21 and Native Hawaiian or Pacific Islander students (37.4%). In response to these needs and the other emergent needs in the past 15 months, SS&HS staff have increased the scope of services provided significantly. Through the first quarter of 2021-22, Tier 2 interventions were up 12% and Tier 3 interventions were more than double pre-pandemic levels. During the first quarter of 2021-22, Student Support and Health Services staff served 9,332 students through a total of 32,860 services across all Tiers. The SS&HS department has recently re-worked their service model to create three regional student support centers that will distribute the efforts of the existing central connect center into regional hubs. Each regional center will have a coordinator and 5-6 school social workers that serve a cluster of schools. The coordinator will organize community supports at these schools, provide professional and clinical supervision for the social workers, and ensure that MTSS practices are aligned with those at the school sites. The intention is to operationalize this plan in 2022-23.

While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These include an immunization clinic, family services, a summer feeding program, and services for families in transition. These are in addition to the core function of a more efficient enrollment process to place students and families into schools. The Enrollment Center also houses the Matriculation and Orientation Center (MOC), which is detailed in a separate action specific to translation and interpretation. Access to translation and interpretation is a key resource for English Learners and families as they interface with the district for the first time or to navigate the complexities of enrollment. A key mid-year addition in 2021-22 that will build into the coming year is a staff member providing interpretation and translation in Arabic, Dari, Pashto, and Farsi. This has been particularly important as the district strives to support arriving Afghan families in their transition to the district.

Social Emotional Learning (SEL) and Anti-bias/Anti-racism Professional Learning (Actions 4.1 and 4.4)
Social Emotional Learning (SEL) remains an important program in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. It provides both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. SEL is also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. Anti-bias/Anti-racism professional learning aims to actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism. Training will deepen self-awareness and anti-racist capacity to support a common understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) & 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. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. SEL aligns to the district's core value and need to interrupt systems that are inequitable. Suspension Rates in the district continue to demonstrate inequitable outcomes across student groups. In 2018-19 and 2019-20, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students had suspension rates above that of 'All students.' Significantly higher rates have also persisted for African American students and Students with Disabilities. 2020-21 Suspension rates are difficult to draw conclusions from, as there were very few suspensions across the district during the distance learning context. 2021-22 rates through March demonstrate that multiple student groups, including Foster Youth (12.7%), Students with Disabilities (6.2%), and African American students (9.2%) have rates significantly higher than 'All students' (3.3%). SEL efforts continue to include professional development for the integration of SEL into instruction and implementation of the districts core SEL practices. School climate survey results for spring 2022 affirm the need for continued focus in SEL to improve school climate and connectedness. Overall results for perception of safety among students (63% were down 10 percentage points from spring 2021 and perception of connectedness decrease 5 percentage points from 72% to 67%. SEL efforts are part of the district's overall implementation of a Multi-Tiered System of Supports (MTSS). This alignment enables the district to provide targeted support at schools within each MTSS cohort to ensure that systems are unified within each site and across the overall cohort of schools. This alignment will support improvement in data-based decision-making, a foundational aspect of MTSS. As needs are identified, students are connected to supports and staff direct resources to be used in the most efficient and effective manner.

District Parent Resource Center and Parent Teacher Home Visits (Actions 5.1, 5.2)
The District Parent Resource Center implements a range of engagement opportunities including the Parent Information Exchange (PIE) meetings and Parent Leadership Pathway Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or families of students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Center establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. Capacity-building opportunities during the pandemic have required significant modification due to the COVID-19 context. The challenges associated with the COVID-19 pandemic have required the FACE team to adapt their approach to the Parent Leadership Pathway program, Parent

Information Exchange, and other long-standing activities. 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 participated in FACE online trainings and the Resource Center has served over 2,400 parents/caregivers.

The Parent Teacher Home Visit (PTHV) program is implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. This program is intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. These students often come from one or more unduplicated categories. The focusing of the program at Title 1 schools targets the resources at sites that have the greatest need. During the 2020-21 school year, the PTHV program conducted 3,736 home and bridge (virtual) visits. This represents a significant growth over the number of contacts in past years. While initially challenging, the ability of the PTHV program to pivot to a virtual visit model has significantly expanded the capacity of the program to serve a range of family needs. Both in-person and virtual formats are now options for families and staff to connect. Staff interest in conducting visits has increased as teachers and colleagues have found the visits to result in increased connection to students and families, especially those who have been less connected to date. Staff are making progress toward the recently-added target of all participating sites reaching a 10% student participation level. To date for 2021-22, 26% of participating sites have reached the target. PTHV has found that exceeding the 10% threshold can have a positive effect school wide and the national organization for Parent Teacher Home Visits has shared results from multiple studies that demonstrate the positive effects of participating in the program. These include interrupting the assumptions and implicit biases that educators and family members have about each other and building positive relationships between educators and families.

Family Communication Tools (Action 5.5)
Gaps in attendance and engagement for unduplicated students, in particular Foster Youth and Homeless Youth, have persisted and been exacerbated during the COVID-19 pandemic. The 2019-20 Chronic Absenteeism rate for all students was 11%. Rates for Foster Youth (21.4%) and Homeless Youth (42.8%) demonstrate significant need for improvement. In 2021-22 through May 2022, the rates for Foster Youth (55.1%) and Homeless Youth (80.1%) were extremely high and well beyond the rate for all students (40.7%). The use of specific family outreach methods to increase partnership with parents/caregivers to increase student engagement and reduce chronic absenteeism is an important aspect to addressing these gaps. The EveryDayLabs platform facilitates delivery of personalized messages to families based on an analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support. The EveryDayLabs platform also provides a suite of user-friendly attendance dashboards for staff to support their site-based family communication. This is an important tool in service of the overall MTSS/data-based decision-making effort that is occurring districtwide to improve outcomes for students with the highest needs. Research shows that attendance is fundamental to keeping students on track. The communication tool aims to help keep students on track by using absenteeism data to deliver and align supports in partnership with families. It is also intended to reduce the efforts needed from school leaders to recreate the data analysis wheel and identify key student needs.

Extra and Co-Curricular Opportunities and Visual and Performing Arts (VAPA) Opportunities (Actions 2.21 and 2.16)
SCUSD is a high-poverty district, and students often lack the opportunities that are possible in a more affluent community. Student input has continued to affirm the desire for more engaging experiences outside of the classroom including extra and co-curricular opportunities. The activities proposed in these two actions seek to mitigate the effects of poverty on students by providing access to College Visits, Field Trips, and other experiential learning opportunities, elementary athletics, and Visual and Performing Arts (VAPA) opportunities. These activities are intended to primarily benefit students who are low income, as they may not have the same access to such opportunities outsider of school. Improved engagement, as evidenced by improved attendance, reduced suspension, and improved reporting of connectedness on the annual School Climate survey are the desired outcomes. While many of these activities were significantly limited during the 2021-22 school year due to the COVID-19 context, they remain more important than ever as the district strives to provide students more opportunities to engage in enriching experiences inside and outside the classroom with their peers.

School Psychologists (Action 3.3)
School Psychologists funded above formula will target unduplicated students with evaluations that can connect student needs and intervention support. Data shows a disproportionate number of African American students are identified as students with disabilities. Learning disabilities can be mitigated with early identification. Increasing the number of positions will enable psychologists to regularly participate in site-based intervention development and review systems, Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs. As evidenced in the intersectionality table in the plan summary, English Learners, Foster Youth, Homeless Youth, and Low Income students are overrepresented in the group of Students with Disabilities relative to their proportions among 'All students.' Increasing the number of psychologists will support unduplicated students in both the increase in supports to students with disabilities AND in the expanded support for identified students who require more support through the SST and other targeted intervention processes.

Department-level Data-based Decision Making (Action 1.9)
Student feedback gathered in focus groups during 2018-19 declared high levels of stress over their workload, and a need to have more connection with educators. Funding for stipends is being maintained so that secondary department heads can look at student needs, plan, and provide interventions for students who are off track. This funding ensures that our unduplicated students' schedules are visible to the curricular leads, and will improve high school achievement indicators, and increase staff engagement with students. Time spent in department meetings should include looking at student work and/or data and collaborating on what interventions, supports and extensions to put into place. This action ensures that departments, led by the department heads, are able to spend the time on data analysis to make the learning of our unduplicated students visible, so that appropriate interventions, supports and interventions can be put into place.

Site-determined, SPSA-based actions (Actions 1.8, 2.17, 2.18, 2.19, 2.20, 3.16, 4.5, 4.6, 5.6)
Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are used to implement actions/strategies that benefit the targeted student groups identified by the site's Needs Assessment. Actions are described by each school site in their School Plan for Student Achievement (SPSA) and each school site defines measurable outcomes for monitoring progress and measuring effectiveness. Actions or strategies in each school's SPSA support achievement of the school's established goals, which represent each site's efforts to achieve the overall goals present in the district's LCAP. Examples of actions/strategies in Goal 1 include increased counseling services, expanded credit recovery options, and field trip experiences.

