I. Background

In July 2013, the state Legislature approved a new funding system, the Local Control Funding Formula (LCFF). California's accountability system under LCFF includes multiple measures that are reported on the California School Dashboard (Dashboard) each year. The Dashboard reports on both State and Local Indicators of the state's identified priority areas. Each year Local Educational Agencies (LEAs) are required to measure progress based on locally available information for the Dashboard's Local Indicators, present the results to the governing board, and submit the information using the self-reflection tools on the Dashboard.

II. Driving Governance:

Statute (Education Code §52064.5) requires the adoption of evaluation rubrics for the following purposes:
   a. To assist a school district in evaluating its strengths, weaknesses, and areas that require improvement;
   b. To assist a county superintendent of schools in identifying school districts in need of technical assistance, and which intervention is warranted.

The evaluation rubrics (now referred to as the Dashboard) reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060. The state's design included a concise set of state indicators, and a methodology for establishing local performance indicators. State indicators are those for which the state already collects data; local indicators are those for which LEAs self-assess and self-report. For these local indicators, the emphasis on local collection and reporting is expected to enhance local decision-making for the relevant Local Control Funding Formula (LCFF) priority.

For each of the LCFF priorities, there is a standard, evidence required to demonstrate progress in meeting the standard, and criteria for assessing progress based on the evidence. It is important to note that the Local Indicator requirements are minimal in that the act of completing the data generates a "met" response. The district recognizes that this threshold is not sufficient to drive change and so there is a greater effort to use this data to inform practices going forward particularly in terms of school climate and family engagement. For example, the SEL team uses this data with school sites as part of their needs assessment process. This process is a key component of the district's Continuous Cycle of Improvement and helps sites in forming school climate/culture goals.

III. Budget:

The reporting of the 2022 Local Indicator Data presents no impact to the district budget.

IV. Goals, Objectives and Measures:

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

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

The following measures are included in the Dashboard:

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

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

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

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

To determine the rating for each Local Indicator, the district used the following methodology:

LCFF Priority 1: Basic
The district used the California Department of Education (CDE) Facilities Inspection Tool (FIT) to collect data during a 2021-22 internal audit to assess the condition of school facilities. "Good Repair" on the CDE FIT means that the facility is maintained in a manner that assures that it is clean, safe, and functional. Teacher misassignment and vacancy data is reported by the Human Resources department in alignment with reporting for the School Accountability Report Card (SARC) and Williams Act processes. Teacher misassignments are defined as placements of a certificated employee in a teaching or services position for which the employee

does not hold a legally recognized certificate or credential or that the employee is not otherwise authorized by the state to hold. Teacher vacancies are defined as positions to which a single-designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is a one-semester course, for an entire semester. The sufficiency of instructional materials was affirmed at the fall 2020 instructional materials report to the board. "Sufficiency of instructional materials" means that each student has standards-aligned textbooks or instructional materials, or both to use in class and take home. Two sets of textbooks or instructional materials for each student are not required.

LCFF Priority 2: Implementation of State Academic Standards
The district used the California Department of Education's Self-Reflection Tool to survey district administrators in spring 2022 on progress in areas of professional learning, instructional materials, and policies and programs that support improvement.

LCFF Priority 3: Parent Engagement
The district used parent/caregiver responses to questions on the LCAP Survey, district committee impact survey, and School Climate Survey, all administered during spring 2022. The Family and Community Empowerment (FACE) department also utilized the self-reflection tool to reflect upon efforts during the 2021-22 school year to build relationships, build partnerships, and seek input for decision-making.

LCFF Priority 6: School Climate
The district administered a school climate survey in the spring of 2022 to students in grade 3 through 12, including required measures of student perception of Safety and Connectedness.

LCFF Priority 7: Access to a Broad Course of Study
The district annually reports on student enrollment in Career Technical Education pathways, A-G on-track status, and Advanced Placement enrollment to determine a baseline for access to a broad course of study, including programs and services provided to unduplicated students and individuals with exceptional needs. Data for CTE and AP enrollment are from spring 2022 CALPADS reporting. Data for A-G on-track status was obtained from SCUSD's internal dashboard developed in partnership with UC Merced.

