



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 8.2

**Meeting Date:** May 5, 2022

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

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

**Division:** Continuous Improvement and Accountability Office

**Recommendation:** None

**Background/Rationale:** Annually, districts must develop a Local Control and Accountability Plan (LCAP). The LCAP provides details of goals, actions, and expenditures to support identified student outcomes and overall performance. The 2022-23 LCAP represents the second year of the current 2021-22 to 2023-24 three-year cycle. The final submission to the Sacramento County Office of Education will include the 2022 LCFF Budget Overview for Parents and the 2022 Supplement to the Annual Update for the 2021-22 LCAP (presented to the board in February 2022). This item provides an update on the LCAP development process to-date.

**Financial Considerations:** None

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

**Documents Attached:**

1. Executive Summary
2. Draft Local Control and Accountability Plan (LCAP) materials

<p><b>Estimated Time of Presentation:</b> 20 minutes</p> <p><b>Submitted by:</b> Lisa Allen, Deputy Superintendent Steven Fong, LCAP/SPSA Coordinator</p>
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**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

## Continuous Improvement and Accountability

Local Control and Accountability Plan (LCAP) Update

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

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

The 2022-23 LCAP represents year 2 in the current three-year LCAP cycle (2021-22 through 2023-24). The 2021-22 to 2023-24 LCAP was approved by the board in June 2021. This reestablished the three-year cadence of the LCAP following a postponement in 2019-20 due to COVID-19.

The overall 2022-23 LCAP materials submitted to the Sacramento County Office of Education will also include a one-time report referred to as the Supplement to the Annual Update for the 2021-22 LCAP. This document provided an update to the board in February 2022 on the planned use of funding from the American Rescue Plan Act of 2021. This included an update on the implementation of the ESSER III Expenditure Plan, approved by the board in Fall 2021.

### II. Driving Governance:

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

Section 124(e) of Assembly Bill 130 required districts to present an update on the Annual Update to the 2021-22 LCAP on or before February 28, 2022 at a regularly scheduled meeting of the board. This included:

- 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.

Ed Code 52064(e)(5) requires a district that is eligible to receive Differentiated Assistance based on the performance of the same student group or groups for three or more consecutive years to include a goal in the LCAP focused on improving the performance of that student group or groups.

### III. Budget:

SCUSD's Local Control and Accountability Plan (LCAP) includes projected expenditures for the actions and services aligned to each LCAP goal. The Local Control Funding Formula (LCFF) Budget Overview for Parents for 2022-23 will provide a high-level overview of the district's entire budget. This will enable educational

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partners to clearly view the following for 2022-23:

#### Total Projected District Revenue

- Total projected LCFF revenue
- Total projected LCFF Supplemental and Concentration grant revenue
- Total projected revenue from other state sources
- Total projected revenue from local funds
- Total projected Federal funding revenue (including Title I, II, and III funding)
- Total projected revenue

#### Projected Expenditures

- Total Projected General Fund Expenditures
- Total Projected Expenditures included in the LCAP
- Total Projected Expenditures in the LCAP for high-needs students

#### Update on the 2021-22 LCAP

- Total Budgeted Expenditures for High Needs Students in the LCAP
- Actual Expenditures for High Needs Students in the LCAP

### IV. Goals, Objectives and Measures:

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

The key components of an LCAP include:

- An overview of the district's context, recent successes and identified needs
- A district's goals
- The actions/services that the district will implement to achieve those goals (and their projected costs)
- The metrics that will be used to determine success and the target outcomes for each metric
- Analysis of outcomes and expenditures from the previous year
- Description of how the district is increasing/improving services for unduplicated students
- Description of how educational partner input was solicited, summary of key input, and how it influenced the plan

SCUSD's current LCAP goals were developed during the 2020-21 year and are reflected in the 2021-22 through 2023-24 LCAP that was approved in June 2021. These build upon the district's prior LCAP goals, former strategic plan, and the current core value and guiding principle. The proposed goals are:

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1. 100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.
2. Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.
3. Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.
4. School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.
5. Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.
6. Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.
7. SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

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8. SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.

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

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

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

### V. Major Initiatives:

#### Development of New LCAP Goals

A key area of growth for the 2022-23 LCAP is the development of three new goals, with the new goals focused on improving outcomes for Students with Disabilities, Homeless Youth, and Foster Youth, respectively. These new goals are required by Education Code based on SCUSD's recurring eligibility for Differentiated Assistance for all three student groups.

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

Eligibility for Differentiated Assistance under the California System of Support is defined as two or more student groups receiving a red indicator on two or more state priorities on the California School Dashboard

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(Dashboard). Based on the review of student group performance on the 2019 Dashboard, SCUSD was identified as eligible for Differentiated Assistance for these student groups in these State indicators:

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

Due to COVID-19, the state of California did not publish a full Dashboard in 2020 or 2021 and prior eligibility for Differentiated Assistance was maintained through 2020-21.

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

The three new LCAP goals (9, 10, and 11) represent focused goals that identify actions and measurable outcomes specific to the three student groups.

#### Alignment to ESSER III Actions

Across the LCAP, a key effort for the 2022-23 plan is the alignment to actions in the ESSER III Expenditure Plan. This includes the incorporation of new actions where applicable and notation within existing actions of aligned purpose. With the ESSER III plan having been developed in close alignment with the LCAP, it is helpful to establish further transparency by bringing those descriptions into the LCAP. With both the current LCAP cycle and the ESSER III funding timeline running through 2023-24, the timing of the two processes is also in sync.

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

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

A major initiative highlighted within this year's LCAP is the district's implementation of an effective Multi-Tiered System of Supports (MTSS) at all school sites. This effort began during the 2020-21 school year with a first cohort of 25 schools beginning their Year 1 (of 3) training and implementation. Cohort 2 is almost done with their first year and the final cohort of schools is preparing to begin their training in the fall of 2022. This

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initiative is a key priority in the district and represented by both a focus goal within the LCAP as well as key connections points throughout.

Educational partner engagement is a foundational part of the LCAP process and the input of partners played a significant role in shaping the current three-year plan. In the current year, input from educational partners has continued to drive improvements throughout the goals, actions, and measurable outcomes. For this current LCAP, engagement has built through the ESSER III expenditure plan development process and parallel to the development of other key plans such as the Educator Effectiveness Block Grant (EEBG) plan, the Expanded Learning Opportunities Plan (ELO-P), and the new English Learner Master Plan. Engagement activities include meetings with district committees and groups, district surveys, listening sessions, and the program planning of staff. District committees and groups include the African American Advisory Board (AAAB), American Indian Education Program (AIEP) Parent Committee, Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), LCAP Parent Advisory Committee (PAC), and Student Advisory Council (SAC). The educational partner engagement section of the LCAP outlines the engagement activities, key input received, and impact of the input on LCAP development.

#### VI. Results:

The Local Control and Accountability Plan (LCAP) must be presented to the board in a public hearing and, in a subsequent meeting, for adoption prior to June 30, 2022. These steps must occur in alignment with the public hearing and adoption of the district's 2021-22 budget. Within 5 days of adoption, the LCAP must be submitted to the Sacramento County Office of Education (SCOE) for approval.

Beginning with the 2021-22 LCAP, the Dashboard Local Indicators must also be presented during the same meeting at which the LCAP is adopted. Dashboard Local Indicators are self-reported by districts to the state and include:

- Basic Conditions: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

#### VII. Lessons Learned/Next Steps:

Remaining Checkpoints in the LCAP development and adoption process include:

- May 19, 2022: Presentation of Stakeholder Input Summary to Board
- June 9, 2022: LCAP/Budget Public Hearing (Date pending board approval)
- June 23, 2022: LCAP/Budget Adoption (Date pending board approval)
- June 28, 2022: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)



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- Summer 2022: (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

### Key Terms:

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

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

#### Local Control Funding Formula (LCFF)

The state's method for funding school districts

#### LCFF Base Funding

Uniform base grant based on grade span and average daily attendance

#### Unduplicated Pupils

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

#### LCFF Supplemental Grant Funding

Additional funding based upon unduplicated pupil percentage

#### LCFF Concentration Grant Funding

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

# 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	<a href="mailto:Superintendent@scusd.edu">Superintendent@scusd.edu</a> 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 39,000 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 (19.6%) 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 address the idea that ‘Every system is perfectly designed to get the results that it gets’ and 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 for SCUSD continue to demonstrate gaps in achievement for all 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 target student 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 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. 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 as a system needs to produce a different set of results and this will require changes to the system.

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 2020-21 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 Systems of Support (MTSS) is a framework to ensure successful educational outcomes for ALL students by using a data-based problem-solving process to provide and evaluate the effectiveness of multiple tiers of integrated academic, behavioral, and social-emotional instruction and intervention supports matched to student need in alignment with educational standards. In other words, 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.

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The district's continuous improvement lens is also important in considering the district's significant fiscal challenges in the current and 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 has acknowledged 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 to reiterate this awareness and use it to guide goal setting and strategic planning. Alongside this, it is also important to recognize and celebrate successes when they occur. SCUSD has a number of successes to celebrate from this most recent year's cycle. Chief among these is the ongoing implementation of an effective Multi-Tiered System of Supports (MTSS) districtwide. This is highlighted below along with additional examples of success and an updated 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 final cohort 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 schools Skills for Academic and Career Success based in the district's graduate profile.

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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. In transitioning to Distance Learning, the district took the opportunity to provide UDL training to all staff. This supported a more effective implementation of Distance Learning instruction while also laying a foundation of training to build upon in future years. 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 Biliteracy (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 Biliteracy rates showed even more of an increase, 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 exam taken that were passed 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 plan 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

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- 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 both 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, services for Foster and Homeless Youth, the American Indian Education Program (AIEP), and Expanded Learning (before and after school) programs. 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 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 the coming year and over the three-year LCAP timeline. 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 1.0 to a rate of 8.0%. Similarly, Homeless Youth decreased by 3.0 to a rate of 12.2%. All of these results represent 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 and Foster Youth increased by 0.7 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 (had the year finished under normal circumstances) but also demonstrate the persistence of inequitable outcomes between student groups. 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.

### **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.*



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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 with the awarding of renewed grant funds for the Be Here program.

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 call for action has also included the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making. This call has also emphasized 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 serve as an overarching means of 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 students 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 and optimizes teaching and learning for all students based on scientific insights into how humans learn ([udlguidelines.cast.org](http://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, and 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 need for improving student outcomes, and especially those students who require differentiated supports to access core content.

The need for implementation of an effective MTSS, including Universal Design for Learning (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 in implementation
- Providing professional learning and coaching to sites during and following initial implementation

### **Assessment of Students Needs**

A critical need for the effective implementation of MTSS is the consistent implementation of common assessments for 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. This stems 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 support). The ongoing use of assessments will also allow for the monitoring of progress following interventions/instruction and regular refinement of the approach for individual students based upon their needs.