Examples of actions/strategies in Goal 2 include bilingual instructional aides, targeted academic intervention, after school tutoring, and professional development for staff. Examples of actions/strategies in Goal 3 include staffing for Student Support Centers, programs and materials to incentivize positive attendance, and enrichment experiences. Examples of actions/strategies in Goal 4 include Social Emotional Learning (SEL) programs, Positive Behavioral Interventions and Supports (PBIS) efforts, and professional development. Examples of actions/strategies in Goal 5 include additional Parent Teacher Home Visits, family/community events, Parent Resource Center supports, and time/staff to engage in school-home outreach. Appendix C provides details for which schools have allocated funds within each of these actions for the 2022-23 school year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Overall, services for Foster Youth, English Learners, and low-income students are being increased or improved through a range of actions that include actions focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that are funded only/primarily by LCFF Supplemental and Concentration Grant funds and implemented broadly, with the expectation that implementation is principally benefitting unduplicated students.

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:
- Career and Technical Education (CTE) Pathways and Programs (1.1)
- Counselors, Master Schedule Director, and Credit Recovery Programming (1.3, 1.4, 1.5)
- Exam Fee Support (IB, AP, PSAT/SAT) and Advanced Learning staffing (1.6, 2.2)
- Additional support for International Baccalaureate (IB) Programs (1.7)
- Department-Level Data-based Decision-Making (1.9)
- Curriculum Coordinators and Training Specialists (2.1)
- Language Acquisition Programs for English Learners (2.5)
- Professional Learning specific to instruction for English Learners (2.6)
- Pathways to Multiliteracy (2.7)
- Class Size Reduction and Additional staffing for high-needs sites (2.8 and 2.9)
- Weekly Collaboration Time for certificated staff (2.10)
- Restructured Salary Schedule (2.11)
- District librarians at secondary schools (2.14)
- Extra and Co-curricular Opportunities and Visual and Performing Arts Opportunities (2.15, 2.16, 2.21)
- Foster Youth Services (3.1)
- School Psychologists (3.3)
- Develop and Adopt new English Learner Master Plan (3.6)
- Intervention and Supports specific to English Learners (3.7)

- Health Services: Nurses and Immunization Clinic (3.8)
- Student Support: Connect Center and Student Support Centers (3.10)
- Enrollment Center (3.11)
- Social Emotional Learning (SEL) and Anti-bias/Anti-racism Professional Learning (4.1 and 4.4)
- District Parent Resource Center and Parent Teacher Home Visits (PTHV) (5.1 and 5.2)
- Translation and Interpretation (Matriculation and Orientation Center) (5.3)
- Family Communication Tools (5.5)

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:
1. Foster Youth Services: Directed specifically to Foster Youth and families
2. Actions for English Learners within the Multilingual Literacy Department: Directed specifically to English Learners
- Language Acquisition Programs for English Learners
- Professional Learning specific to instruction for English Learners
- Pathways to Multiliteracy
- Intervention and Supports specific to English Learners
3. Translation and Interpretation (Matriculation and Orientation Center): Directed specifically towards English Learners and students and families who require translation and interpretation.

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:
- Curriculum Coordinators and Training Specialists: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve English Learners as a primary part of their position. The Curriculum Coordinators and Training Specialist team as a whole also directs efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.
- District Parent Resource Center: The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.
- Parent Teacher Home Visits: This program is based only at Title 1-designated school sites and primarily funded through Title 1 dollars. While all students and families at the school are eligible to participate, the program's focus at Title 1 school sites is intended to benefit low-income students.
- Career and Technical Education (CTE) Pathways and Programs: These programs are funded through a combination of grant resources and supplemental dollars. While all students have access, CTE programs are recognized as being of particular importance for unduplicated students and a key means of increasing college and career readiness.
- Health Services and Student Support Services: These programs/personnel are funded by a combination of grant, base, and supplemental dollars. As discussed in the previous section, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. While all students have access to services, the intended outcome is to bridge the gap in resources that is widest

for students who are low-income, Foster Youth, Homeless Youth, and English Learners who may not have the same access outside of school.

- SEL and Anti-bias/Anti-racism Professional Learning: As discussed in the previous section, the SEL team has focused efforts on target schools to address the disproportionate disciplinary outcomes for student groups (including unduplicated students) and improve school climate and culture. This must include provision of the training necessary to increase understanding and capacity to dismantle systemic policies and practices that perpetuate disparate and disproportionate student outcomes.
- School Psychologists: Increasing the number of positions will enable psychologists to regularly participate in Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs.
- Family Communication Tools: Particularly for Homeless and Foster Youth, this action increases the resources available to staff and families to identify student attendance/engagement needs, communication between home and school, and connect students to the necessary services and supports.

Detailed descriptions of these actions have been provided in the previous section.

Actions that are funded only/primarily by LCFF Supplemental and Concentration grant funding, are being implemented on a broad basis, and are intended to principally benefit unduplicated students include the following. Detailed descriptions of these actions have been provided in the previous section:

- Counselors, Master Schedule Director, and Credit Recovery Programming: Counseling services provide additional academic, college/career, and other supports to unduplicated students, who lack access relative to peers with more financial resources, speak English at home, or have family members who have graduated from college.
- Exam Fee Support (IB, AP, and PSAT/SAT) and Advanced Learning Staffing: Providing exam support to all removes barriers for unduplicated students, who may be less likely to access these advanced courses and testing opportunities due to financial circumstances. Provide leadership for Advanced Placement and Gifted and Talented Education (GATE) to increase representative participation in these programs.
- Additional support for International Baccalaureate (IB) Programs: There programs provide unduplicated students access to a rigorous curriculum focused developing global awareness and multilingualism. Students have the opportunity to earn college credit and develop a skill set that prepares them for post-secondary success.
- Class Size Reduction and Additional staffing for high-needs sites: Maintains K-3 class size at 24:1 for all students and provides targeted assistance to school sites to ensure that schools and programs can maintain the current range of program offerings available.
- Weekly Collaboration Time for certificated staff: Provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. This time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs.
- Restructured Salary Schedule: In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them.

- District librarians at secondary schools: District librarians provide additional support to meet these needs beyond what is provided in the classroom and enables all students to access library resources, in particular students in high-poverty areas where county library locations are limited.
- Visual and Performing Arts Opportunities and Extracurricular and Co-Curricular Opportunities: Provide students at Middle School with Visual and Performing Arts (VAPA) educational experiences. Provide teachers professional development to support arts instruction. Provide students access to experiential opportunities (field trips, college/business visits, other) and elementary athletics.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