The self-assessment tool guidance from the California Department of Education may be found here: https://www.cde.ca.gov/ta/ac/cm/documents/localindquickguide2022.docx.

V. Major Initiatives:

Alignment of district plans and efforts across the system to each other and with the Local Control and Accountability Plan (LCAP) is a key priority. The metrics and data sources used for the Dashboard Local Indicator reporting are fully aligned to the LCAP as demonstrated in the table below:

Local Indicator	LCAP Alignment
Priority 1: Basic Conditions	• Metric 8A: Facilities Condition (Facilities Inspection Tool (FIT) Results) • Metric 8B: Instructional Materials Sufficiency • Metric 8D: Teacher Assignment • Metric 8E: Teacher Vacancies
Priority 2: Implementation of Academic Standards	• Metric 2L: Standards Implementation Survey Results
Priority 3: Family Engagement	• Metric 5I: District Committee Impact: Survey to assess satisfaction of district committee members that their voice is heard and has had impact • Metric 5J: Parent/Caregiver Experience: Survey results from questions specific to parent/caregiver role in decision-making and support from school to help understand student needs and advocate on behalf of students
Priority 6: School Climate	• Metric 4E: School Climate Survey Results (Students, Parents, and Staff)
Priority 7: Access to a Broad Course of Study	• Metric 1E: On-track A-G status • Metric 1H: Career Technical Education (CTE) Pathway Enrollment • Metric 2I: Advanced Placement (AP) Enrollment

VI. Results:

Following are the local indicator results for the 2021-22 school year:

Priority 1: Basics: Teachers, Instructional Materials, and Facilities

Element	2022 Dashboard
Number of teachers misassigned (Total)	0
Number of teachers of English Learners misassigned	0
Number of teacher vacancies	37.5
Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
School sites where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	0

Priority 2: Standards Implementation

SCUSD measured progress towards implementation of adopted standards and curriculum frameworks through a survey administered to school site administrators during the spring of 2022. The California Department of Education self-assessment tool was used as the basis for the survey.

(Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability)

Implementation of Academic Standards		2022
Professional Development	English Language Arts – Common Core State Standards (CCSS) for ELA	3
	ELD – English Language Development (Aligned to English Language Arts Standards)	2
	Mathematics – CCSS for Math	3
	Next Generation Science Standards	2
	History - Social Science	2
Instruction Manuals	English Language Arts – CCSS for ELA	2
	ELD (Aligned to English Language Arts Standards)	2
	Mathematics – CCSS for Math	2
	Next Generation Science Standards	2
	History - Social Science	2
Policy & Program Support	English Language Arts – CCSS for ELA	4
	ELD (Aligned to English Language Arts Standards)	3
	Mathematics – CCSS for Math	4
	Next Generation Science Standards	3
	History - Social Science	2
Implementation of Standards	Career and Technical Education (CTE)	2
	Health Education	2
	Physical Education	3
	Visual and Performing Arts (VAPA)	2
	World Language	2
Engagement of School Leadership	Identifying the professional learning needs of groups of teachers or staff as a whole	2
	Identifying the professional learning needs of individual teachers	2
	Providing support for teachers on the standards they have not yet mastered	2

Priority 3: Parent Involvement

SCUSD measured progress in the area of parent involvement using the reflection tool provided by the state (elements and rating scale included below). Results from the district's School Climate Survey for families, results from questions specific to the parent/caregiver experience on the LCAP Annual Survey, responses to the District Committee Impact Survey, and holistic reflection by the Family and Community Empowerment (FACE) department informed the ultimate ratings on the self-reflection scale.