This regular progress monitoring to identify and meet individual student needs is a core aspect of a functional Multi-Tiered System of Supports (MTSS). Within such a system, existing 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 existing 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 2019 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 speaks to 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 2019 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 embodies the acknowledgement made in the district's Core Value - that our system is inequitable by design - and is visible evidence of the inequities that need to be interrupted. As discussed in more detail in this section, the performance of three student groups has resulted in the required development of LCAP goals specific to improving the performance of Students with Disabilities, Homeless Youth, and Foster Youth.

### Intersectionality of Students across Student Groups

When discussing student group data, it is important to acknowledge 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
<b>African American</b>	12.1%	0.5%	27.6%	34.1%	14.5%	18.4%
<b>American Indian or Alaska Native</b>	0.5%	0.0%	0.6%	1.4%	0.6%	1.0%
<b>Asian</b>	17.6%	31.7%	4.6%	5.8%	19.8%	10.4%
<b>Filipino</b>	1.4%	0.8%	1.1%	0.0%	1.0%	0.7%
<b>Hispanic/Latino</b>	41.3%	58.7%	30.5%	39.1%	46.7%	43.3%
<b>Native Hawaiian or Pacific Islander</b>	2.3%	4.2%	2.9%	0.0%	2.9%	1.3%
<b>White</b>	16.9%	3.6%	21.3%	10.1%	8.4%	17.0%
<b>Two or More Races</b>	7.8%	0.5%	11.5%	9.4%	6.1%	7.7%
<b>English Learners</b>	19.6%		9.8%	5.8%	26.2%	24.2%
<b>Foster Youth</b>	0.4%	0.2%		1.8%	0.6%	1.1%
<b>Homeless Youth</b>	0.7%	0.2%	2.9%		1.0%	0.9%
<b>Socioeconomically Disadvantaged</b>	67.6%	90.4%	100.0%	100.0%		71.1%
<b>Students with Disabilities</b>	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 schools)

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.

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## **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 traditional 'English Learner' group that 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 for 2021-22 was also similar (57%), though a participation rate of only 6% makes it difficult to draw any significant results. These results overall, similar to the Dashboard results, included 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 effects of the pandemic and experience of students and families during distance learning has further reinforced the disparities in attendance/engagement. 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 will also lead to increased coordination of services across school sites, supporting improved attendance and decreased chronic absenteeism.

As noted above, overall Chronic Absenteeism rates for 2019-20 were on track to be near or below 2018-19 rates, but are hard to compare directly given the closure of schools and different attendance measurement procedures following school closures. Similarly, 2020-21 rates represent a year that took place almost completely in the virtual setting and make the data difficult to compare year over year. However, rates for these years can be reviewed individually to evaluate the relative outcomes for specific student groups. Using this lens, the data continue to reinforce the inequitable outcomes seen in 2018-19 and prior. Foster Youth, Homeless Youth, African American students, American Indian or



Alaska Native students, and Native Hawaiian or Pacific Islander students all had end-of-year rates significantly higher than the 'All Students' level in both 2019-20 and 2020-21. In 2019-20, the rates for Foster Youth (21.4%) and African American students (20.2%) was nearly double that of All Students (11%), while the rate for Homeless Youth (42.8%) was nearly four times higher. In 2020-21, this trend continued with Foster Youth at 33.9%, African American students at 38.6%, American Indian or Alaska Native students at 31.1%, Native Hawaiian or Pacific Islander students at 37.4%, and Homeless Youth at 71.4%, while 'All Students' had a chronic absenteeism rate of 18.6%. These results show that, within each year, significant inequities persist. While the instructional context has ranged from in-person to school closure to distance learning, attendance measurement has evolved, and COVID-related absences have caused students and staff to miss significant amounts of school, the same student groups show inequitable outcomes at each point in time. This reinforces the understanding that COVID has not created many of the inequities present in our system, but exacerbated them. Our efforts to address inequity must account for the impacts of COVID but cannot be limited to them, as the inequity is more deeply rooted in our system than the effects of this recent pandemic.

## 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 state did publish the actual rates of preparedness for 2019-20 in the modified 2020 Dashboard, though no performance 'color' was assigned. 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

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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 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 moving forward. 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 needs evident in graduation rates are a good example of a point in SCUSD's system where the immediate gap has much deeper roots that begin in the early grades. 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 moving forward. Early literacy has been identified as a key focus area and is a key example of something 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 continued to be 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.' The data for 2019-20 leading up to school closures is the last reference point that is based on the 'typical' in-person school context. Suspension rates during the remaining months of 2019-20 and 2020-21 are difficult to compare to prior data given the very different environment of distance learning. Suspension rates for all students and all student groups from August 2019 through February 2020 had declined in comparison to the same time period during 2018-19. However, disparities remained for the identified student groups. 2019-20 mid-year rates for African American students (8.1%), Students with Disabilities (5.6%), Homeless Youth (5.2%), and Foster Youth (9.9%) were all well above the 3.1% rate for 'All' students. 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. However, the wealth of data over preceding years provides clear evidence of significant needs.

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 the identified needs has included focused data review of Suspension trends including specific reports on the disproportionality of suspension for African American students. 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. More recently, school administrators and other district leaders have participated in anti-bias/anti-racism training and in the coming years this will be provided to all staff. The development of systems to coordinate behavioral intervention and discipline is a key aspect of MTSS implementation. An effective MTSS will include the proactive addressing of identified behavioral needs, development of common language and practices, and 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 have not met performance standards from 2017-2019:

Students with Disabilities

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- 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 the efforts of departments/programs including Foster Youth Services, Homeless Youth Services, and the Special Education Department. Equally as important, staff will collaborate with colleagues across the system – in other departments and with general education – 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. A key focus of the 2020-21 Differentiated Assistance support efforts was the increased alignment of school site and district planning to support the identified student groups. The focal point of these efforts will be the implementation of an effective MTSS at all school sites that integrates the academic, behavioral, and social-emotional instruction and intervention supports into a tiered system so that they can best be matched to student needs. This integration will be supported by a data-based decision-making process that includes regular review of student outcome data to assess needs and identification of the appropriate services and supports to meet those needs.

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 actions 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.

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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) staff identified a range of additional 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 programmatic emphasis 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.

DRAFT

## 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 new 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.

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 (funds run 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
<b>Goal 1: College and Career Readiness</b>  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,	<ul style="list-style-type: none"> <li>• Sustain and expand Career and Technical Education (CTE) pathways and programs</li> <li>• Provide Academic and Career Counseling</li> <li>• Accelerate progress toward graduation through Credit Recovery Programming (Central and site-based)</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• College/Career Preparedness</li> <li>• UC/CSU 'A-G' completion</li> <li>• CTE Pathway enrollment/completion</li> </ul>

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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.	<ul style="list-style-type: none"> <li>• Maintain funding for AP/IB/SAT exam fees</li> <li>• Provide additional support for International Baccalaureate (IB) program</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates of Completion earned</li> <li>• State Seal of Biliteracy</li> <li>• On-track graduation and on-track UC/CSU 'A-G' status</li> </ul>
<p>This goal closely aligns to the district's Equity, Access, and Social Justice Guiding Principle:  <i>All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.</i></p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Provide Professional Development to support implementation of state standards</li> <li>• Expand access to Gifted and Talented Education (GATE) and Advanced Placement programs so that enrollment reflects district demographics</li> <li>• Maintain Early Childhood Education opportunities (preschool and Early/Transitional Kindergarten)</li> <li>• Provide English Learners Integrated and Designated English Language Development (ELD) and develop an English Learner Master Plan</li> <li>• Offer a range of Expanded Learning Programs to enhance students learning experiences inside and outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• State Math, English Language Arts (ELA), and Science Assessments</li> <li>• English Learner Progress and Reclassification Rate</li> <li>• GATE demographics (identification and enrollment)</li> <li>• Advanced Placement (AP) Enrollment and Exam Performance</li> <li>• District Common Assessments in Math and English Language Arts</li> </ul>
<p>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.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 3: Integrated Supports</b></p> <p>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</p>	<ul style="list-style-type: none"> <li>• Expand services specific to Foster and Homeless Youth</li> <li>• Provide individualized supports to students with disabilities (Instructional Assistants)</li> <li>• Provide intervention and supports for English Learners</li> <li>• Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absenteeism Rate</li> <li>• Attendance and Chronic Absenteeism interventions</li> <li>• Provision of responsive student support services</li> <li>• High School drop-out rate</li> <li>• Middle School drop-out rate</li> </ul>



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student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.	<ul style="list-style-type: none"> <li>• Provide direct Health Services through the efforts of School Nurses</li> <li>• Implement attendance and engagement strategies to reduce chronic absenteeism</li> <li>• Provide a range of integrated supports to students and families through site-based Student Support Centers and the central Connect Center</li> </ul>	
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
<b>Goal 4: Culture and Climate - Dismantling Systems</b>  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.	<ul style="list-style-type: none"> <li>• Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices</li> <li>• Promote positive school climate through Positive Behavioral Intervention and Supports (PBIS)</li> <li>• Prevent and Address Bullying through training, intervention, and response</li> <li>• Build anti-racist capacity and common staff understanding of systemic racism through Anti-bias/Anti-racism training for all staff</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension Rate</li> <li>• Expulsion Rate</li> <li>• Perception of safety and belongingness (School Climate Survey results)</li> </ul>
<p>This goal aligns to the district's Core Value and acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems.</p> <p><b>SCUSD Core Value:</b> <i>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.</i></p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<b>Goal 5: Engagement and Empowerment</b>  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.	<ul style="list-style-type: none"> <li>• Develop and offer capacity-building opportunities through the District Parent Resource Center</li> <li>• Build relationships between home and school through Parent Teacher Home Visits (PTHVs)</li> <li>• Provide information to parents in home languages through Translation and Interpretation services</li> <li>• Engage family members as partners in through Family Communication Tools</li> </ul>	<ul style="list-style-type: none"> <li>• Number of Parent Teacher Home Visits</li> <li>• Participation/attendance in key district committees (DELAC, CAC)</li> <li>• Participation/attendance in Parent Leadership Pathway Workshops</li> </ul>

- Promote student voice, advocacy, and action through the Student Advisory Council