In SCUSD, 14 schools have an Unduplicated Pupil Percentage (UPP) below 55% and 54 schools have an Unduplicated Pupil Percentage (UPP) above 55% (This does not include dependent charter schools). The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). This will be primarily used to provide additional certificated staffing (salaries/benefits), including maintenance of positions that have been established with COVID relief funding that has been exhausted and providing additional staffing support as needs are identified. These funds have been aligned to LCAP Action 2.9 (Additional staffing for high needs school sites) and are reflected in the projected expenditures for that action.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 74.8	1 to 54.1
Staff-to-student ratio of certificated staff providing direct services to students	1 to 18.5	1 to 17.1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$311,479,767.00	$45,734,618.00	$641,622.00	$60,629,943.00	$418,485,950.00	$365,781,379.00	$52,704,571.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	English Learners Foster Youth Low Income	$687,960.00	$2,252,307.00		$892,185.00	$3,832,452.00
1	1.2	Provide Academic and Career Counseling (Base) (Continuing)	All	$4,054,175.00				$4,054,175.00
1	1.3	Academic and Career Counseling (Supplemental) (Continuing)	English Learners Foster Youth Low Income	$3,764,437.00			$2,012,551.00	$5,776,988.00
1	1.4	Central support for aligned master scheduling (Continuing)	English Learners Foster Youth Low Income	$195,924.00				$195,924.00
1	1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	English Learners Foster Youth Low Income	$1,673,742.00			$45,000.00	$1,718,742.00
1	1.6	Eliminate financial barrier for exam participation (Continuing)	English Learners Foster Youth Low Income	$499,165.00				$499,165.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	English Learners Foster Youth Low Income	$527,994.00				$527,994.00
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	English Learners Foster Youth Low Income	$918,691.00				$918,691.00
1	1.9	Department-level data-based decision-making (Continuing)	English Learners Foster Youth Low Income	$461,753.00				$461,753.00
1	1.10	Transition Planning for Students with Disabilities (Modified)	Students with Disabilities				$10,000.00	$10,000.00
1	1.11	Post-secondary Tracking of Students with Disabilities (New)	Students with Disabilities					
1	1.12	Establish college and career readiness labs at Middle Schools (New)	All				$240,333.00	$240,333.00
1	1.13	Implement State Seal of Civic Engagement (SSCE) program for students (New)	All				$47,040.00	$47,040.00
2	2.1	Professional Development to support implementation of state standards (Continuing)	English Learners Foster Youth Low Income	$415,074.00	$1,247,042.00		$2,874,058.00	$4,536,174.00
2	2.2	Differentiated course and program options for advanced learners (Continuing)	English Learners Foster Youth Low Income	$176,568.00			$81,577.00	$258,145.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Provide a range of Expanded Learning Programs (Modified)	All		$20,343,564.00		$3,624,358.00	$23,967,922.00
2	2.4	Multisensory Reading Intervention: Curriculum and Training (Continuing)	All				$40,000.00	$40,000.00
2	2.5	Language Acquisition Programs for English Learners (Modified)	English Learners	$90,812.00			$221,103.00	$311,915.00
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	English Learners	$90,812.00			$351,103.00	$441,915.00
2	2.7	Pathways to Multiliteracy (Continuing)	English Learners	$90,812.00			$221,103.00	$311,915.00
2	2.8	Class Size Reduction (K-3) (Continuing)	English Learners Foster Youth Low Income	$2,606,800.00				$2,606,800.00
2	2.9	Additional staffing for high-needs sites (Continuing)	English Learners Foster Youth Low Income	$38,528,384.00				$38,528,384.00
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	English Learners Foster Youth Low Income	$6,299,952.00				$6,299,952.00
2	2.11	Restructured Salary Schedule (Continuing)	English Learners Foster Youth Low Income	$13,956,407.00				$13,956,407.00
2	2.12	Early Childhood Education: Preschool Programs (Continuing)	All		$5,818,317.00	$626,850.00	$6,228,346.00	$12,673,513.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	Transitional Kindergarten (Continuing)	All	$1,163,666.00				$1,163,666.00
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	English Learners Foster Youth Low Income	$1,658,460.00				$1,658,460.00
2	2.15	Theater Arts/Social Emotional Learning Program (Continuing)	All	$379,192.00			$322,500.00	$701,692.00
2	2.16	Visual and Performing Arts Opportunities (Continuing)	English Learners Foster Youth Low Income	$971,351.00				$971,351.00
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	English Learners	$1,427,309.00				$1,427,309.00
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	English Learners Foster Youth Low Income	$1,071,254.00				$1,071,254.00
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	English Learners Foster Youth Low Income	$490,712.00				$490,712.00
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	English Learners Foster Youth Low Income	$3,181,595.00				$3,181,595.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.21	Increase access to Extra and co-curricular opportunities (Modified)	English Learners Foster Youth Low Income	$682,995.00	$20,000.00		$978,654.00	$1,681,649.00
2	2.22	Building Teacher Capacity to Teach Reading Districtwide (New)	All				$361,273.00	$361,273.00
2	2.23	Instructional Technology Professional Development and Support (New)	All				$520,000.00	$520,000.00
2	2.24	Create, Adopt, and Implement District Arts Master Plan (New)	All		$21,357.00			$21,357.00
3	3.1	Services and support for Foster Youth (Continuing)	Foster Youth	$505,247.00			$366,430.00	$871,677.00
3	3.2	Services and support for Homeless Youth (Continuing)	Homeless Youth				$1,053,044.00	$1,053,044.00
3	3.3	School Psychologists (Continuing)	English Learners Foster Youth Low Income	$4,404,498.00	$888,731.00		$3,565,157.00	$8,858,386.00
3	3.4	Instructional assistance for Students with Disabilities (Continuing)	Students with Disabilities		$2,660,963.00			$2,660,963.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.5	Social, Emotional, and Mental Health supports for Students with Disabilities (Continuing)	Students with Disabilities		$1,295,317.00		$411,822.00	$1,707,139.00
3	3.6	Adopt and Implement English Learner Master Plan (Modified)	English Learners	$90,812.00			$221,103.00	$311,915.00
3	3.7	Intervention and Supports specific to English Learners (Continuing)	English Learners	$90,813.00			$322,862.00	$413,675.00
3	3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	English Learners Foster Youth Low Income	$1,815,667.00	$909,555.00		$1,997,802.00	$4,723,024.00
3	3.9	Attendance and Engagement Strategies (Modified)	All		$303,616.00		$254,685.00	$558,301.00
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	English Learners Foster Youth Low Income	$861,894.00	$41,528.00		$3,995,963.00	$4,899,385.00
3	3.11	Enrollment Center (Continuing)	English Learners Foster Youth Low Income	$1,356,739.00			$1,760,137.00	$3,116,876.00
3	3.12	Summer programming to	All		$7,060,388.00			$7,060,388.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		address learning loss (New)						
3	3.13	Grade Level Readiness Intervention (Continuing)	All				$1,396,500.00	$1,396,500.00
3	3.14	Address the unique needs of American Indian and Alaska Native students (Continuing)	American Indian and Alaska Native students				$35,138.00	$35,138.00
3	3.15	Tobacco Use Prevention Education (Continuing)	All		$382,424.00			$382,424.00
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	English Learners Foster Youth Low Income	$362,463.00				$362,463.00
3	3.17	Data practices for Students with Disabilities (Continuing)	Students with Disabilities					$0.00
3	3.18	Site Assistance to improve supports for Foster and Homeless Youth (Continuing)	Foster Youth and Homeless Youth					$0.00
4	4.1	Integration of Social Emotional Learning (SEL)	English Learners Foster Youth Low Income	$206,792.00			$737,457.00	$944,249.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Continuing)						
4	4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Continuing)	All				$772,022.00	$772,022.00
4	4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	All		$101,314.00	$14,772.00	$27,112.00	$143,198.00
4	4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	English Learners Foster Youth Low Income	$500,000.00				$500,000.00
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	English Learners Foster Youth Low Income	$1,590,129.00				$1,590,129.00
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	English Learners Foster Youth Low Income	$320,309.00				$320,309.00
4	4.7	Behavior Interventions and Data Management (New)	Students with Disabilities				$50,000.00	$50,000.00
4	4.8	Implement Safety Intervention and Response Plan (New)	All				$1,000,000.00	$1,000,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
5	5.1	Family and Community Empowerment (Continuing)	English Learners Foster Youth Low Income	$317,712.00			$175,291.00	$493,003.00
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Low Income	$227,551.00			$613,662.00	$841,213.00
5	5.3	Translation and Interpretation Services (Continuing)	English Learners	$562,109.00			$575,519.00	$1,137,628.00
5	5.4	Fingerprinting for Volunteers (Continuing)	All		$5,000.00		$25,000.00	$30,000.00
5	5.5	Family Communication Tools (Continuing)	English Learners Foster Youth Low Income	$149,619.00	$30,000.00			$179,619.00
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	English Learners Foster Youth Low Income	$280,733.00				$280,733.00
5	5.7	Student Advisory Council (Continuing)	All				$155,000.00	$155,000.00
5	5.8	Men's and Women's Leadership Academy (MWLA) (Continuing)	Low-Income students				$1,109,810.00	$1,109,810.00
5	5.9	Special Education Adult Professional Learning (New)	Students with Disabilities				$3,500.00	$3,500.00
6	6.1	Implementation leadership (Continuing)	All				$190,053.00	$190,053.00
6	6.2	Professional Learning for school site leadership teams (Continuing)	All				$660,000.00	$660,000.00
6	6.3	Ongoing support for sites to implement and sustain an	All				$290,000.00	$290,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		effective MTSS (Continuing)						
6	6.4	Peer Mentoring (Continuing)	All				$150,000.00	$150,000.00
7	7.1	Revision and Adoption of Graduate Profile (Continuing)	All					$0.00
7	7.2	Develop Implementation Plan (Continuing)	All					$0.00
7	7.3	Build Awareness of Graduate Profile (Continuing)	All					$0.00
7	7.4	Support School Site Alignment (Continuing)	All					$0.00
8	8.1	Facilities Support Services (Continuing)	All	$44,916,063.00				$44,916,063.00
8	8.2	Board-adopted Instructional Materials (Continuing)	All		$2,353,195.00			$2,353,195.00
8	8.3	Base Classroom Staffing (Continuing)	All	$166,829,621.00				$166,829,621.00
8	8.4	New Teacher Support (Continuing)	All				$433,950.00	$433,950.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
8	8.5	Employee Pipelines (Continuing)	All				$715,354.00	$715,354.00
8	8.6	Recruitment and Retention (New)	All				$1,254,386.00	$1,254,386.00
9	9.1	Preschool District Capacity Assessment (New)	Students with Disabilities				$10,000.00	$10,000.00
9	9.2	Educational Technology for Students with Disabilities (New)	Students with Disabilities				$1,000,000.00	$1,000,000.00
9	9.3	Expanded Special Education Staffing (New)	Students with Disabilities				$12,000,000.00	$12,000,000.00
9	9.4	Team Engagement specific to the needs of Students with Disabilities (New)	Students with Disabilities				$4,000,000.00	$4,000,000.00
9	9.5	California Commission on Teacher Credentialing (CCTC) Authorization Alignment (New)	Students with Disabilities				$5,000.00	$5,000.00
10	10.1	Professional Development to Build Staff Capacity to Identify and Support Homeless Youth (New)	Homeless Youth					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
10	10.2	Increase and improve referral processes for homeless identification (New)	Homeless Youth					
11	11.1	Tutoring Services for Foster Youth (New)	Foster Youth	$25,000.00			$225,000.00	$250,000.00
11	11.2	Individualized Case Management (New)	Foster Youth					