Rating scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES	2022
Progress in developing capacity of staff to build trusting relationships with families	4
Progress in creating welcoming environments for all families in the community	3
Progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children	3
Progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families	3

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.**
    SCUSD strives to build the capacity of both school staff and families to develop positive relationships and collaboratively support the success of students. A number of ongoing district efforts reflect strengths in this area. The district's Parent Teacher Home Visits (PTHV) is a model program that, beginning in 1998 as a pilot project, catalyzed the growth of a national network. There are now approximately 40 schools participating in PTHV. This research-based practice aligns to other SCUSD efforts to address chronic absenteeism, improve academic performance, and shift mindsets of both staff and families. Visits are voluntary on the part of staff and families and staff are provided training and compensated for their time. More information about the program can be found at pthvp.org. During the time of school closures and throughout distance learning, relationship-building efforts were sustained through the practice of virtual, 'Bridge Visits.'

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.**
    While the above strengths are important to note, the district is aware that significant improvement is needed in this area. A focal area for improvement is the systematizing and scaling of efforts that are currently operating in isolation or in the early stages. At the school site level, administrators, staff, and parents need to be collectively supported in identifying key needs in the area of relationship building and translating these needs into actionable goals. These goals in turn need to be aligned to specific, district-

supported strategies that will be effective in improving the quality of the overall relationship building on a district-wide scale. Opportunities to address this focus include multiple school site leadership structures such as School Site Councils, Parent Teacher Associations, and English Learner Advisory Committees. To increase the effectivity of any efforts in this area, SCUSD staff can benefit from additional parent engagement training. Such training should be aligned to both the State and National Parent Empowerment Dual Capacity Framework. An ongoing challenge in this area is the limited time in which professional development can be provided and the multiple forms of professional development of high priority.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.**
   To improve the engagement of underrepresented families the efforts at systematizing and scaling must take into account the specific needs of student/family groups. These needs might include translation, location/format of after school events, and efforts of staff that span multiple school sites. Individual school sites must balance the dual demands of districtwide initiatives with the specific needs assessed/identified in their local context.

BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES	2022
Progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families	2
Progress in providing families with information and resources to support student learning and development in the home	4
Progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes	4
Progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students	3

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes**.
   SCUSD's Family and Community Empowerment team works in partnership with various departments to provide parents/guardians an array of tools and resources to support student learning. Efforts are aligned with other district initiatives in the areas of SEL, Bullying Prevention, and Positive Attendance to ensure a holistic perspective in addressing student outcomes. In addition to the success of the PTHV program and the APTTs, there are several areas the district would like to highlight as strengths. The Parent Leadership Pathway Program is a site-based series of workshops. Throughout the school year, parents/guardians can progress over multiple Tiers 1, 2, and 3 of the program. Key topics in the series include the core aspects of the educational system and factors that lead towards developing the skills to become leaders within their peer group. In the latter part of the series, parents/guardians acquire facilitation, communication, asset

mapping, and data analysis skills linked to student achievement efforts. Another strength of the district is the range of events/opportunities to educate and connect parents/guardians to community and post K-12 resources. The Parent Information Exchange brings together monthly parents, SCUSD staff, community organizations, and community-based partners to share and discuss programs/services available for families. During the 2021-22 school year, in response to parent voice, FACE staff received training to facilitate healing circle work with parents and has created a new Parent Empowerment Pathway (PEP) program centered around these practices.