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
<b>Goal 6: Implementation of MTSS/DBDM</b>  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.	<ul style="list-style-type: none"> <li>• Leadership to coordinate implementation activities</li> <li>• Professional learning for school site leadership teams</li> <li>• Ongoing support for sites to implement and sustain an effective MTSS</li> <li>• Peer Mentoring between training cohorts to provide site-to-site support</li> </ul>	<ul style="list-style-type: none"> <li>• Self-Assessment of MTSS (SAM) Implementation Tool</li> <li>• Implementation of regular MTSS team meetings</li> <li>• Implementation of regular use of site-determined data sources</li> <li>• Implementation of differentiated, tiered interventions</li> </ul>
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
<b>Goal 7: Update the District Graduate Profile</b>  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.	<ul style="list-style-type: none"> <li>• Revise the existing graduate profile and successfully adopt the revised version at the board level</li> <li>• Develop a plan to implement the revised graduate profile</li> <li>• Build awareness of the new graduate profile through effective communication strategies</li> <li>• Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised graduate profile</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation of educational partner convening</li> <li>• Board Adoption of Revised Graduate Profile</li> <li>• Awareness of Graduate Profile</li> <li>• Evidence of School Plan Alignment</li> </ul>

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
<b>Goal 8: Basic Services and Districtwide Operations/Supports</b>  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.	<ul style="list-style-type: none"> <li>• Maintain sufficient facilities staffing and operations</li> <li>• Ensure access to all board-adopted instructional materials</li> <li>• Maintain base classroom staffing to deliver core instructional program</li> <li>• Provide support to new teacher so they can complete credentialing requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities Condition</li> <li>• Instructional Materials Sufficiency</li> <li>• Teacher Credentialing and Assignment</li> </ul>

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
<b>Goal 9: Focus on Students with Disabilities</b>  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.	<ul style="list-style-type: none"> <li>• Preschool district capacity assessment</li> <li>• Educational Technology for Students with Disabilities</li> <li>• Expanded special education staffing</li> <li>• Team engagement specific to the needs of students with disabilities (includes professional learning)</li> </ul>	<ul style="list-style-type: none"> <li>• Rate of students in regular class more than 80% of the time</li> <li>• Rate of students in regular class less than 40% of the time</li> <li>• Rate of students participating in a separate school</li> </ul>

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 groups based on their California School Dashboard outcomes over multiple years.

LCAP Goal	Examples of Actions	Examples of Metrics
<b>Goal 10: Focus on Homeless Youth</b>  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	<ul style="list-style-type: none"> <li>• Professional development to build staff capacity to identify and support homeless youth</li> <li>• Increase and improve referral processes for homeless youth identification</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of low-income students that are identified as Homeless Youth</li> <li>• Number of referrals leading to identification by source</li> </ul>

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disadvantaged students who are identified as homeless will increase and approach the expected 5-10% rate.		
This goal places emphasis on 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 students groups based on their California School Dashboard outcomes over multiple years.		

LCAP Goal	Examples of Actions	Examples of Metrics
<b>Goal 11: Focus on Foster Youth</b>  All Foster Youth demonstrating below-grade level academic proficiency will be offered 1 on 1 and/or small group tutoring services to support their accelerated progress toward grade-level standards.	<ul style="list-style-type: none"> <li>• Provide Foster Youth with demonstrated academic needs appropriate 1 on 1 or small group tutoring</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Percentage of Foster Youth with below-grade level Math and/or ELA proficiency receiving tutoring services</li> <li>• Academic Improvement following tutoring participation</li> <li>• Attendance Improvements</li> <li>• Suspension Rate Decreases</li> </ul>
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 students groups based on their California School Dashboard outcomes over multiple years.		

The Engaging Educational Partners section highlights the major recommendations 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 also 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.

Overall, SCUSD's 2021-22 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

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- 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 so that they can graduate with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision laid out in the core value and guiding principle, 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) mentioned throughout this plan summary. 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 a path through fiscal challenges. And a cohesive, consistent approach to providing tiered supports based upon assessed 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 Dashboard, 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 2020-21 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 public comment at 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](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 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 supported 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 (AIEP PC):** The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families.
- **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-

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specific meetings were held with the DELAC on 11.10.21 and 2.16.22. 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 S Educational Partner Input (5.19.22)
- LCAP Public Hearing (6.2.22)

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 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.

#### 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 input and the fall ESSER III Expenditure Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged from educational partner groups, and provides links to additional and more detailed educational partner feedback documents.

The Annual Survey asked respondents to share their level of agreement for how highlight 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 Education 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 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 voice 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 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 survey and other collected data.
- Provide more technical support to school sites to think through questions of fiscal analysis, demographic, and equity.

#### Resource Allocation, including Targeted Use and Community Partnerships

- Provide school sites sufficient funds for 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](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

- 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](https://www.scusd.edu/sites/main/files/file-attachments/8.3_ppt_b_aaab_scusd_board_presentationupdatev22_17_22.pptx_.pdf)

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.

The development of new LCAP goals specific to student groups (Goal 9, 10, and 11) were 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 from 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 several focused on 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 influenced 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 district's 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

## SCUSD 2022-23 LCAP: Draft Material for 5.5.22

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 Biliteracy 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 districts 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.
-

# Goals and Actions

## Goal

Goal #	Description
1	100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three California State Dashboards (2017-18 through 2019-20) shows that almost 60% of SCUSD graduates are not placing in the ‘prepared’ level for the College and Career Indicator. Data from the California Department of Education (CDE) shows that almost half of SCUSD graduates are not completing UC ‘a-g’ requirements (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*. Educational partner input has informed the evolution from the prior LCAP Goal focused on college and career to this new version. Key input has included the following:

- Inequitable outcomes have persisted and student groups with the highest needs should be called out explicitly. Increasing the percentage of students who are graduating college and career ready cannot just be a result of improving outcomes for those groups who are already achieving at a higher level.
- It is important to acknowledge the importance of college AND career readiness as viable pathways to postsecondary success. Students need more support to understand and, as desired, pursue Career and Technical Education (CTE) and dual enrollment as part of their studies and technical program/trades as postsecondary options.
- Students need to have an individualized learning plan and clear postsecondary plan in addition to a wide array of options. Readiness includes a defined multi-year plan and understanding of the steps and processes necessary to reach one’s goals

Providing students ‘*the greatest number of postsecondary choices from the widest array of options*’ connects to the definitions of college and career readiness shared in the plan summary. ALL SCUSD students must graduate prepared for ANY post-secondary educational experience and have the skills needed for job training/education. Our charge as a school district is to prepare each 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 at higher rates. This will be due not only to improvements at the secondary level, but result from students entering high school having received more effective supports and preparation in the elementary and middle grades.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), 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).



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Metric	Baseline			Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																														
1B  <b>On-Track Graduation Status</b>  Percentage of 9 <sup>th</sup> -12 <sup>th</sup> grade students on track for graduation considering course completion and current course enrollment  <b>Source:</b> SCUSD Internal Dashboard  <i>Note: 2020-21 data is to 4.5.21</i>		<b>19-20</b>	<b>20-21</b>		<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24	Adjusted: 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 an 70% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.  Original: <table><tr><td></td><td><b>23-24</b></td></tr><tr><td><b>ALL</b></td><td>70</td></tr><tr><td><b>EL</b></td><td>61</td></tr><tr><td><b>FY</b></td><td>53</td></tr><tr><td><b>HY</b></td><td>53</td></tr><tr><td><b>SED</b></td><td>66</td></tr><tr><td><b>SWD</b></td><td>58</td></tr><tr><td><b>AA</b></td><td>60</td></tr><tr><td><b>AI/AN</b></td><td>61</td></tr><tr><td><b>A</b></td><td>81</td></tr><tr><td><b>F</b></td><td>79</td></tr><tr><td><b>H/L</b></td><td>65</td></tr><tr><td><b>PI</b></td><td>61</td></tr><tr><td><b>W</b></td><td>74</td></tr><tr><td><b>TOM</b></td><td>71</td></tr></table>		<b>23-24</b>	<b>ALL</b>	70	<b>EL</b>	61	<b>FY</b>	53	<b>HY</b>	53	<b>SED</b>	66	<b>SWD</b>	58	<b>AA</b>	60	<b>AI/AN</b>	61	<b>A</b>	81	<b>F</b>	79	<b>H/L</b>	65	<b>PI</b>	61	<b>W</b>	74	<b>TOM</b>	71
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	<b>W</b>	74																																				
<b>TOM</b>	71																																					
<b>ALL</b>	53.8	53.6	<b>ALL</b>	50																																		
<b>EL</b>	43	41.2	<b>EL</b>	34.3																																		
<b>FY</b>	16	27.7	<b>FY</b>	21.8																																		
<b>HY</b>	21.9	28.8	<b>HY</b>	15.3																																		
<b>SED</b>	51.9	48.9	<b>SED</b>	45.2																																		
<b>SWD</b>	33.3	36.1	<b>SWD</b>	33.1																																		
<b>AA</b>	43	39.7	<b>AA</b>	35.7																																		
<b>AI/AN</b>	48.2	40.7	<b>AI/AN</b>	32.7																																		
<b>A</b>	68.5	70.3	<b>A</b>	65.6																																		
<b>F</b>	67.3	68.6	<b>F</b>	67																																		
<b>H/L</b>	48.3	47.4	<b>H/L</b>	44																																		
<b>PI</b>	43.4	40.8	<b>PI</b>	35.1																																		
<b>W</b>	58.4	60.2	<b>W</b>	58.9																																		
<b>TOM</b>	55.4	55.8	<b>TOM</b>	50.1																																		



Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1C  <b>College/Career Indicator</b>  Percentage of graduates who are placed in the ‘Prepared’ Level on the Dashboard  <b>Source:</b> California School Dashboard          Note: Results do not include Charter Schools							Adjusted: 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 an <b>30%</b> 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 <b>A-G Completion</b> Percentage of graduating cohort who met UC/CSU Requirements  <b>Source:</b> 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.		<b>18-19</b>	<b>19-20</b>		To be reported in 2022-23	To be reported in 2023-24	Adjusted: SCUSD’s aims to accelerate an increase in A-G Completion for all student groups achieving below the level of ‘All students’ so that they are, at a minimum, achieving an 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.  Original: <table><tr><td></td><td><b>23-24</b></td></tr><tr><td><b>ALL</b></td><td>70</td></tr><tr><td><b>EL</b></td><td>59</td></tr><tr><td><b>FY</b></td><td>60</td></tr><tr><td><b>HY</b></td><td>48</td></tr><tr><td><b>SED</b></td><td>67</td></tr><tr><td><b>SWD</b></td><td>46</td></tr><tr><td><b>AA</b></td><td>58</td></tr><tr><td><b>AI</b></td><td>54</td></tr><tr><td><b>A</b></td><td>81</td></tr><tr><td><b>F</b></td><td>87</td></tr><tr><td><b>HL</b></td><td>64</td></tr><tr><td><b>PI</b></td><td>66</td></tr><tr><td><b>W</b></td><td>73</td></tr><tr><td><b>TOM</b></td><td>77</td></tr></table>		<b>23-24</b>	<b>ALL</b>	70	<b>EL</b>	59	<b>FY</b>	60	<b>HY</b>	48	<b>SED</b>	67	<b>SWD</b>	46	<b>AA</b>	58	<b>AI</b>	54	<b>A</b>	81	<b>F</b>	87	<b>HL</b>	64	<b>PI</b>	66	<b>W</b>	73	<b>TOM</b>	77
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<b>TOM</b>	77																																				
<b>ALL</b>	50.7	54	<b>ALL</b>	54.4																																	
<b>EL</b>	35.9	37.7	<b>EL</b>	40.3																																	
<b>FY</b>	29.4	38.5	<b>FY</b>	36.8																																	
<b>HY</b>	24.6	20.9	<b>HY</b>	31.1																																	
<b>MY</b>	*	55.6	<b>MY</b>	62.5																																	
<b>SED</b>	46.1	50.3	<b>SED</b>	49.5																																	
<b>SWD</b>	11.8	17.6	<b>SWD</b>	22.9																																	
<b>AA</b>	32.5	36.5	<b>AA</b>	41.5																																	
<b>AI</b>	44.4	30	<b>AI/AN</b>	25																																	
<b>A</b>	70.4	71.4	<b>A</b>	72.6																																	
<b>F</b>	76.6	80	<b>F</b>	63.6																																	
<b>HL</b>	41.9	45.5	<b>H/L</b>	42.5																																	
<b>PI</b>	24.4	47.5	<b>PI</b>	43.6																																	
<b>W</b>	54.6	58.5	<b>W</b>	61.8																																	
<b>TOM</b>	56.7	64.5	<b>TOM</b>	64.2																																	