2022-23 Contributing Expenditures Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$360,609,394	$86,919,594	24.10%	2.00%	26.10%	$94,137,050.00	0.00%	26.10 %	**Total:**	$94,137,050.00
								LEA-wide Total:	$82,744,887.00
								Limited Total:	$1,521,417.00
								Schoolwide Total:	$9,870,746.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	High School (9-12)	$687,960.00	
1	**1.3**	Academic and Career Counseling (Supplemental) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary (7-12)	$3,764,437.00	
1	**1.4**	Central support for aligned master scheduling (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$195,924.00	
1	**1.5**	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	High School (9-12)	$1,673,742.00	
1	**1.6**	Eliminate financial barrier for exam participation	Yes	LEA-wide	English Learners Foster Youth	High School (9-12)	$499,165.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		(Continuing)			Low Income			
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Caleb Greenwood, Kit Carson, Luther Burbank	$527,994.00	
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$918,691.00	
1	1.9	Department-level data-based decision-making (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools (9-12)	$461,753.00	
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$415,074.00	
2	2.2	Differentiated course and program options for advanced learners (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$176,568.00	
2	2.5	Language Acquisition Programs for English Learners (Modified)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$90,812.00	
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$90,812.00	
2	2.7	Pathways to Multiliteracy (Continuing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	High School (9-12)	$90,812.00	
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	K-3	$2,606,800.00	
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$38,528,384.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,299,952.00	
2	2.11	Restructured Salary Schedule (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,956,407.00	
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary Schools (7-12)	$1,658,460.00	
2	2.16	Visual and Performing Arts Opportunities (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle School	$971,351.00	
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	Yes	Schoolwide	English Learners	All Schools	$1,427,309.00	
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,071,254.00	
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$490,712.00	
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,181,595.00	
2	2.21	Increase access to Extra and co-curricular opportunities (Modified)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$682,995.00	
3	3.1	Services and support for Foster Youth	Yes	Limited to Unduplicated	Foster Youth	All Schools	$505,247.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		(Continuing)		Student Group(s)				
3	3.3	School Psychologists (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,404,498.00	
3	3.6	Adopt and Implement English Learner Master Plan (Modified)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$90,812.00	
3	3.7	Intervention and Supports specific to English Learners (Continuing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$90,813.00	
3	3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,815,667.00	
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$861,894.00	
3	3.11	Enrollment Center (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,356,739.00	
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$362,463.00	
4	4.1	Integration of Social Emotional Learning (SEL) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$206,792.00	
4	4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,590,129.00	
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$320,309.00	
5	5.1	Family and Community Empowerment (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$317,712.00	
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	Schoolwide	Low Income	Specific Schools: Title 1 Schools	$227,551.00	
5	5.3	Translation and Interpretation Services (Continuing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$562,109.00	
5	5.5	Family Communication Tools (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,619.00	
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$280,733.00	

| 11 | 11.1 | Tutoring Services for Foster Youth (New) | Yes | LEA-wide | Foster Youth | All Schools | $25,000.00 | |
| 11 | 11.2 | Individualized Case Management (New) | Yes | LEA-wide | Foster Youth | All Schools | | |

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$365,558,006.00	$346,432,768.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	$5,368,287.00	$3,860,685
1	1.2	Academic and Career Counseling (Base) (Modified)	No	$3,852,052.00	$3,803,399
1	1.3	Academic and Career Counseling (Supplemental) (Modified)	Yes	$3,321,917.00	$3,118,871
1	1.4	Central support for aligned master scheduling (Continuing)	Yes	$155,714.00	$194,177
1	1.5	Credit Recovery Options (Continuing)	Yes	$1,594,056.00	$1,481,663
1	1.6	Exam Fee Support (Continuing)	Yes	$499,165.00	$499,249
1	1.7	International Baccalaureate (IB) Program Support (Continuing)	Yes	$459,625.00	$472,915
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	Yes	$1,049,872.00	$680,259
1	1.9	Department-level data-based decision-making (Continuing)	Yes	$461,753.00	$211,801
1	1.10	Transition Planning for Students with Disabilities	No	$10,000.00	$10,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	$3,655,438.00	3,075,541
2	2.2	Advanced Learning Programs (Continuing)	No Yes	$288,665.00	$286,238
2	2.3	Expanded Learning Programs (Continuing)	No	$13,460,300.00	$11,716,895
2	2.4	Multisensory Reading Intervention: Curriculum and Training (New)	No	$197,250.00	$164,824
2	2.5	Language Acquisition Programs for English Learners (New)	Yes	$320,000.00	$257,600
2	2.6	Professional Learning specific to instruction for English Learners (New)	Yes	$310,000.00	$255,600
2	2.7	Pathways to Multiliteracy (New)	Yes	$724,370.00	$586,254
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	$2,607,600.00	$2,607,600
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	$26,745,864	$26,527,266
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	$6,219,696.00	$6,219,696
2	2.11	Restructured Salary Schedule (Continuing)	Yes	$14,203,819.00	$14,203,819
2	2.12	Early Childhood Education: Preschool Programs (Continuing)	No	$12,740,638.00	$12,002,573

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.13	Early Childhood Education: Early/Transitional Kindergarten (Continuing)	No	$1,165,505.00	$1,118,269
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	$1,612,731.00	$1,432,172
2	2.15	Expansion of Theater Arts/Social Emotional Learning Pilot Program (New)		$600,000.00	$597,800
2	2.16	Visual and Performing Arts Opportunities (Continuing)	Yes	$796,438.00	$658,035
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	Yes	$1,390,325.00	$1,241,645
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA) (Modified)	Yes	$1,197,943.00	$1,014,854
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)	Yes	$552,264.00	$548,676
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Modified)	Yes	$3,401,365.00	$2,570,830
2	2.21	Extra and co-curricular opportunities (Continuing)	Yes	$711,571.00	$192,097
2	2.22	Building Teacher Capacity to Teach Reading Districtwide (New)	No	$361,273.00	$3,723
3	3.1	Foster Youth Services (Continuing)	Yes	$826,954.00	$619,547
3	3.2	Homeless Youth Services (Continuing)		$639,666.00	$428,488
3	3.3	School Psychologists (Continuing)	Yes	$7,179,443.00	$5,994,284

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Instructional Assistants (Continuing)	No	$2,711,808.00	$1,298,422
3	3.5	Social Workers specific to Special Education (Modified)	No	$1,193,336.00	$1,218,807
3	3.6	Develop and Approve new English Learner Master Plan (New)	Yes	$70,000.00	$57,600
3	3.7	Intervention and Supports specific to English Learners (New)	Yes	$259,229.00	$215,229
3	3.8	Health Services: School Nurses and Immunization Clinic (Modified)	Yes	$3,471,036.00	$3,655,201
3	3.9	Attendance and Engagement Strategies (Continuing)	No	$345,703.00	$488,847
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	Yes	$1,816,390.00	$872,834
3	3.11	Enrollment Center (Continuing)	Yes	$1,658,031.00	$1,570,180
3	3.12	Summer programming to address learning loss (New)	No	$7,763,837.00	$7,763,837
3	3.13	Grade Level Readiness Intervention (Title 1) (Modified)	No	$914,344.00	$7,874
3	3.14	American Indian Education Program (AIEP) (New)	No	$53,638.00	$47,085
3	3.15	Tobacco Use Prevention Education (TUPE) Program (Modified)	No	$382,424.00	$201,422