Responding to the need to pivot parent/community workshops to a virtual platform during the pandemic, FACE identified areas of need and responded with connections to district and community services and the development of an online Parent DL Toolkit and recordings specifically designed for parents/guardians in English, Spanish and Hmong. These are all currently available on the SCUSD website at: https://learn.scusd.edu/parent-toolkit. Development of recordings and resource updates is ongoing. FACE also collaborates with community-based partners to design and implement trainings for their communities.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**
Efforts to build and engage in partnership with parents/guardians for student outcomes have yielded successes, but significant room for improvement had been indicated. To increase and improve communication about the available partnership, engagement, and support opportunities, FACE focused department efforts to ensure that messaging from the district and school site levels was accessible to all. As result, many SCUSD departments and programs work with the FACE department to create parent friendly, understandable materials and messaging in predominant languages with easy to understand visuals. Data collections such as engagement/involvement surveys to assess needs for the district moving forward have increased. Sites are provided individual support by FACE staff to identify and address specific parent engagement opportunities/activities in their parent engagement policies and other school plans. FACE supports district departments and parent advisory committees through outreach, workgroup participation and trainings. Examples include: LCAP PAC; SCUSD Scholarship Committee; Equitable Return Design team; SSC training; State Seal of Civic Engagement workgroup; DAC; CAC and the Black/African American Advisory Board.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**
A key improvement in engaging underrepresented families will be increased and improved outreach/communication. This will ensure that underrepresented families can be fully included in capacity building opportunities and partnerships for improved student outcomes. FACE maintains ongoing contact and relationships with our SCUSD families through weekly personal phone calls, Zoom parent chats, emails and texts. These prove invaluable in identifying areas of need and challenge, so that FACE could provide

appropriate and timely supports and referrals. Data from these contacts is collected weekly and shared with SCUSD Administration to track existing and emerging areas focus areas. In addition, the weekly parent chats provide increased connection by creating a network of parent-to-parent contact and support.

SEEKING INPUT FOR DECISION-MAKING	2022
Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making	3
Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making	3
Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community	3
Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels	3

1. **Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

   SCUSD highly values stakeholder input when making program decisions and considers the voice of parents/guardians to be critical within this process. A strength of the district is the ongoing effort to broaden and deepen the range of opportunities parents/guardians have to providing input toward decision-making. All school sites operate formal School Site Councils (SSCs) and, where required, English Learner Advisory Committees (ELACs). The district maintains active groups including the LCAP Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and Community Advisory Committee (CAC) that acts in an advisory capacity to the Special Education Local Plan Area (SELPA)). Task Forces have been commissioned specific to identified issues or student groups. In 2017-18, the Graduation Task Force was created to study the impacts of low graduation rates on the Sacramento community and develop recommendations for improvement.   In 2018-19, The African American Achievement Task Force (AAATF) was commissioned to create recommendations to significantly improve the student achievement and social emotional outcomes for African American students in SCUSD K-12. This taskforce is now a districtwide Black/African American Advisory Board (B/AAAB). During the at-distance 2021-22 school year, community forums and town hall events were convened online by both the district and individual SCUSD board members to gather community input. The virtual platform provided new and accessible opportunities for parents/guardians to participate in decision-making. It also allowed for extended virtual engagement opportunities in the future by establishing new blueprints for successful input opportunities.

2. **Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

   Though many opportunities exist for building capacity and directly engaging in decision-making, there is always room for improvement. Focal areas for improvement include: providing additional parent trainings

specific to the work of SCUSD advisory committees at both the site and district level and ongoing collaboration with Community Based Organizations (CBOs) to increase outreach and engagement when seeking input.

3. **Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**
   In both of the above areas (training and collaboration with CBOs), an additional emphasis must be placed on outreach to, inclusion of, and capacity building for parents/guardians of underrepresented and marginalized families. Highlighting CBOs that currently work with and have connections to underrepresented student groups will increase the district's ability to engage these families in the decision-making process. Focusing trainings to groups that represent school sites with high numbers of underrepresented groups will increase the capacity of such groups to engage in critical decision-making that impacts their students.

**Dashboard Local Indicators for the 2022
California School Dashboard (CSD)**
Continuous Improvement and Accountability Office
California School Dashboard Local Indicator Update: June 23, 2022

Sacramento
City Unified
School District

Priority 6: School Climate

SCUSD annually administers a local climate survey to assess student perceptions of safety and connectedness. In spring 2022, the survey was completed by 11,261 students in grades 3-12. The overall student participation rate 39%, while lower than pre-COVID era years, was significantly increased over spring 2021 rates.

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.