Metric	Baseline			Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																														
1E <b>On-Track A-G Status</b>  Percentage of 9 <sup>th</sup> -12 <sup>th</sup> grade students on track for A-G considering course completion (does not include courses in progress)  <b>Source:</b> SCUSD Internal Dashboard  <i>Note: 2021-22 data is to 3.29.22</i>		<b>19-20</b>	<b>20-21</b>		<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24	Adjusted: 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 an 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.  Original: <table><tr><td></td><td><b>23-24</b></td></tr><tr><td><b>ALL</b></td><td>70</td></tr><tr><td><b>EL</b></td><td>59</td></tr><tr><td><b>FY</b></td><td>48</td></tr><tr><td><b>HY</b></td><td>46</td></tr><tr><td><b>SED</b></td><td>66</td></tr><tr><td><b>SWD</b></td><td>53</td></tr><tr><td><b>AA</b></td><td>59</td></tr><tr><td><b>AI/AN</b></td><td>56</td></tr><tr><td><b>A</b></td><td>82</td></tr><tr><td><b>F</b></td><td>80</td></tr><tr><td><b>H/L</b></td><td>65</td></tr><tr><td><b>PI</b></td><td>60</td></tr><tr><td><b>W</b></td><td>76</td></tr><tr><td><b>TOM</b></td><td>75</td></tr></table>		<b>23-24</b>	<b>ALL</b>	70	<b>EL</b>	59	<b>FY</b>	48	<b>HY</b>	46	<b>SED</b>	66	<b>SWD</b>	53	<b>AA</b>	59	<b>AI/AN</b>	56	<b>A</b>	82	<b>F</b>	80	<b>H/L</b>	65	<b>PI</b>	60	<b>W</b>	76	<b>TOM</b>	75
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<b>FY</b>	28	21.3	<b>FY</b>	23.6																																		
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<b>SED</b>	48.6	48.1	<b>SED</b>	45																																		
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Metric	Baseline			Year 1 Outcome			Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																														
11 <b>FAFSA Completion</b> Percentage of 12 <sup>th</sup> grade students completing the Free Application for Federal Student Aid (FAFSA) <b>Source:</b> Internal District Reporting							To be reported in 2022-23	To be reported in 2023-24	Adjusted: 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 <b>80%</b> rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.  Original: <table><tr><td></td><td><b>23-24</b></td></tr><tr><td><b>ALL</b></td><td>85</td></tr><tr><td><b>EL</b></td><td>80</td></tr><tr><td><b>FY</b></td><td>76</td></tr><tr><td><b>HY</b></td><td>70</td></tr><tr><td><b>SED</b></td><td>84</td></tr><tr><td><b>SWD</b></td><td>74</td></tr><tr><td><b>AA</b></td><td>79</td></tr><tr><td><b>AI</b></td><td>70</td></tr><tr><td><b>A</b></td><td>91</td></tr><tr><td><b>F</b></td><td>92</td></tr><tr><td><b>HL</b></td><td>83</td></tr><tr><td><b>PI</b></td><td>86</td></tr><tr><td><b>W</b></td><td>86</td></tr><tr><td><b>TOM</b></td><td>89</td></tr></table>		<b>23-24</b>	<b>ALL</b>	85	<b>EL</b>	80	<b>FY</b>	76	<b>HY</b>	70	<b>SED</b>	84	<b>SWD</b>	74	<b>AA</b>	79	<b>AI</b>	70	<b>A</b>	91	<b>F</b>	92	<b>HL</b>	83	<b>PI</b>	86	<b>W</b>	86	<b>TOM</b>	89
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<b>FY</b>	66.7	63.6	<b>FY</b>	42.9	28.6																																		
<b>HY</b>	N/A	54.5	<b>HY</b>	27.3	37.5																																		
<b>SED</b>	68.4	76.2	<b>SED</b>	54.6	53.6																																		
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<b>F</b>	80.4	88.3	<b>F</b>	65.6	63.8																																		
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<b>PI</b>	70.2	78.6	<b>PI</b>	33.3	36.8																																		
<b>W</b>	63.9	79.1	<b>W</b>	65.6	54.3																																		
<b>TOM</b>	71.5	83.7	<b>TOM</b>	64.7	60																																		
			*Mid-year data to 3.29.22																																				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																								
1J <b>Certificate of Completion</b> Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC) <b>Source:</b> CDE Dataquest Reporting Note: Results do not include Charter Schools	<table><thead><tr><th rowspan="2"></th><th colspan="2">2019-20</th></tr><tr><th>D</th><th>CC</th></tr></thead><tbody><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</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></tbody></table> <p>*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.</p>		2019-20		D	CC	ALL	66	13.9	SWD+EL	63.6	18.7	SWD+FY	53.8	7.7	SWD+HY	50	8.3	SWD+SED	66.3	12.6	SWD+AA	67.6	11.8	SWD+AI	*	*	SWD+A	70.3	21.6	SWD+F	*	*	SWD+HL	65.7	9.5	SWD+PI	*	*	SWD+W	68.9	15.6	SWD+TOM	64.3	21.4	<table><thead><tr><th rowspan="2"></th><th colspan="2">2020-21</th></tr><tr><th>D</th><th>CC</th></tr></thead><tbody><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</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></tbody></table>		2020-21		D	CC	ALL	65.4	9.8	SWD+EL	69.7	12.8	SWD+FY	33.3	0	SWD+HY	32	4	SWD+SED	64.5	9.7	SWD+AA	54.5	9.1	SWD+AI	*	*	SWD+A	70.2	12.8	SWD+F	*	*	SWD+HL	68.4	9.7	SWD+PI	*	*	SWD+W	70.7	8.6	SWD+TOM	55.6	11.1	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.  <i>Note:</i> <i>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).</i>
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Metric	Baseline			Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<b>1K</b> <b>State Seal of Biliteracy (SSB)</b> Percentage of graduates earning the State Seal of Biliteracy (SSB) <b>Source:</b> 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.		<b>18-19</b>	<b>19-20</b>		<b>20-21</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	<b>ALL</b>	12.7	14.4	<b>ALL</b>	25.2			<b>ALL</b>	30
	<b>EL</b>	6.9	5.9	<b>EL</b>	14.5			<b>EL</b>	30
	<b>FY</b>	5.9	0	<b>FY</b>	5.3			<b>FY</b>	30
	<b>HY</b>	1.6	4.7	<b>HY</b>	11.1			<b>HY</b>	30
	<b>MY</b>	*	44.4	<b>MY</b>	37.5			<b>SED</b>	30
	<b>SED</b>	12	13.8	<b>SED</b>	23.2			<b>SWD</b>	30
	<b>SWD</b>	1.4	0	<b>SWD</b>	4.6			<b>AA</b>	30
	<b>AA</b>	2.8	3	<b>AA</b>	10.5			<b>AI</b>	30
	<b>AI/AN</b>	0	20	<b>AI</b>	0			<b>A</b>	30
	<b>A</b>	15.5	14.5	<b>A</b>	29.7			<b>F</b>	30
	<b>F</b>	12.8	26.7	<b>F</b>	25.5			<b>HL</b>	30
	<b>H/L</b>	16.8	17	<b>HL</b>	26.9			<b>PI</b>	30
	<b>PI</b>	2.4	2.5	<b>PI</b>	10.3			<b>W</b>	30
	<b>W</b>	10.1	13.5	<b>W</b>	30.9			<b>TOM</b>	30
	<b>TOM</b>	10	19.4	<b>TOM</b>	18.3				
<b>1L</b> <b>State Seal of Civic Engagement (SSCE)</b> Percentage of graduates earning the State Seal of Civic Engagement (SSCE) <b>Source:</b> TBD Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.		<b>20-21</b>			<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	<b>ALL</b>	0		<b>ALL</b>	TBD			<b>ALL</b>	15
	<b>EL</b>	0		<b>EL</b>	TBD			<b>EL</b>	15
	<b>FY</b>	0		<b>FY</b>	TBD			<b>FY</b>	15
	<b>HY</b>	0		<b>HY</b>	TBD			<b>HY</b>	15
	<b>SED</b>	0		<b>SED</b>	TBD			<b>SED</b>	15
	<b>SWD</b>	0		<b>SWD</b>	TBD			<b>SWD</b>	15
	<b>AA</b>	0		<b>AA</b>	TBD			<b>AA</b>	15
	<b>AI/AN</b>	0		<b>AI</b>	TBD			<b>AI</b>	15
	<b>A</b>	0		<b>A</b>	TBD			<b>A</b>	15
	<b>F</b>	0		<b>F</b>	TBD			<b>F</b>	15
	<b>H/L</b>	0		<b>HL</b>	TBD			<b>HL</b>	15
	<b>PI</b>	0		<b>PI</b>	TBD			<b>PI</b>	15
	<b>W</b>	0		<b>W</b>	TBD			<b>W</b>	15
	<b>TOM</b>	0		<b>TOM</b>	TBD			<b>TOM</b>	15

Metric	Baseline			Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<b>1M</b> <b>IB Exam Performance</b> Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7) <b>Source:</b> School Site Reporting									
		<b>18-19</b>	<b>19-20</b>		<b>20-21</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	<b>ALL</b>	15.4	23.8	<b>ALL</b>	30.9			<b>ALL</b>	36
<b>1N</b> <b>IB Diploma Completion</b> Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma <b>Source:</b> School Site Reporting									
		<b>18-19</b>	<b>19-20</b>		<b>20-21</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	<b>ALL</b>	3.3	7.5	<b>ALL</b>	29.6			<b>ALL</b>	24

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

Metric	Baseline			Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1P  <b>Math Early Assessment Program (EAP)</b>  Percentage of 11 <sup>th</sup> grade students Exceeding Standard on the Mathematics State Assessment  <b>Source:</b> CAASPP Reporting  Note: Results do not include Charter Schools						To be reported in 2022-23	To be reported in 2023-24			
		18-19	19-20		20-21					23-24
	ALL	10	N/A	ALL	N/A			ALL	34	
	EL	1.3	N/A	EL	N/A			EL	28	
	FY	N/A	N/A	FY	N/A			FY	27	
	HY	0	N/A	HY	N/A			HY	27	
	SED	6	N/A	SED	N/A			SED	31	
	SWD	0.9	N/A	SWD	N/A			SWD	28	
	AA	1.5	N/A	AA	N/A			AA	28	
	AI	0	N/A	AI	N/A			AI	27	
	A	14.9	N/A	A	N/A			A	38	
	F	12.1	N/A	F	N/A			F	36	
	HL	5.3	N/A	HL	N/A			HL	31	
	PI	0	N/A	PI	N/A			PI	27	
	W	21	N/A	W	N/A			W	42	
	TOM	16.5	N/A	TOM	N/A			TOM	39	
				NOTE: State Assessments were not administered during the spring of 2021.						