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Modified)	Yes	$291,959.00	$285,872
3	3.17	Data Practices for Students with Disabilities (New)	No	$0.00	0
3	3.18	Site Assistance to Improve supports for Foster and Homeless Youth (New)	No	$0.00	0
4	4.1	Social Emotional Learning (SEL) integration (Modified)	Yes	$889,228.00	$790,013
4	4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Modified)		$978,911.00	$1,119,293
4	4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	No	$153,262.00	$0
4	4.4	Anti-bias/Anti-racism Professional Learning (New)		$2,200,000.00	$2,200,000
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)	Yes	$1,475,626.00	$1,433,018
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)	Yes	$168,869.00	$172,581
5	5.1	District Parent Resource Center (Continuing)	Yes	$459,865.00	$428,600
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	$425,779.00	$521,474
5	5.3	Translation and Interpretation Services (Continuing)	Yes	$787,881.00	$677,445
5	5.4	Fingerprinting for Volunteers (Modified)	Yes	$30,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.5	Family Communication Tools (New)	No	$145,000.00	$179,619
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Modified)	Yes	$271,778.00	$226,266
5	5.7	Student Advisory Council (New)	No	$33,768.00	$20,000
5	5.8	Men's and Women's Leadership Academy (MWLA) (New)	No	$650,000.00	$247,465
6	6.1	Implementation leadership (New)	No	$170,601.00	$173,403
6	6.2	Professional Learning for school site leadership teams (New)	No	$660,000.00	$330,000
6	6.3	Ongoing support for sites to implement and sustain an effective MTSS (New)	No	$290,000.00	$0
6	6.4	Peer Mentoring (New)	No	$150,000.00	$0
7	7.1	Revision of Graduate Profile (New)	No	$0.00	0
7	7.2	Develop Implementation Plan (New)	No	$0.00	0
7	7.3	Build Awareness of Graduate Profile (New)	No	$0.00	0
7	7.4	Support School Site Alignment (New)	No	$0.00	0
8	8.1	Facilities Support Services (Modified)	No	$44,820,588.00	$40,411,960

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	8.2	Board-adopted Instructional Materials (New)	No	$5,054,000.00	$5,054,000
8	8.3	Base Classroom Staffing (Modified)	No	$165,468,327.00	$165,468,327
8	8.4	New Teacher Support (Continuing)	No	$661,229.00	$638,749

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$84,373,865	$83,760,818.00	$77,498,584.00	$6,262,234.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	$3,266,869.00	$2,268,227		
1	1.3	Academic and Career Counseling (Supplemental) (Modified)	Yes	$3,321,917.00	$3,118,871		
1	1.4	Central support for aligned master scheduling (Continuing)	Yes	$155,714.00	$194,177		
1	1.5	Credit Recovery Options (Continuing)	Yes	$1,594,056.00	$1,481,663		
1	1.6	Exam Fee Support (Continuing)	Yes	$499,165.00	$449,249		
1	1.7	International Baccalaureate (IB) Program Support (Continuing)	Yes	$459,625.00	$472,915		
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Modified)	Yes	$1,049,872.00	$680,259		
1	1.9	Department-level data-based decision-making (Continuing)	Yes	$461,753.00	$211,801		
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	$486,933.00	$316,191		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Advanced Learning Programs (Continuing)	Yes	$170,022.00	$168,618		
2	2.5	Language Acquisition Programs for English Learners (New)	Yes	$100,000.00	$80,000		
2	2.6	Professional Learning specific to instruction for English Learners (New)	Yes	$110,000.00	$88,000		
2	2.7	Pathways to Multiliteracy (New)	Yes	$177,016.00	$139,085		
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	$2,607,600.00	$2,607,600		
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	$26,745,864.00	$26,527,266		
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	$6,219,696.00	$6,219,696		
2	2.11	Restructured Salary Schedule (Continuing)	Yes	$14,203,819.00	$14,203,819		
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	$1,612,731.00	$1,432,172		
2	2.16	Visual and Performing Arts Opportunities (Continuing)	Yes	$796,438.00	$658,035		
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Modified)	Yes	$1,390,325.00	$1,241,645		
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA) (Modified)	Yes	$1,197,943.00	$1,014,854		
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Modified)	Yes	$552,264.00	$548,676		
2	2.20	Site-determined, SPSA-based actions to support Goal 2	Yes	$3,401,365.00	$2,570,830		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		(Specific to other Academic Standards) (Modified)					
2	2.21	Extra and co-curricular opportunities (Continuing)	Yes	$711,571.00	192,097		
3	3.1	Foster Youth Services (Continuing)	Yes	$464,884.00	$287,915		
3	3.3	School Psychologists (Continuing)	Yes	$4,490,121.00	$3,809,076		
3	3.6	Develop and Approve new English Learner Master Plan (New)	Yes	$10,000.00	$8,000		
3	3.7	Intervention and Supports specific to English Learners (New)	Yes	$10,000.00	$8,000		
3	3.8	Health Services: School Nurses and Immunization Clinic (Modified)	Yes	$1,803,825.00	$1,343,704		
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	Yes	$882,286.00	$629,907		
3	3.11	Enrollment Center (Continuing)	Yes	$1,270,782.00	$1,207,277		
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Modified)	Yes	$291,959.00	$285,872		
4	4.1	Social Emotional Learning (SEL) integration (Modified)	Yes	$175,260.00	$101,195		
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Modified)	Yes	$1,475,626.00	$1,433,018		
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Modified)	Yes	$168,869.00	$172,581		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.1	District Parent Resource Center (Continuing)	Yes	$313,851.00	$304,289		
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	$51,138.00	$118,293		
5	5.3	Translation and Interpretation Services (Continuing)	Yes	$787,881.00	$677,445		
5	5.4	Fingerprinting for Volunteers (Modified)	Yes				
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Modified)	Yes	$271,778.00	$226,266		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$344,053,117	$84,373,865	0	24.52%	$77,498,584.00	0.00%	22.53%	$6,875,281.00	2.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or

more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for

educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

  For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

- o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)

  - o This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)

- 5. Total Planned Percentage of Improved Services (%)

  - o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - o This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

  - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2021

Goal	Action	Description	LCFF Base Projected	LCFF S&C Projected	Other State Projected	Local Funds Projected	Title 1 Projected	Title 2 Projected	Title 3 Projected	Other Fed Projected	Total Funds Projected
1	1	CTE Pathways and Programs (Centrally Funded)		$ 687,960	$ 2,252,307					$ 892,185	$ 3,832,452
1	2	Academic and Career Counseling (Base)	$ 4,054,175								$ 4,054,175
1	3	Academic and Career Counseling (Supplemental)		$ 3,764,437						$ 2,012,551	$ 5,776,988
1	4	Central Support for Aligned Master Scheduling		$ 195,924							$ 195,924
1	5	Credit Recovery Options	$ 23,917	$ 1,649,825			$ 45,000				$ 1,718,742
1	6	Exam Fee Support (AP, IB, PSAT/SAT)		$ 499,165							$ 499,165
1	7	International Baccalaureate (IB) Program Support		$ 527,994							$ 527,994
1	8	SPSA-based Site actions: Graduation/College & Career Ready		$ 918,691							$ 918,691
1	9	Department head stipends for secondary school teachers		$ 461,753							$ 461,753
1	10	Transition Planning for Students with Disabilities								$ 10,000	$ 10,000
1	11	Post-Secondary Tracking of SWDs				Activities in Action 1.11 are part of Special Education Staff personnel costs					
1	12	Establish College/Career Readiness Labs at Middle School								$ 240,333	$ 240,333
1	13	Implement State Seal of Civic Engagement (SSCE) Program								$ 47,040	$ 47,040
		Goal 1 Totals	**$ 4,078,092**	**$ 8,705,749**	**$ 2,252,307**	**$ -**	**$ 45,000**	**$ -**	**$ -**	**$ 3,202,109**	**$ 18,283,257**
2	1	Professional Learning to support standards implementation	$ 166,162	$ 248,912	$ 1,247,042		$ 1,580,484	$ 1,240,143	$ 1,712	$ 51,719	$ 4,536,174
2	2	Advanced Learning Programs - GATE/AP	$ 88,284	$ 88,284					$ 81,577		$ 258,145
2	3	Expanded Learning Programs			$ 20,343,564		$ 500,000			$ 3,124,358	$ 23,967,922
2	4	Multisensory Reading Intervention: Curriculum & Training								$ 40,000	$ 40,000
2	5	Language Acquisition Programs for English Learners		$ 90,812			$ 31,997	$ 22,439	$ 166,667		$ 311,915
2	6	Professional Learning specific for English Learner Instruction		$ 90,812			$ 31,997	$ 22,439	$ 166,667	$ 130,000	$ 441,915
2	7	Pathways to Multiliteracy		$ 90,812			$ 31,997	$ 22,439	$ 166,667		$ 311,915
2	8	Class Size Reduction (K-3) - CSR to 24:1 at primary grades		$ 2,606,800							$ 2,606,800
2	9	School Assistance - Additional staffing for high-needs sites		$ 38,528,384							$ 38,528,384
2	10	Weekly Collaboration Time for certificated staff		$ 6,299,952							$ 6,299,952
2	11	Restructured Salary Schedule - Recruit and Retain teachers		$ 13,956,407							$ 13,956,407
2	12	Early Childhood Education: Preschool programs			$ 5,818,317	$ 626,850				$ 6,228,346	$ 12,673,513
2	13	Early Childhood Education: Transitional Kindergarten	$ 1,163,666								$ 1,163,666
2	14	Literacy, Research and Project-based learning (Secondary Librarians)		$ 1,658,460							$ 1,658,460
2	15	Expansion of Theater Arts/Social Emotional Learning Pilot		$ 379,192						$ 322,500	$ 701,692
2	16	Visual and Performing Arts (VAPA) Opportunities		$ 971,351							$ 971,351
2	17	SPSA-based site actions: English Learner Progress		$ 1,427,309							$ 1,427,309
2	18	SPSA-based site actions: English Language Arts Instruction		$ 1,071,254							$ 1,071,254
2	19	SPSA-based site actions: Mathematics Instruction		$ 490,712							$ 490,712
2	20	SPSA-based site actions: Other academic standards		$ 3,181,595							$ 3,181,595
2	21	Extra and Co-curricular opportunities and resources	$ 8,000	$ 674,995	$ 20,000					$ 978,654	$ 1,681,649
2	22	Building Teacher Capacity to Teach Reading Districtwide								$ 361,273	$ 361,273
2	23	Instructional Technology Professional Development and Support								$ 520,000	$ 520,000
2	24	District Arts Master Plan			$ 21,357						$ 21,357
		Goal 2 Totals	**$ 1,426,112**	**$ 71,856,043**	**$ 27,450,280**	**$ 626,850**	**$ 2,176,475**	**$ 1,307,460**	**$ 583,290**	**$ 11,756,850**	**$ 117,183,360**
3	1	Foster Youth Services		$ 505,247			$ 180,993			$ 185,437	$ 871,677
3	2	Homeless Youth Services					$ 161,872			$ 891,172	$ 1,053,044
3	3	School Psychologists	$ 192,474	$ 4,212,024	$ 888,731					$ 3,565,157	$ 8,858,386
3	4	Instructional Assistants			$ 2,660,963						$ 2,660,963
3	5	Social Workers specific to Special Education			$ 1,295,317					$ 411,822	$ 1,707,139
3	6	Develop and Adopt new English Learner Master Plan		$ 90,812			$ 31,997	$ 22,439	$ 166,667		$ 311,915
3	7	Interventions and Supports specific to English Learners		$ 90,813			$ 31,997	$ 22,439	$ 268,426		$ 413,675
3	8	Health Services: School Nurses and Immunization Clinic		$ 1,815,667	$ 909,555					$ 1,997,802	$ 4,723,024
3	9	Attendance and Engagement Strategies (Be Here! Initiative)		$ 303,616						$ 254,685	$ 558,301
3	10	Student Support: Connect Center, Student Support Centers		$ 861,894	$ 41,528		$ 55,756			$ 3,940,207	$ 4,899,385
3	11	Enrollment Center	$ 1,214,575	$ 142,164						$ 1,760,137	$ 3,116,876
3	12	Summer Programming to address learning loss			$ 7,060,388						$ 7,060,388
3	13	Grade Level Readiness Intervention (Title 1)					$ 1,396,500				$ 1,396,500
3	14	American Indian Education Program (AIEP)								$ 35,138	$ 35,138
3	15	Tobacco Use Prevention Education (TUPE)			$ 382,424						$ 382,424
3	16	SPSA-based site actions related to Goal 3		$ 362,463							$ 362,463
3	17	Data Practices for Students with Disabilities				Activities in Actions 3.17 and 3.18 are addressed within Department Budgets					
3	18	Site Assistance to improve supports for Foster and Homeless Youth									
		Goal 3 Totals	**$ 1,407,049**	**$ 8,081,084**	**$ 13,542,522**	**$ -**	**$ 1,859,115**	**$ 44,878**	**$ 435,093**	**$ 13,041,557**	**$ 38,411,298**

Goal	Action	Description	LCFF Base Projected	LCFF S&C Projected	Other State Projected	Local Funds Projected	Title 1 Projected	Title 2 Projected	Title 3 Projected	Other Fed Projected	Total Funds Projected
4	1	Social Emotional Learning (SEL) Integration		$ 206,792				$ 737,457			$ 944,249
4	2	Positive Behavioral Intervention and Supports (PBIS)						$ 122,812		$ 649,210	$ 772,022
4	3	Bullying Prevention			$ 101,314	$ 14,772	$ 27,112				$ 143,198
4	4	Anti-bias/Anti-racism professional learning	$ 292,557	$ 207,443							$ 500,000
4	5	SPSA-based site actions: School Climate		$ 1,590,129							$ 1,590,129
4	6	SPSA-based site actions: Suspension Rate		$ 320,309							$ 320,309
4	7	Behavior Interventions and Data Management								$ 50,000	$ 50,000
4	8	Implement Safety Intervention and Response Plan								$ 1,000,000	$ 1,000,000
		Goal 4 Totals	**$ 292,557**	**$ 2,324,673**	**$ 101,314**	**$ 14,772**	**$ 27,112**	**$ 860,269**	**$ -**	**$ 1,699,210**	**$ 5,319,907**
5	1	District Parent Resource Center		$ 317,712			$ 175,291				$ 493,003
5	2	Parent Teacher Home Visit (PTHV) program		$ 227,551			$ 613,662				$ 841,213
5	3	Translation and Interpretation Services	$ 34,139	$ 527,970						$ 575,519	$ 1,137,628
5	4	Fingerprinting costs for volunteers			$ 5,000		$ 25,000				$ 30,000
5	5	Family Communication Tools		$ 149,619	$ 30,000						$ 179,619
5	6	SPSA-based actions (Program Code 790 - Res 0007/0009)		$ 280,733							$ 280,733
5	7	Student Advisory Council (SAC)								$ 155,000	$ 155,000
5	8	Men's and Women's Leadership Academy (MWLA)								$ 1,109,810	$ 1,109,810
5	9	SpED Adult Professional Learning								$ 3,500	$ 3,500
		Goal 5 Totals	**$ 34,139**	**$ 1,503,585**	**$ 35,000**	**$ -**	**$ 813,953**	**$ -**	**$ -**	**$ 1,843,829**	**$ 4,230,506**
6	1	MTSS Implementation Leadership								$ 190,053	$ 190,053
6	2	MTSS Professional Development for school site leadership								$ 660,000	$ 660,000
6	3	Ongoing coaching for cohort schools								$ 290,000	$ 290,000
6	4	Cohort-to-cohort peer mentoring								$ 150,000	$ 150,000
		Goal 6 Totals	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,290,053**	**$ 1,290,053**
7	1	Revision of Graduate Profile									
7	2	Develop Implementation Plan								Activities for these actions	
7	3	Build Awareness of Graduate Profile								are included in the budget	
7	4	Support School Site Alignment								for Action 1.1	
		Goal 7 Totals	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$**	
8	1	Facilities Support Services	$ 44,916,063								$ 44,916,063
8	2	Board-adopted Instructional Materials			$ 2,353,195						$ 2,353,195
8	3	Base Classroom Staffing	$ 166,829,621								$ 166,829,621
8	4	New Teacher Support						$ 181,498		$ 252,452	$ 433,950
8	5	Employee Pipelines								$ 715,354	$ 715,354
8	6	Recruitment and Retention								$ 1,254,386	$ 1,254,386
		Goal 8 Totals	**$ 211,745,684**	**$ -**	**$ 2,353,195**	**$ -**	**$ -**	**$ 181,498**	**$ -**	**$ 2,222,192**	**$ 216,502,569**
9	1	Preschool District Capacity Assessment								$ 10,000	$ 10,000
9	2	Educational Technology for SWDs								$ 1,000,000	$ 1,000,000
9	3	Expanded Special Education Staffing								$ 12,000,000	$ 12,000,000
9	4	Team Engagement specific to SWDs								$ 4,000,000	$ 4,000,000
9	5	CCTC Authorization Alignment								$ 5,000	$ 5,000
		Goal 8 Totals	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 17,015,000**	**$ 17,015,000**
10	1	Professional Development to Buld Staff Capacity to Identify HY								Activities for these actions	
10	2	Increase/Improve Referral Processes for HY Identification								are included in the budget	
		Goal 8 Totals	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$**	
11	1	Tutoring Services for Foster Youth		$ 25,000			$ 25,000			$ 200,000	$ 250,000
11	2	Individualized Case Management						Activities for this action are included in the budget for Action 3.1			
		Goal 8 Totals	**$ -**	**$ 25,000**	**$ -**	**$ -**	**$ 25,000**	**$ -**	**$ -**	**$ 200,000**	**$ 250,000**
		GRAND TOTALS	**$ 218,983,633**	**$ 92,496,134**	**$ 45,734,618**	**$ 641,622**	**$ 4,946,655**	**$ 2,394,105**	**$ 1,018,383**	**$ 52,270,800**	**$ 418,485,950**

Appendix B: LCAP Glossary of Terms

AAAB - African American Advisory Board: The AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations.