Small high schools continue to have the most positive results (74% for connectedness and 72% for safety). While there are certainly size-specific conditions present in small schools that facilitate positive school climate, the district continues to prioritize the identification of successful practices that can be replicated and scaled. The success of small schools and other 'bright spots' in achieving higher outcomes is an area of focus. Disparities in student perceptions of safety and/or connectedness for African American students, English Learners, Students with Disabilities and American Indian or Alaska Native students are critical areas for growth and align with disparate results for the same student groups in state and local indicators.

SCUSD uses the results from the local climate survey with school sites as part of their needs assessment process. This process is a key component of the district's CCI and helps sites to form school climate/culture goals. These goals are supported by the district's SEL, PBIS, and School Safety Initiatives. District efforts to increase student engagement through a range of expanded/extended learning opportunities, decrease chronic absenteeism as a focal point of the differentiated assistance process, and to address issues of bullying through training and prevention will all be continued. Ongoing areas of need and focus include: 1) Focus work with teachers and staff around Trauma Informed Practices and Culturally Responsive Teaching 2) Expand Implicit Bias professional learning 3) Create opportunities for the schools to share best practices. 4) Continue training and explicit practice to develop growth mindsets for students and staff.

School Climate Survey
Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)
Source: Local Climate Survey

Student Group	Spring 2020		Spring 2021		Spring 2022	
	Safety	Belonging	Safety	Belonging	Safety	Belonging
All	63	65	73	72	63	67
English Learners	55	59	66	65	57	60
Foster Youth	60	68	75	74	59	65
Homeless Youth	60	63	64	64	59	62
Socioeconomically Disadvantaged	60	63	71	69	61	65
Students with Disabilities	57	63	67	68	58	63
African American	59	63	68	68	59	64
American Indian or Alaska Native	55	63	74	69	55	62
Asian	61	63	71	68	63	64
Filipino	66	66	73	74	65	69
Hispanic/Latino	62	65	73	71	63	67
Native Hawaiian or Pacific Islander	59	61	71	68	60	65
White	67	71	79	78	67	72
Two or More Races	64	69	75	75	65	72
Elementary School students	61	69	74	77	62	70
K-8 School student	60	63	77	78	58	62
Middle School students	66	67	77	76	65	67
Comprehensive High School Students	61	57	69	65	63	61
Small High School Students	72	68	75	73	72	74
Teachers	51	66	63	78	TBD	TBD
Families	82	80	92	90	TBD	TBD

Priority 7: Access to a Broad Course of Study

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

To track student access and enrollment in a broad course of study, SCUSD will use the following measures to examine participation of unduplicated student groups, students with exceptional needs, and student groups that caused the district to be identified for differentiated technical assistance: Enrollment in Career Technical Education pathways, A-G course sequence on-track status, and Enrollment in Advanced Placement (AP) courses. As stated in the district's guiding principle, SCUSD is committed to ensuring that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Monitoring and improving the metrics above for equitable access by student groups is key to this effort.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

The 2019-20 through 2021-22 results for the identified metrics indicate that many of the significant inequities reported on in prior dashboards remain.

Gaps in access are present in Advanced Placement and A-G on-track status for these student groups: English learners (EL), Foster Youth (FY), Homeless Youth (HY), Socioeconomically Disadvantaged Students (SED), Students with Disabilities (SWD), African American students (AA), American Indian or Alaska Native students (AI), Hispanic/Latino students (H/L), and Native Hawaiian or Pacific Islander students (PI). While 24% of all 10th-12th grade students are enrolled in at least 1 AP course, less than 13% of the following student groups are accessing this coursework: EL, FY, HY, SWD, AA, AI, PI. Similarly, 52% of all high school students were on track for A-G eligibility status at the time of measurement and the rate was below 36% for the same seven student groups.