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1Q</p> <p><b>Post-secondary outcomes for Students with Disabilities</b></p> <p>Percentage of students reporting participation in Higher Education or competitive employment following graduation/matriculation from SCUSD.</p> <p><b>Source:</b> Direct outreach to students by Special Education department</p>	2018-19: 37.3%	<p>2019-20: 77.40%</p> <p>Note: 2019-20 is the most recent SpED Annual Performance Report (APR) available</p>	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)	<p>Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Engineering &amp; Design, Building Trades &amp; Construction, Health &amp; Medical Sciences, and Information Technology. Build a CTE pipeline at the middle school level beginning with a pilot program at Rosa Parks that articulate to Luther Burbank.</p> <p>Expanded efforts will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Partnership with Youth Development Support Services will continue to provide college mentors and after-school staff support to implement the California College Guidance Initiative (CCGI) modules. These support students in their postsecondary preparation activities. Additional college mentors will be hired to provide targeted support to CTE students to strengthen engagement and develop post-secondary transition plans.</p> <p>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.</p>		Y

Action #	Title	Description	Total Funds	Contributing
1.2	Provide Academic and Career Counseling (Base) (Continuing)	<p>Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery.</p> <p>Staff will collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor.</p> <p>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.</p>		N
1.3	Provide Academic and Career Counseling (Supplemental) (Continuing)	<p>Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery. 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.</p> <p>Action B2 in the ESSER III Expenditure Plan supplements this action with additional counseling FTE to provide extended day supporting 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.</p>		Y

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Action #	Title	Description	Total Funds	Contributing
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.		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 with 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.		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.		Y
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. <i>This allocation funds 3.0 FTE, 1.0 at each of the IB sites</i> (Kit Carson International Academy, Luther Burbank High School, and Caleb Greenwood Elementary) professional learning, and supplemental instructional materials.		Y



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Action #	Title	Description	Total Funds	Contributing
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).		Y
1.9	Department-level data-based decision-making (Continuing)	<i>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.</i>		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: <ul style="list-style-type: none"> <li>• Preschool to Elementary School</li> <li>• Elementary to Middle School</li> <li>• Middle to High School</li> <li>• High School to Post- Secondary activities</li> <li>• Change in special education placement</li> </ul>		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.		N
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		N

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Action #	Title	Description	Total Funds	Contributing
1.13	Implement State Seal of Civic Engagement (SSCE) program for students (New)	<p>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.</p> <p>Reference: Action C3 in ESSER III Expenditure Plan</p>		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. Minor exceptions included:

- Action 1.1 (CTE): *Hold for updated information*
- Action 1.8 (SPSA actions): *Hold for updated information*

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): *Hold for updated information*
- Action 1.8 (SPSA actions): *Hold for updated information*

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 worked to fill a work-based learning coordinator position. 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

collaboratively problem-solve 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.
- (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 Biliteracy 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, more 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 9-12<sup>th</sup> 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 in progress 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), 1C (College/Career Indicator), 1D (A-G Completion), 1G (CTE Pathway Completion), and others.

Two new actions and additional notes of alignment have been added to Goal 1 for the 2022-23 school year. These 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 transition to their post-secondary career.

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

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				20-21	To be reported in 2022-23	To be reported in 2023-24			
<b>ELA State Assessment</b>		18-19	ALL	N/A			ALL	23-24	
	ALL	-21.5	EL	N/A			EL	-15.6	
	EL	-58	ELO	N/A			ELO	-42.3	
Average Distance from ‘Standard Met’ on English Language Arts (ELA) Smarter	ELO	-100	REFP	N/A			REFP	-72.9	
Balanced Summative Assessment for grades 3-8 and 11	RFEP	10.6	FY	N/A			FY	16.6	
	FY	-82.3	HY	N/A			HY	-60	
	HY	-88.1	SED	N/A			SED	-64.2	
	SED	-43.9	SWD	N/A			SWD	-32	
	SWD	-100.5	AA	N/A			AA	-73.3	
	AA	-72.5	AI	N/A			AI	-52.9	
<b>Source:</b> California School Dashboard	AI	-61.2	A	N/A			A	-44.6	
	A	-5.4	F	N/A			F	-3.9	
	F	22.6	HL	N/A			HL	28.6	
Note: Results do not include Charter Schools	HL	-39.7	PI	N/A			PI	-28.9	
	PI	-66.1	W	N/A			W	-48.2	
	W	34.1	TOM	N/A			TOM	40.1	
	TOM	3.3	NOTE: State Assessments were not administered during the spring of 2021.						9.3



Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2B  <b>Math State Assessment</b>  Average Distance from ‘Standard Met’ on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11  <b>Source:</b> California School Dashboard  Note: Results do not include Charter Schools		<b>18-19</b>		<b>20-21</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	<b>ALL</b>	-48.8	<b>ALL</b>	N/A			<b>ALL</b>	-35.6
	<b>EL</b>	-75.1	<b>EL</b>	N/A			<b>EL</b>	-54.7
	<b>ELO</b>	-112.5	<b>ELO</b>	N/A			<b>ELO</b>	-82
	<b>RFEP</b>	-13.9	<b>RFEP</b>	N/A			<b>RFEP</b>	-10.1
	<b>FY</b>	-116.4	<b>FY</b>	N/A			<b>FY</b>	-84.9
	<b>HY</b>	-122.3	<b>HY</b>	N/A			<b>HY</b>	-89.2
	<b>SED</b>	-70.5	<b>SED</b>	N/A			<b>SED</b>	-51.4
	<b>SWD</b>	-129.1	<b>SWD</b>	N/A			<b>SWD</b>	-94.1
	<b>AA</b>	-107	<b>AA</b>	N/A			<b>AA</b>	-78
	<b>AI</b>	-98.6	<b>AI</b>	N/A			<b>AI</b>	-71.9
	<b>A</b>	-19.8	<b>A</b>	N/A			<b>A</b>	-14.4
	<b>F</b>	-3.2	<b>F</b>	N/A			<b>F</b>	-2.3
	<b>HL</b>	-69.8	<b>HL</b>	N/A			<b>HL</b>	-50.9
	<b>PI</b>	-91.9	<b>PI</b>	N/A			<b>PI</b>	-67
	<b>W</b>	5.1	<b>W</b>	N/A			<b>W</b>	18.4
	<b>TOM</b>	-21.4	<b>TOM</b>	N/A			<b>TOM</b>	-15.6
			NOTE: State Assessments were not administered during the spring of 2021.					

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		20-21	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	24.8	ALL	N/A			ALL	45
	EL	1.5	EL	N/A			EL	28
	FY	N/A	ELO	N/A			FY	33
	HY	8.5	REFP	N/A			HY	33
	SED	17.7	FY	N/A			SED	40
	SWD	6.5	HY	N/A			SWD	32
	AA	9.4	SED	N/A			AA	34
	AI	20	SWD	N/A			AI	42
	A	31.4	AA	N/A			A	50
	F	36.2	AI	N/A			F	53
	HL	16.6	A	N/A			HL	39
	PI	10.9	F	N/A			PI	35
	W	45.6	HL	N/A			W	60
	TOM	35.5	PI	N/A			TOM	53
			W	N/A				
			TOM	N/A				
	NOTE: State Assessments were not administered during the spring of 2021.							