ACE – Adverse Childhood Experiences: Traumatic events that occur in a child's life that can interfere with their health, opportunities, and stability throughout their lifetime, including at school.

A-G Requirements: Course requirements for California public universities. The 'A-G' areas define the course requirements in History, English, Mathematics, Science, Language other than English, Visual and Performing Arts, and Electives.

AIEPPC - American Indian Education Program Parent Committee: The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families.

AP - Advanced Placement: A program that offers students college-level coursework experiences. Successful completion of AP Exams can earn college credit and placement.

ASES – After School Education and Safety: State grant-funded programs that provide district's funding to establish after school and enrichment programs.

Be Here Initiative: SCUSD's strategic efforts to reduce chronic absenteeism and improve overall attendance and engagement in school.

BIPOC – an acronym that stands for **Black, Indigenous, and People of Color.**

BOE – Board of Education: The elected governing body that leads the school district.

CAASPP - California Assessments of Student Progress and Performance: Includes the state assessments for Math, English, Science, the ELPAC, the California Alternate Assessments, and the California Spanish Assessment.

CAC - Community Advisory Committee: The Community Advisory Committee (CAC) acts in an advisory capacity to the Special Education Local Plan Area (SELPA). The Community Advisory Committee supports individuals with exceptional needs ages 0-22 years and their families who are served by the Sacramento City Unified School District. This committee provides an opportunity for parents, professionals and other community members to provide important input as it relates to our special education programs.

California School Dashboard: The California School Dashboard (Dashboard) is an online tool that shows how districts and schools are performing on the state and local indicators included in California's school accountability system. The dashboard can be found at www.caschooldashboard.org.

CALPADS - California Longitudinal Pupil Achievement Data System: California's state system for maintaining individual student-level data including student demographics, course data, discipline, assessments, staff assignments, and other data for state and federal reporting.

CAST - California Science Test: The California Science Test (CAST) is an online assessment based on the California Next Generation Science Standards (NGSS) external icon. It is administered annually to students in grades 5, 8 and high school.

CBO – Community Based Organization: An organization that operates in the community, focuses on priority issues identified within the community, and involves residents/community members intimately in the design, implementation, and evaluation of the programs.

CCEAL – Community College Equity Assessment Lab: A national research laboratory that helps community colleges surface and assess challenges to equity-centered effectiveness. CCEAL supported the development of the Capitol of Suspensions Report.

CCEE – California Collaborative for Educational Excellence: A statewide agency that works with districts to provide resources and supports necessary for improved student outcomes as set forth in their LCAPs. CCEE is the lead agency implementing the SIR process.

CCI – Cycle of Continuous Improvement: An approach to organization improvement that involved a process of inquiry to understand a problem, design an approach, test improvements, study the outcomes, and then continuously iterate through the cycle to further improve. The commonly described sequence of steps include Plan, Do, Study, and Act.

Chronic Absenteeism Rate: The percent of students who have been absent at least 10% of the instructional days that they were enrolled in school.

College/Career Preparedness (California School Dashboard Indicator): The California School Dashboard classifies students as 'Prepared,' 'Approaching Prepared,' or 'Not Prepared' based on students meeting at least one of the criteria in the 'Prepared' level. Examples of criteria that allow a student to demonstrate preparedness include state Math and ELA test scores, Advanced Placement (AP) exam scores, completing college coursework during high school, earning the State Seal of Biliteracy (SSB), completing UC/CSU a-g requirements, completing a CTE Pathway, and completing Leadership/Military Science coursework.

CSI - Comprehensive Support and Improvement: Additional support and accountability for schools that meet state defined criteria. Requires partnership with stakeholders and development a plan to improve student outcomes within the already-established SPSA process.

CSU - California State University: One of California's state university systems - consists of 23 campuses.

CTE - Career Technical Education: Programs of study that involve sequences of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to postsecondary education and careers.

Appendix B: LCAP Glossary of Terms

Dataquest: One of California's key state data repositories that reports on annual data for schools and districts. Dataquest is available to the public.

DBDM - Data-Based Decision-Making: A term being used in SCUSD to describe one of the defining features of a successful MTSS.

DELAC - District English Learner Advisory Committee: The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success.

DFS - Distance from Standard: Measure of how far from the 'Standard Met' level a score (or average of all scores) is on the state's Math or ELA assessment.

DA - Differentiated Assistance: Targeted support that is available to districts that meet the eligibility requirements set by the state. Eligibility is determined by student group performance on the California School Dashboard.

District Common Assessments: Assessments used locally in SCUSD to provide information about student progress and performance on a more frequent basis than the annual state assessments.

District Parent Resource Center: Central support for all parents/caregivers at the Serna Center. Maintained by the Family and Community Empowerment department.

DLI – Dual Language Immersion: DLI programs provide students the opportunity to become bilingual through the teaching of academic content in two different languages.

EAP - Early Assessment Program: A program that measures the readiness of California students during their junior year (11th grade) of high school in Math and English.

Early (Transitional) Kindergarten: Part of California's public school system that provides an early kindergarten option for students who turn 5 between September 2 and December 2.

EEBG – Educator Effectiveness Block Grant: 2021 state grant that provides funding for districts to implement professional learning for teachers, administrators, paraprofessionals that works with students, and classified staff that interact with students.

ELA – English Language Arts: The content area in which students develop knowledge of and skill in their use of language as they listen, speak, read, write, view, and represent in a wide variety of contexts and for a range of purposes.

ELAC - English Learner Advisory Committee: A school site committee that is required for any public school with 21 or more English Learners.

ELD - English Language Development: Instruction designed to support English Learners to develop listening, speaking, reading, and writing skills in English.

Appendix B: LCAP Glossary of Terms

ELOP – Expanded Learning Opportunities Program: Program authorized by the 2021-22 state budget act. Provides additional funding for afterschool and summer school enrichment programs for Transitional Kindergarten through sixth grade.

ELPAC - English Language Proficiency Assessments for California: Tests given to English Learners to assess their language proficiency status. The ELPAC is a key part of the reclassification process.

ESSER – Elementary and Secondary School Emergency Relief: Name of the legislation and funding that was provided during COVID-19 to support district in addressing the academic and other impacts of the pandemic.

FACE – Family and Community Empowerment: SCUSD department that provides training, information, and technical assistance to support schools in the creation of effective school-family partnerships.

FAFSA - Free Application for Federal Student Aid: The form that must be completed to be eligible to receive financial aid from the federal government.

FIT - Facilities Inspection Tool: State evaluation tool used to assess the condition of school facilities.

FTE – Full Time Equivalent: A term used to describe staffing amounts. 1.0 FTE is equal to a full-time position.

GATE - Gifted and Talented Education: Programs and Instruction specifically designed for students who have been identified as possessing demonstrated or potential abilities that give evidence of high performance capability.

Graduate Profile: 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 21st century. 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.

IB - International Baccalaureate: An international academic program that, like Advanced Placement, offers college-level coursework opportunities at high school that can lead to college credit and placement.

IEP - Individualized Education Program: An IEP describes the plan for a student's educational program, including current performance levels, student goals, and the educational placement and other services the student will receive.

LCFF - Local Control Funding Formula: The state's method for funding school districts.

LCFF Base Funding: State funds received based on a district's Average Daily Attendance.

LCFF Supplemental and Concentration Grant Funding: Additional LCFF state funding based upon a district's unduplicated pupil percentage.

LEA – Local Educational Agency: An LEA is a state-recognized public authority (e.g. district or charter school/network) that maintains administrative control of one or more schools.

LETRS – Language Essentials for Teachers of Reading and Spelling: Professional Learning that teaches the skills needed to master the fundamentals of reading instruction including phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

LGBTQ+ - Lesbian, Gay, Bisexual, Transgender, Queer or Questioning: The '+' is often used to symbolize all of the communities included in the term 'LGBTTTQQIAA' which includes Lesbian, Gay, Bisexual, Transgender, Transsexual, Two-Spirit, Queer, Questioning, Intersex, Asexual, and Ally.

Linked Learning: The integration of college and career preparation into college-entry coursework. Often associated with linked learning pathways, which provide students extended preparation in a specific career sector/field.

LRE – Least Restrictive Environment: LRE is not a place – it is a principle that guides a student's educational program and means that students who receive special education services should be in the setting where they can receive an appropriate education that meets their needs, alongside peers without disabilities, to the maximum extent possible.