Career Technical Education pathways exhibit more equitable access across student groups, with most student groups near the 20% enrollment rate for 'All students.' Foster Youth (8%), Homeless Youth (12%), and American Indian or Alaska Native students (8%) have the largest gaps. Overall, the results for 2021-22 declined from 2020-21 results by almost 4 percentage points for 'All Students.' Notable results included disproportionately large decreases for the following student groups: FY, HY, SWD, AA, AI, and PI. This indicates a need for additional focus for targeted recruitment and retention for these programs.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.

Existing barriers have included the lack of equitable access to challenging material in elementary and middle school. This remains an identified barrier in the respect that all students and students within each student group need be consistently challenged within a standards-aligned context to ensure that they are prepared to take on the later challenges of Advanced Placement coursework and a robust A-G curriculum. A key goal in the LCAP is the provision of a consistent and coherent Tier 1 educational experience for all students, regardless of school choice, zip code, or classroom. The systems in place that drive student course and program placement and eligibility remain significant barriers to providing a broad course of study for all students. While some progress has been made in this area, students in SCUSD still do not have equitable access to a broad course of study and a student's available course options can vary widely depending on their school or program of attendance. This includes differential access to Advanced Placement coursework, CTE pathways/programs, specific A-G coursework, and co-curricular activities.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

SCUSD is continuing the efforts described on previous dashboards to establish centralized systems and processes for academic counselors to conduct regular student schedule reviews and address identified student scheduling needs in a timely manner. The A-G counseling benchmarks set across the district provide a rubric against which counselors and students can understand progress toward completion of the full course sequence. This process was designed to specifically benefit unduplicated student groups and students with exceptional needs as they have continued to have disproportionate outcomes in these measures over time.

Recent efforts that will continue in the coming year include development of an infrastructure to monitor progress towards CTE pathway completion and timely intervention by counselors/teachers in a proactive manner when a student is struggling. Teachers will now have access to CTE participant data and be better able to provide targeted support. Future efforts will include collaboration between the master scheduling team and special education department to monitor and support scheduling for students with disabilities and partnership with the multilingual literacy department to ensure that newcomers are appropriately scheduled. Both of these efforts are intended to yield greater access to A-G coursework for students with disabilities and English Learners.

Continuous Improvement and Accountability Office
California School Dashboard Local Indicator Update: June 23, 2022

Student Group	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)	CTE Pathway Enrollment	Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)	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*	Overall SCUSD Student Population (% on 2021 Dashboard)
	20-21	**21-22**	**20-21**	**21-22**	**20-21**	**21-22**	**21-22**
ALL	25.4	23.6	24.3	20.5	53.9	51.5	
English Learners	7.2	8.8	20.8	18.2	36.8	32.5	17
Foster Youth	2.5	0	18.0	7.7	21.3	23.6	0.5
Homeless Youth	4.2	2.1	19.1	11.5	17.8	22.2	0.7
Socioeconomically Disadvantaged	19.7	16.5	24.7	20.7	48.1	45	71.5
Students with Disabilities	2.7	3.3	22.2	16.7	27.7	22.6	15.1
African American	12.9	12.7	25.4	19.4	37.1	35.2	12.8
American Indian or Alaska Native	9.6	8.5	17.5	8.2	33.3	34.6	0.5
Asian	38.9	33.3	21.6	19.7	71.9	67.8	18.1
Filipino	39.6	36.3	16.3	16.4	69.1	70.4	1.5
Hispanic/Latino	18.7	19.1	25.6	22.0	46.3	44.5	40.1
Native Hawaiian or Pacific Islander	11.8	8.1	28.4	22.0	38.9	35.8	7.7
White	35	32.4	23.9	18.9	64.1	62.8	2.2
Two or More Races	33.5	29.8	24.8	20.9	61.3	56.8	17.2

Based on the criteria stipulated by the State Board of Education, the results for the Local Indicator ratings are below. The district affirms that it has followed the steps required to provide the ratings below to the Dashboard, should they be required for upload in the fall of 2022 (status of local indicator reporting on the dashboard to be determined):

Fall 2022 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parental Involvement	Met
Priority 6: School Climate	Met
Priority 7: Course Access	Met