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																																									
2F  <b>Long-Term English Learners (LTELs)</b>  Percentage of English Learners that have been classified as ELs for 6+ years  <b>Source:</b> CDE Dataquest Reporting  Note: Results do not include Charter Schools	<table><tr><th>Grade</th><th>19-20</th></tr><tr><td>6<sup>th</sup></td><td>26</td></tr><tr><td>7<sup>th</sup></td><td>22</td></tr><tr><td>8<sup>th</sup></td><td>21</td></tr><tr><td>9<sup>th</sup></td><td>17</td></tr><tr><td>10<sup>th</sup></td><td>19</td></tr><tr><td>11<sup>th</sup></td><td>15</td></tr><tr><td>12<sup>th</sup></td><td>28</td></tr></table>	Grade	19-20	6 <sup>th</sup>	26	7 <sup>th</sup>	22	8 <sup>th</sup>	21	9 <sup>th</sup>	17	10 <sup>th</sup>	19	11 <sup>th</sup>	15	12 <sup>th</sup>	28	<table><tr><th>Grade</th><th colspan="2">2020-21</th></tr><tr><td></td><th>N</th><th>%</th></tr><tr><td>6<sup>th</sup></td><td>463</td><td>52.6</td></tr><tr><td>7<sup>th</sup></td><td>442</td><td>47.5</td></tr><tr><td>8<sup>th</sup></td><td>461</td><td>43</td></tr><tr><td>9<sup>th</sup></td><td>464</td><td>41.5</td></tr><tr><td>10<sup>th</sup></td><td>344</td><td>30.6</td></tr><tr><td>11<sup>th</sup></td><td>296</td><td>25.6</td></tr><tr><td>12<sup>th</sup></td><td>322</td><td>28.6</td></tr></table>	Grade	2020-21			N	%	6 <sup>th</sup>	463	52.6	7 <sup>th</sup>	442	47.5	8 <sup>th</sup>	461	43	9 <sup>th</sup>	464	41.5	10 <sup>th</sup>	344	30.6	11 <sup>th</sup>	296	25.6	12 <sup>th</sup>	322	28.6	To be reported in 2022-23	To be reported in 2023-24	<table><tr><th>Grade</th><th>23-24</th></tr><tr><td>6<sup>th</sup></td><td>18</td></tr><tr><td>7<sup>th</sup></td><td>17</td></tr><tr><td>8<sup>th</sup></td><td>15</td></tr><tr><td>9<sup>th</sup></td><td>13</td></tr><tr><td>10<sup>th</sup></td><td>15</td></tr><tr><td>11<sup>th</sup></td><td>11</td></tr><tr><td>12<sup>th</sup></td><td>14</td></tr></table>	Grade	23-24	6 <sup>th</sup>	18	7 <sup>th</sup>	17	8 <sup>th</sup>	15	9 <sup>th</sup>	13	10 <sup>th</sup>	15	11 <sup>th</sup>	11	12 <sup>th</sup>	14																																														
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2G  <b>Advanced Placement (AP) Pass Rate 1</b>  Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more  <b>Source:</b> CALPADS Reporting (District Analysis)  <i>Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</i>	<table><tr><td></td><th>18-19</th><th>19-20</th></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</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>		18-19	19-20	ALL	10.6	5.7	EL	4.4	2.1	FY	0	0.0	HY	1.4	0.0	SED	8	4.2	SWD	0.4	0.7	AA	2.4	1.6	AI	1.5	0.0	A	16.8	9.3	F	17.6	8.7	HL	8.9	4.4	PI	1.8	1.6	W	15.7	8.3	TOM	15.1	6.9	<table><tr><td></td><th>20-21</th></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</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>		20-21	ALL	10.2	EL	2.5	FY	0	HY	0	SED	7	SWD	0.6	AA	2.9	AI	1.9	A	16	F	15.1	HL	7.3	PI	1.6	W	16.7	TOM	13.6	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><th>23-24</th></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</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>		23-24	ALL	20	EL	8	FY	2	HY	3	SED	16	SWD	5	AA	5	AI	3	A	20	F	20	HL	15	PI	3	W	20	TOM	20
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																																									
2H <b>Advanced Placement (AP) Pass Rate 2</b> Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more <b>Source:</b> CDE Dataquest Reporting	2018-19: 43.4%  2019-20: 49.9%*  <i>*Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</i>	2020-21: TBD	To be reported in 2022-23	To be reported in 2023-24	2023-24: 67%																																																																																																									
2I <b>Advanced Placement (AP) Enrollment</b> Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes <b>Source:</b> 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</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>		19-20	20-21	ALL	25.5	25.4	EL	9.2	7.2	FY	3.4	2.5	HY	7.9	4.2	SED	20.1	19.7	SWD	2.7	2.7	AA	12.4	12.9	AI	15.7	9.6	A	37.5	38.9	F	39.1	39.6	HL	19.9	18.7	PI	11.4	11.8	W	34.1	35	TOM	33.8	33.5	<table><tr><td></td><td>21-22</td></tr><tr><td>ALL</td><td>TBD</td></tr><tr><td>EL</td><td>TBD</td></tr><tr><td>FY</td><td>TBD</td></tr><tr><td>HY</td><td>TBD</td></tr><tr><td>SED</td><td>TBD</td></tr><tr><td>SWD</td><td>TBD</td></tr><tr><td>AA</td><td>TBD</td></tr><tr><td>AI</td><td>TBD</td></tr><tr><td>A</td><td>TBD</td></tr><tr><td>F</td><td>TBD</td></tr><tr><td>HL</td><td>TBD</td></tr><tr><td>PI</td><td>TBD</td></tr><tr><td>W</td><td>TBD</td></tr><tr><td>TOM</td><td>TBD</td></tr></table>		21-22	ALL	TBD	EL	TBD	FY	TBD	HY	TBD	SED	TBD	SWD	TBD	AA	TBD	AI	TBD	A	TBD	F	TBD	HL	TBD	PI	TBD	W	TBD	TOM	TBD	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</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>		23-24	ALL	30	EL	15	FY	5	HY	10	SED	30	SWD	5	AA	20	AI	20	A	40	F	40	HL	25	PI	15	W	40	TOM	40
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																								
2J <b>GATE Identification</b> Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1 <sup>st</sup> grade by student group <b>Source:</b> SCUSD Advanced Learning Department	<table><tr><th rowspan="2">1<sup>st</sup> Grade</th><th colspan="2">18-19</th></tr><tr><th>All</th><th>GATE</th></tr><tr><td>ALL</td><td>N/A</td><td>12.6</td></tr><tr><td>EL</td><td>21.2</td><td>11.2</td></tr><tr><td>FY</td><td>0.3</td><td>0.0</td></tr><tr><td>HY</td><td>0.7</td><td>0.0</td></tr><tr><td>SED</td><td>69.0</td><td>43.2</td></tr><tr><td>SWD</td><td>14.3</td><td>6.8</td></tr><tr><td>AA</td><td>13.8</td><td>2.9</td></tr><tr><td>AI</td><td>0.7</td><td>0.7</td></tr><tr><td>A</td><td>18.7</td><td>23.1</td></tr><tr><td>HL</td><td>39.9</td><td>24.7</td></tr><tr><td>PI</td><td>2.1</td><td>1.1</td></tr><tr><td>W</td><td>17.3</td><td>34.1</td></tr><tr><td>TOM</td><td>7.6</td><td>13.4</td></tr></table>	1 <sup>st</sup> Grade	18-19		All	GATE	ALL	N/A	12.6	EL	21.2	11.2	FY	0.3	0.0	HY	0.7	0.0	SED	69.0	43.2	SWD	14.3	6.8	AA	13.8	2.9	AI	0.7	0.7	A	18.7	23.1	HL	39.9	24.7	PI	2.1	1.1	W	17.3	34.1	TOM	7.6	13.4	<table><tr><th rowspan="2">1<sup>st</sup> Grade</th><th colspan="2">21-22</th></tr><tr><th>All</th><th>GATE</th></tr><tr><td>ALL</td><td>TBD</td><td>TBD</td></tr><tr><td>EL</td><td>TBD</td><td>TBD</td></tr><tr><td>FY</td><td>TBD</td><td>TBD</td></tr><tr><td>HY</td><td>TBD</td><td>TBD</td></tr><tr><td>SED</td><td>TBD</td><td>TBD</td></tr><tr><td>SWD</td><td>TBD</td><td>TBD</td></tr><tr><td>AA</td><td>TBD</td><td>TBD</td></tr><tr><td>AI</td><td>TBD</td><td>TBD</td></tr><tr><td>A</td><td>TBD</td><td>TBD</td></tr><tr><td>HL</td><td>TBD</td><td>TBD</td></tr><tr><td>PI</td><td>TBD</td><td>TBD</td></tr><tr><td>W</td><td>TBD</td><td>TBD</td></tr><tr><td>TOM</td><td>TBD</td><td>TBD</td></tr></table>	1 <sup>st</sup> Grade	21-22		All	GATE	ALL	TBD	TBD	EL	TBD	TBD	FY	TBD	TBD	HY	TBD	TBD	SED	TBD	TBD	SWD	TBD	TBD	AA	TBD	TBD	AI	TBD	TBD	A	TBD	TBD	HL	TBD	TBD	PI	TBD	TBD	W	TBD	TBD	TOM	TBD	TBD	To be reported in 2022-23	To be reported in 2023-24	Percentage of students newly identified as GATE during the 1 <sup>st</sup> grade will be comparable to each group’s proportion of the overall 1 <sup>st</sup> grade population.
1 <sup>st</sup> Grade	18-19																																																																																												
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2K <b>GATE Demographics</b> 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 <b>Source:</b> Advanced Learning Department	<table><tr><th rowspan="2">Grades 2-12</th><th colspan="2">18-19</th></tr><tr><th>All</th><th>GATE</th></tr><tr><td>ALL</td><td>N/A</td><td>15.0</td></tr><tr><td>EL</td><td>18.0</td><td>4.0</td></tr><tr><td>SED</td><td>60.3</td><td>8.0</td></tr><tr><td>SWD</td><td>15.6</td><td>5.0</td></tr><tr><td>AA</td><td>13.2</td><td>4.7</td></tr><tr><td>AI</td><td>0.5</td><td>7.6</td></tr><tr><td>A</td><td>19.2</td><td>18.4</td></tr><tr><td>HL</td><td>40.7</td><td>9.4</td></tr><tr><td>PI</td><td>2.2</td><td>5.6</td></tr><tr><td>W</td><td>16.7</td><td>29.9</td></tr><tr><td>TOM</td><td>7.4</td><td>23.7</td></tr></table>	Grades 2-12	18-19		All	GATE	ALL	N/A	15.0	EL	18.0	4.0	SED	60.3	8.0	SWD	15.6	5.0	AA	13.2	4.7	AI	0.5	7.6	A	19.2	18.4	HL	40.7	9.4	PI	2.2	5.6	W	16.7	29.9	TOM	7.4	23.7	<table><tr><th rowspan="2">Grades 2-12</th><th colspan="2">21-22</th></tr><tr><th>All</th><th>GATE</th></tr><tr><td>ALL</td><td>TBD</td><td>TBD</td></tr><tr><td>EL</td><td>TBD</td><td>TBD</td></tr><tr><td>SED</td><td>TBD</td><td>TBD</td></tr><tr><td>SWD</td><td>TBD</td><td>TBD</td></tr><tr><td>AA</td><td>TBD</td><td>TBD</td></tr><tr><td>AI</td><td>TBD</td><td>TBD</td></tr><tr><td>A</td><td>TBD</td><td>TBD</td></tr><tr><td>HL</td><td>TBD</td><td>TBD</td></tr><tr><td>PI</td><td>TBD</td><td>TBD</td></tr><tr><td>W</td><td>TBD</td><td>TBD</td></tr><tr><td>TOM</td><td>TBD</td><td>TBD</td></tr></table>	Grades 2-12	21-22		All	GATE	ALL	TBD	TBD	EL	TBD	TBD	SED	TBD	TBD	SWD	TBD	TBD	AA	TBD	TBD	AI	TBD	TBD	A	TBD	TBD	HL	TBD	TBD	PI	TBD	TBD	W	TBD	TBD	TOM	TBD	TBD	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).												
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Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<b>2L</b> <b>State Standards Implementation Survey</b> Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain <b>Source:</b> Local Survey of Administrators		<b>20-21</b>		<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	Providing Professional Learning	28	Providing Professional Learning	TBD			Providing Professional Learning	100
	Identifying Professional Learning Needs	20	Identifying Professional Learning Needs	TBD			Identifying Professional Learning Needs	100
	Providing Standards-Aligned Materials	45	Providing Standards-Aligned Materials	TBD			Providing Standards-Aligned Materials	100
	Implementing Standards	19	Implementing Standards	TBD			Implementing Standards	100
	Implementing Policies or Programs to help staff identify areas of improvement	3	Implementing Policies or Programs to help staff identify areas of improvement	TBD			Implementing Policies or Programs to help staff identify areas of improvement	100
<b>2M</b> <b>District Common Assessment Participation Rate (Math)</b> Percentage of students completing the second Interim District Common Assessment in Math <b>Source:</b> District Analysis		<b>20-21</b>		<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	ALL	24	ALL	6			ALL	95
	EL	30	EL	6			EL	95
	SED	24	SED	6			SED	95
	SWD	18	SWD	6			SWD	95
	AA	17	AA	4			AA	95
	AI	18	AI	9			AI	95
	A	31	A	8			A	95
	HL	23	HL	5			F	95
	PI	22	PI	7			HL	95
	W	23	W	5			PI	95
	TOM	23	TOM	6			W	95
							TOM	95



Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<b>2N District Common Assessment Participation Rate (ELA)</b> Percentage of students completing the second Interim District Common Assessment in ELA  <b>Source:</b> District Analysis		<b>20-21</b>		<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	ALL	49	ALL	21			ALL	95
	EL	49	EL	20			EL	95
	FY	36	FY	21			FY	95
	HY	31	HY	19			HY	95
	SED	46	SED	19			SED	95
	SWD	40	SWD	22			SWD	95
	AA	41	AA	27			AA	95
	AI	42	AI	20			AI	95
	A	56	A	23			A	95
	HL	47	HL	20			HL	95
	PI	43	PI	21			PI	95
	W	52	W	21			W	95
	TOM	50	TOM	19			TOM	95
<b>2O District Common Assessment Performance (Math)</b> Percentage of correct responses on the second Interim District Common Assessment (Math)  <b>Source:</b> District Analysis		<b>20-21</b>		<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	ALL	59	ALL	57			ALL	70
	EL	51	EL	47			EL	64
	SED	54	SED	51			SED	66
	SWD	49	SWD	48			SWD	63
	AA	46	AA	44			AA	61
	AI	53	AI	47			AI	66
	A	61	A	61			A	72
	HL	54	HL	51			HL	66
	PI	50	PI	40			PI	64
	W	72	W	72			W	80
	TOM	64	TOM	63			TOM	74

Metric	Baseline		Year 1 Outcome		Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24					
2P <b>District Common Assessment Performance (ELA)</b> Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA)  <b>Source:</b> District Analysis		<b>20-21</b>		<b>21-22</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>				
	ALL	54	ALL	55			ALL	66				
	EL	40	EL	43			EL	56				
	FY	40	FY	TBD			FY	56				
	HY	39	HY	TBD			HY	56				
	SED	48	SED	50			SED	62				
	SWD	41	SWD	43			SWD	57				
	AA	44	AA	47			AA	59				
	AI	48	AI	50			AI	62				
	A	56	A	57			A	68				
	HL	49	HL	51			HL	63				
	PI	45	PI	45			PI	60				
	W	65	W	65			W	74				
	TOM	60	TOM	61			TOM	71				
2Q  <b>Third Grade Reading Proficiency (State Assessment)</b>  Percentage of third grade students above standard on the Reading-specific domain of the state’s ELA assessment  <b>Source:</b> California Assessment of Student Performance and Progress (CAASPP)  Note: Results do not include Charter Schools		<b>18-19</b>		<b>20-21</b>	To be reported in 2022-23	To be reported in 2023-24	The district’s desired outcome for this metric is that <b>100%</b> of all students and all student groups will exceed the standard on the reading-specific domain of the state’s ELA assessment.					
	ALL	21.5	ALL	N/A								
	EL	4.2	EL	N/A								
	RFEP	29.7	FY	N/A								
	HY	3.6	HY	N/A								
	SED	13.5	SED	N/A								
	SWD	9.4	SWD	N/A								
	AA	8.6	AA	N/A								
	AI	7.1	AI	N/A								
	A	21.7	A	N/A								
	F	37.5	F	N/A								
	HL	14.8	HL	N/A								
	PI	7.1	PI	N/A								
	W	43.1	W	N/A								
	TOM	33.9	TOM	N/A								
			<b>NOTE: State Assessments were not administered during the spring of 2021.</b>									

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																			
2R <b>Third Grade Reading Proficiency (District Assessment)</b>  Percentage of students achieving proficiency on the Reading-specific domain of the district’s local ELA assessment  <b>Source:</b> District Common Assessments	2020-21 Baseline: 0  <i>Currently, district benchmark assessments measure overall performance in ELA and Math. In 2021-22, staff will develop specific question groups within the ELA assessments to enable specific measurement of reading proficiency.</i>	<table><tr><th rowspan="2">Grade</th><th colspan="3">21-22</th></tr><tr><th>N</th><th>FL</th><th>SP</th></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.	Grade	21-22			N	FL	SP	K	348	73	78	1	761	35	43	2	847	26	34	3	924	31	40	4	833	18	27	5	847	18	27	6	764	21	31	To be reported in 2022-23	To be reported in 2023-24	The district’s desired outcome for this metric is that <b>100%</b> of all students and all student groups will achieve proficiency on the reading-specific domain of the district’s local ELA assessment.
Grade	21-22																																							
	N	FL	SP																																					
K	348	73	78																																					
1	761	35	43																																					
2	847	26	34																																					
3	924	31	40																																					
4	833	18	27																																					
5	847	18	27																																					
6	764	21	31																																					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																		
2S  <b>Collaboration Time</b>  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.  <b>Source:</b> 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%	2021-22 Response Rate: TBD  2021-22 Confirmation of explicit use: TBD	To be reported in 2022-23	To be reported in 2023-24	Response rate: 100%  Confirmation of explicit use rate: 100%																		
2T  <b>Least Restrictive Environment</b>  Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time.  <b>Source:</b> 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>	Time in Regular Class	% of Students	More than 80% of the time	57.7	Less than 40% of the time	23.8	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>	Time in Regular Class	% of Students	More than 80% of the time	54.1%	Less than 40% of the time	22%	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>	Time in Regular Class	% of Students	More than 80% of the time	61	Less than 40% of the time	20
Time in Regular Class	% of Students																						
More than 80% of the time	57.7																						
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Less than 40% of the time	22%																						
Time in Regular Class	% of Students																						
More than 80% of the time	61																						
Less than 40% of the time	20																						

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards (Continuing)	<i>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).</i>		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.		Y

Action #	Title	Description	Total Funds	Contributing
2.3	Provide a range of Expanded Learning Programs (Modified)	<p>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.</p> <p>Beginning in 2022-23, implementation of the Expanded Learning Opportunities Plan (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.</p>		N
2.4	Multisensory Reading Intervention: Curriculum and Training (Continuing)	<i>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 &amp; 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.</i>		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.		Y

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Action #	Title	Description	Total Funds	Contributing
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.		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 (a CA School Dashboard Indicator), are on-track for graduation and UC/CSU A-G eligibility. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses. The increase in AP enrollment and testing will help to increase college and career readiness for English Learners.		Y
2.8	Class Size Reduction (K-3) (Continuing)	Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade.		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.		Y



Action #	Title	Description	Total Funds	Contributing
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.		Y
2.11	Restructured Salary Schedule (Continuing)	Maintain a competitive salary and benefit package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.		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.		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.		N
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	<i>Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across sites so all students at targeted grade levels have access to library resources and supports.</i>		Y



Action #	Title	Description	Total Funds	Contributing
2.15	Theater Arts/Social Emotional Learning Program (New)	Maintain recent expansion of integrated Theater Arts/Social Emotional Learning program. Implementation includes professional development for teachers and course offerings for students. Sacramento Healthy HeARTs and Minds 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		N
2.16	Visual and Performing Arts Opportunities (Continuing)	Provide instrumental music instructors for 7-8 <sup>th</sup> grade students in our comprehensive middle schools and larger K-8 schools and ensure that students are provided access to instruments, needed supplies, and sheet music through a music library. Provide arts assemblies and residencies through the Any Given Child Program, as well as 3 <sup>rd</sup> and 4 <sup>th</sup> grade recorder instruction through the Kennedy Center's Link-Up! program.		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).		Y
2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to 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).		Y

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Action #	Title	Description	Total Funds	Contributing
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).		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).		Y
2.21	Increase access to Extra and co-curricular opportunities (Modified)	<p>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.</p> <p>For 2022-23 and 2023-24, this action will be supplemented by actions B2 and C5 in the ESSER III Expenditure Plan. Action B2 ensures 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.</p>		Y

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Action #	Title	Description	Total Funds	Contributing
2.22	Build Teacher Capacity to Teach Reading Districtwide (Continuing)	<i>Continue implementation of a six-year of 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.</i>		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		

## 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 2.21 (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 \$\_\_\_\_. 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 2.5 (Language Acquisition Programs for English Learners) *Hold for final estimated actual*
- Action 2.6 (Professional Learning Specific to Instruction for English Learners) *Hold for final estimated actual*
- Action 2.7 (Pathways to Multiliteracy) *Hold for final estimated actual*
- Action 2.3 (Expanded Learning Programs) *Hold for final estimated actual*
- Action 2.14 (Literacy, Research, and Project-Based Learning Instruction): Budgeted Expenditures were projected at \$1,612,731 and Estimated Actual Expenditures are projected at \$\_\_\_\_. The majority of this action is salary and benefits for curriculum coordinators and

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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 2.21 (Extra and Co-curricular opportunities): Budgeted Expenditures were projected at \$711,571 and Estimated Actual Expenditures are projected at \$\_\_\_\_. 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 \$\_\_\_\_. 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.
- Actions 2.17-2.20 (SPSA-determined actions) *Hold for final estimated actual*

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 as of 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 what is now 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 programming 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 and the ELPAC) 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 of 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.

*Hold for potential description of revisions to targets within metrics.*

One new action and additional notes of alignment have been added to Goal 2 for the 2022-23 school year. These establish alignment between Goal 2 and the ESSER III Expenditure Plan. Action 2.23 (Instructional Technology Professional Development and Support)



address the wide range of needs that emerged and/or 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.