LTEL - Long-Term English Learner: An English Learner who has been enrolled in a US school for 6 years or more.

MOC – Matriculation and Orientation Center: District department that provides translation and interpretation services to serve a wide range of communication needs.

MTSS - Multi-Tiered System of Supports: The state defines MTSS as an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Multisensory Reading: A way of teaching reading that engages more than one sense at a time. Using sight, hearing, movement, and touch gives kids more than one way to connect with what they are learning.

MWLA – Men's and Women's Leadership Academy: The MWLA is SCUSD'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.

NAACP – National Association for the Advancement of Colored People: A national organization that works to achieve equity, political rights, and social inclusion by advancing policies and practices that expand human and civil rights, eliminate discrimination, and accelerate the well-being, education, and economic security of Black people and all persons of color. The greater Sacramento NAACP supported the development of the Capitol of Suspensions Report.

PACE - Policy Analysis for California Education: An independent, research center led by faculty across California Universities that works with scholars and local decision-makers to achieve improvement in performance and more equitable outcomes at all levels of California's education system.

PAC - LCAP Parent Advisory Committee: The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other stakeholder input to gain a deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students.

PBIS - Positive Behavioral Interventions and Supports: An evidence-based framework to improve and integrate all of the data, systems, and practices affecting student behavior outcomes. Focuses on proactive support and prevention of unwanted behaviors with reinforcement of positive behaviors.

PLPW - Parent Leadership Pathway Workshop: Series of capacity-building workshops for parents/caregivers focused on leadership development and skills to support their child's education.

PTHV - Parent Teacher Home Visit: Program that engages staff in visiting (virtually or in person) with families and students to build positive relationships.

RFEP - Reclassified Fluent English Proficient Students: Students who were identified as English Learners upon their entry into public schools and were subsequently reclassified/redesignated as proficient.

SAC – Student Advisory Council: A district-level student group that 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.

SAM - Self-Assessment of MTSS Tool: Tool used by school sites to self-assess their level of implementation across several domains.

SARB – School Attendance Review Board: A meeting of school and community members to diagnose and resolve persistent attendance or behavior issues.

SARC - School Accountability Report Card: An annual report required by the state to provide information to the community. Allows for comparison of schools for student achievement,

environment, resources, and demographics. For SCUSD SARCs see: www.scusd.edu/school-reports.

School Climate Survey: An annual district survey administered to students, staff, and families that measures perception of safety, belonging, and other climate factors.

SDC – Special Day Class: Class setting that typically serves students with relatively severe disabilities and provides more opportunities for one-on-one attention or specialized instruction.

SEIS – Special Education Information System: The student information system specific to students eligible for special education services that tracks delivery of services and other information specific to special education. This is distinct from the district's overall information system.

SEL - Social Emotional Learning: Learning that supports students in developing competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset.

SELPA – Special Educational Local Plan Area: SELPAs are the define state regions that is responsible for developing a special education service delivery system. As a large district, SCUSD operates as its own SELPA.

SIPPS – Systematic Instruction in Phonological Awareness, Phonics, and Sight Words: A research-based, foundational skills program that helps new and struggling readers in grades K-12, including English Language Learners and students identified with dyslexia.

SIR - Systemic Instructional Review: A comprehensive assessment (academic and social emotional) of a district's instructional systems, progress of state requirements, and implementation of teaching and learning practices. Conducted by the California Collaborative for Educational Excellence (CCEE).

SPSA - School Plan for Student Achievement: An annual plan completed by schools to establish target student outcomes and monitor progress towards those outcomes. Includes a comprehensive needs assessment using state and local data and requires the allocation of targeted funds to meet the established goals.

SSB - State Seal of Biliteracy: Recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.

SSC - School Site Council: Site-based governance body that annually develops, reviews, and updates the School Plan for Student Achievement (SPSA).

SSCE - State Seal of Civic Engagement: Awarded to California students who demonstrate excellence in civics education and participation, and an understanding of the United States Constitution, the California Constitution, and the democratic system of government.

Student Advisory Council: a year round program that introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. The Student Advisory Council strives to promote student voice within the district, and works to take action against problems faced by students.

Student Support Center: SCUSD's Student Support & Health Services department operates 29 Student Support Centers at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, a coordinator works closely with school staff to identify students in need of assistance. Once identified, social workers, family advocates, interns, and community partners work directly with students and parents to address issues that are of concern to them, drawing on other resources for additional support.

Suspension Rate: The percentage of students who have been suspended 1 or more times during the academic year. Includes all students who have been enrolled at any time during the school year.

Tier 1: Within MTSS, Tier 1 is known as universal instruction, or the high-quality classroom instruction that all students receive.

Tier 2: Within MTSS, this Tier includes evidence-based supports provided to students who are identified as struggling. These are typically implemented in small-group settings. Districts typically expect to see 5-15% of students in Tier 2.

Tier 3: Within MTSS, these supports are implemented for students not responding to Tier 2 supports. Tier 3 supports provide more frequent, intense, and individualized interventions. Usually, districts expect to see 1-5% of students in Tier 3.

TUPE - Tobacco Use Prevention Education: A state grant-funded program that provides tobacco-specific student instruction, reinforcement activities, special events, intervention, and cessation programs for students

UC - University of California: One of California's public university systems that includes 10 campuses.

U-CAN – Urban College Action Network: A nonprofit that provides leadership services and college preparation assistance to students desiring to enroll in four-year colleges, with a focus on admissions to the nation's 100+ Historically Black Colleges and Universities (HBCUs).

UDL - Universal Design for Learning: A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. See: udlguidelines.cast.org

Unduplicated Students (Pupils): A term used to describe the total of all English Learners, Foster Youth, Homeless Youth, and Low Income students.

Appendix B: LCAP Glossary of Terms

UTK – Universal Transitional Kindergarten: Term describing the expansion to Transitional Kindergarten for all in the state of California per the requirements set forth in Assembly Bill 130 (2021).

YDSS – Youth Development Support Services: An SCUSD department that oversees Expanded Learning Programs (before, after, and summer schools) and a range of other Youth Empowerment programs.

Appendix C: Location details for Site-determined, SPSA-based actions (2022-23)

Site Name	LCAP Goal and Action Reference Number								
	1.8	2.17	2.18	2.19	2.20	3.16	4.5	4.6	5.6
Abraham Lincoln Elementary									
Albert Einstein Middle									
Alice Birney Waldorf-Inspired K-8									
AM Winn Waldorf Inspired K-8									
American Legion High									
Bret Harte Elementary									
Caleb Greenwood Elementary									
California Middle									
Camellia Elementary									
Capital City Independent Study									
Caroline Wenzel Elementary									
Cesar Chavez Intermediate									
C.K. McClatchy High									
Crocker Riverside Elementary									
David Lubin Elementary									
Earl Warren Elementary									
Edward Kemble Elementary									
Elder Creek Elementary									
Ethel I. Baker Elementary									
Ethel Phillips Elementary									
Fern Bacon Middle									
Father Keith B Kenny Elementary									
Genevieve Didion K-8									
Golden Empire Elementary									
Arthur A. Benjamin Health Professions High									
Hiram W. Johnson High									
Hollywood Park Elementary									
Hubert H. Bancroft Elementary									
H.W. Harkness Elementary									
Isador Cohen Elementary									
James Marshall Elementary									
John Bidwell Elementary									
John Cabrillo Elementary									
John F. Kennedy High									
John Morse Therapeutic Center									
John D. Sloat Elementary									
John H. Still K-8									
Kit Carson International Academy									
Leataata Floyd Elementary									
Leonardo Da Vinci K-8									
Luther Burbank High									
Mark Twain Elementary									
Martin Luther King Jr. K-8									
Matsuyama Elementary									
Nicholas Elementary									
Oak Ridge Elementary									
O.W. Erlewine Elementary									

Data will be available after transition to the 2022-23 fiscal year.

Appendix C: Location details for Site-determined, SPSA-based actions (2022-23)

Site Name	LCAP Goal and Action Reference Number								
	1.8	2.17	2.18	2.19	2.20	3.16	4.5	4.6	5.6
Pacific Elementary									
Parkway Elementary									
Peter Burnett Elementary									
Phoebe A. Hearst Elementary									
Pony Express Elementary									
Rosa Parks K-8									
Rosemont High									
Sam Brannan Middle									
Science of Engineering & Sciences									
Sequoia Elementary									
Success Academy									
Susan B. Anthony Elementary									
Sutter Middle									
Sutterville Elementary									
Tahoe Elementary									
Theodore Judah Elementary									
Washington Elementary									
West Campus									
Will C. Wood Middle									
William Land Elementary									
Woodbine Elementary									

Data will be available after transition to the 2022-23 fiscal year.