**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.**

DRAFT

## 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



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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 <b>Attendance Rate</b> Percentage of students who attended school 96% of the time or more <b>Source:</b> District Attendance, Behavior, and Course Performance (ABC) Reports <i>Note: Rates are to 2.4.20 for 2019-20, to 2.25.21 for 2020-21, and 3.30.22 for 2021-22.</i>		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	54	55	AI	18			AI	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	
<b>3B</b> <b>Chronic Absenteeism Rate</b> Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days <b>Source:</b> California School Dashboard <i>Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21.</i> <i>Note: 2021-22 Mid-Year data is an internal analysis to 2.1.2022 and includes students K-12 and dependent charter schools. The Asian student group ('A') data includes Filipino students (F).</i>		18-19	19-20	20-21		20-21 EOY	21-22 MY	To be reported in 2022-23	To be reported in 2023-24		23-24
	ALL	14.8	11	17.8	ALL	18.6	32.4			ALL	8
	EL	11.2	8.3	20.4	EL	18.5	28.3			EL	6.1
	FY	30.1	21.4	33.8	FY	33.9	40.9			FY	15.6
	HY	57.9	42.8	63.6	HY	71.4	TBD			HY	31.2
	SED	18.1	12.4	22.6	SED	23.9	34.6			SED	9
	SWD	19.8	12.8	24	SWD	25	38.5			SWD	9.3
	AA	27.6	20.2	33.5	AA	38.6	43.2			AA	14.7
	AI	25.7	16.3	25.9	AI	31.1	39			AI	11.9
	A	5.5	4.1	9.9	A	10.3	29.7			A	3
	F	7.8	6	8	F	7.8	Part of 'A'			F	4.4
	HL	16.5	11.8	19.5	HL	20.2	34.3			HL	8.6
	PI	27.3	18.4	31.3	PI	37.4	35.9			PI	13.4
	W	8.3	7.9	9	W	8.3	24.9			W	5.8
	TOM	14.9	11.1	16.3	TOM	17.4	32.6			TOM	8.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																
3C <b>Chronic Absenteeism Interventions</b> Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions <b>Source:</b> SCUSD Performance Targeted Academic Index (PTAI)	<table><tr><th>Grade Span</th><th>19-20</th><th>20-21 MY</th></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> <i>Note: 2020-21 results are to 3.10.21</i>	Grade Span	19-20	20-21 MY	ES (K-6)	58.6	38.8	MS (7-8)	52.5	40.7	HS (9-12)	48.2	37.3	<table><tr><th>Grade Span</th><th>20-21 EOY</th><th>21-22 MY</th></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> <i>Note: 2021-22 Mid-Year results to 2.1.2022</i>	Grade Span	20-21 EOY	21-22 MY	ES (K-6)	46.5	42.4	MS (7-8)	43	40.8	HS (9-12)	55.1	56.9	To be reported in 2022-23	To be reported in 2023-24	<table><tr><th>Grade Span</th><th>23-24</th></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>	Grade Span	23-24	ES (K-6)	55	MS (7-8)	57	HS (9-12)	54
Grade Span	19-20	20-21 MY																																			
ES (K-6)	58.6	38.8																																			
MS (7-8)	52.5	40.7																																			
HS (9-12)	48.2	37.3																																			
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Grade Span	23-24																																				
ES (K-6)	55																																				
MS (7-8)	57																																				
HS (9-12)	54																																				
3D <b>Attendance Interventions</b> Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31 <b>Source:</b> SCUSD Performance Targeted Academic Index (PTAI)	<table><tr><th>Grade Span</th><th>19-20</th><th>20-21</th></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>	Grade Span	19-20	20-21	ES (K-6)	21.4	23.8	MS (7-8)	25.5	26.5	HS (9-12)	30	19.8	<table><tr><th>Grade Span</th><th>21-22</th></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>	Grade Span	21-22	ES (K-6)	15.4	MS (7-8)	11.7	HS (9-12)	15.5	To be reported in 2022-23	To be reported in 2023-24	<table><tr><th>Grade Span</th><th>23-24</th></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>	Grade Span	23-24	ES (K-6)	44	MS (7-8)	46	HS (9-12)	42				
Grade Span	19-20	20-21																																			
ES (K-6)	21.4	23.8																																			
MS (7-8)	25.5	26.5																																			
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HS (9-12)	15.5																																				
Grade Span	23-24																																				
ES (K-6)	44																																				
MS (7-8)	46																																				
HS (9-12)	42																																				

Metric	Baseline			Year 1 Outcome			Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>3E</b> <b>Provision of Responsive Services</b> Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had responsive services <b>Source:</b> SCUSD EIIS (Indicator 14620) <i>Note: 2020-21 data is to 4.5.21</i>		<b>19-20</b>	<b>20-21</b>		<b>20-21 EOY</b>	<b>21-22 MY</b>	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.
	<b>ALL</b>	35.7	29.6	<b>ALL</b>	37.1	TBD			
	<b>EL</b>	51.6	42.6	<b>EL</b>	50.5	TBD			
	<b>FY</b>	86.6	94.3	<b>FY</b>	94.4	TBD			
	<b>HY</b>	74.1	95.2	<b>HY</b>	96.6	TBD			
	<b>SED</b>	42.7	36.8	<b>SED</b>	43.5	TBD			
	<b>SWD</b>	37.9	34.3	<b>SWD</b>	40	TBD			
	<b>AA</b>	42.9	39.4	<b>AA</b>	44.4	TBD			
	<b>AI</b>	43.8	38.5	<b>AI</b>	43.5	TBD			
	<b>A</b>	41.7	31	<b>A</b>	37.2	TBD			
	<b>F</b>	25.3	19.9	<b>F</b>	26.1	TBD			
	<b>HL</b>	40.5	33.8	<b>HL</b>	42.6	TBD			
	<b>PI</b>	48.5	45.4	<b>PI</b>	54.4	TBD			
	<b>W</b>	15.8	12.1	<b>W</b>	20.1	TBD			
	<b>TOM</b>	25	20.2	<b>TOM</b>	26.6	TBD			

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<b>3F</b> <b>High School Drop-out Rate</b> Percentage of students in the 4-year adjusted cohort who drop out of high school <b>Source:</b> 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.		<b>18-19</b>	<b>19-20</b>		To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	ALL	7.6	6.2	ALL			ALL	4.5
	EL	10	13	EL			EL	9.5
	FY	37.5	16.7	FY			FY	12.2
	HY	22.8	22.1	HY			HY	16.1
	MY	*	8.3	MY			SED	5
	SED	8.4	6.9	SED			SWD	5.7
	SWD	10.3	7.8	SWD			AA	7.1
	AA	14.6	9.7	AA			AI	9.1
	AI	9.1	12.5	AI			A	1.8
	A	4.4	2.5	A			F	0
	F	0	0	F			HL	5.5
	HL	7.4	7.6	HL			PI	10.4
	PI	4.3	14.3	PI			W	1.9
	W	6.1	2.6	W			TOM	6.1
	TOM	8.6	8.4	TOM				
<b>3G</b> <b>Middle School Drop-out Rate</b> Percentage of students in grades 7 and 8 who dropped out of school <b>Source:</b> CALPADS Reporting (District Analysis)		<b>18-19</b>	<b>19-20</b>		To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	ALL	0.1	0.06	ALL			ALL	0
	EL	0.1	0	EL			EL	0
	FY	0	0	FY			FY	0
	HY	0	2.5	HY			HY	0
	SED	0.04	0.08	SED			SED	0
	SWD	0.1	0	SWD			SWD	0
	AA	0.1	0.11	AA			AA	0
	AI	0	0	AI			AI	0
	A	0.1	0	A			A	0
	F	0.9	0	F			F	0
	HL	0.1	0.07	HL			HL	0
	PI	0	0	PI			PI	0
	W	0	0.08	W			W	0
	TOM	0.2	0	TOM			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).		Y
3.2	Services and support for Homeless Youth (Continuing)	<p>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.</p> <p>This action aligns with the new LCAP goal specific to improved identification rates for Homeless Youth (Goal 10).</p>		N

Action #	Title	Description	Total Funds	Contributing
3.3	School Psychologists (Continuing)	<p><i>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.</i></p> <p>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.</p>		Y
3.4	Instructional assistance for Students with Disabilities (Continuing)	<i>Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP).</i>		N
3.5	Social, Emotional, and Mental Health supports for Students with Disabilities (Continuing)	<i>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.</i>		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.		Y

Action #	Title	Description	Total Funds	Contributing
3.7	Intervention and Supports specific to English Learners (Continuing)	<p>The Multilingual Literacy Office will develop student videos in our top five languages (at the elementary and secondary level) to welcome students to our district, affirm the assets of being multilingual, provide an overview of reclassification, and provide an introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year.</p> <p>Tutoring specific to Migrant Students will be provided by certificated staff. These staff members will be compensated through Title III funding.</p> <p>Summer School programs and services are being prioritized for specific student groups, including English Learners. Staffing and materials will be funded through one-time CARES funding. A summer program specific to English Learners with support for language development and academic skills will be planned for summer of 2023.</p> <p>Secondary Newcomer intervention will include <i>USA Learns</i> and <i>In the USA</i> 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.</p> <p>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.</p>		Y



Action #	Title	Description	Total Funds	Contributing
3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	<p><i>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.</i></p> <p>This action is supplemented by action A1 in the ESSER III Expenditure Plan, which provides funding for addition nurse and health aide FTE for 2022-23 and 2023-24.</p>		Y
3.9	Attendance and Engagement Strategies (Modified)	<p>Support school sites in focused efforts to reduce chronic absenteeism. Best practices that are supported include the regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. SCUSD was awarded 3 years of funding as part of Cohort 4 of the Learning Communities for School Success Program (LCSSP) state grant. Through the combined efforts of LCSSP and ESSER III funding, the Attendance and Engagement Office has expanded support to all schools within the district.</p> <p>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.</p> <p>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.</p> <p>The expanded CWAS capacity is being maintained in 2022-23 and 2023-24 through action B7 in the ESSER III Expenditure Plan.</p>		N

Action #	Title	Description	Total Funds	Contributing
3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	<p><i>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&amp;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.</i></p> <p>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.</p>		Y
3.11	Enrollment Center (Continuing)	<p><i>The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition.</i></p>		Y

Action #	Title	Description	Total Funds	Contributing
3.12	Summer programming to address learning loss (Continuing)	<p><i>Summer Matters @SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. Activities will be offered five days a week for five weeks from June 28 through July 30, 2021. Tentatively 28 elementary, five middle and all 15 SCUSD high schools will host summer programs. The final number of sites will depend on CBO capacity, availability of staff, and interest from families.</i></p> <p><i>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.</i></p> <p><i>High School juniors and seniors will have the opportunity to work as paid interns (Summer Ambassadors/Peer Mentors) to support programs at elementary and middle school sites. Online credit recovery will be available at every SCUSD high with both in-person and distance options will available for students. In-person programming at every high school during the same time period may also include 9<sup>th</sup> and 10<sup>th</sup> grade Bridge Programs and Math and AP Success Camps, depending on the site needs and capacity.</i></p>		N
3.13	Grade Level Readiness Intervention (Continuing)	<p><i>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.</i></p>		N

Action #	Title	Description	Total Funds	Contributing
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.		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.		N
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).		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.		N

Action #	Title	Description	Total Funds	Contributing
3.18	Site Assistance to improve supports for Foster and Homeless Youth (Continuing)	<p><i>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.</i></p> <p>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.</p>		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 3.1 (Foster Youth Services): Foster Youth Services was able to hire additional staff and expand services with additional funding from pandemic relief funds. The types of services and supports provided were consistent with the department's intended implementation with an additional focus of additional staffing efforts at K-6.
- 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.

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 \$\_\_\_\_. As noted above, Foster Youth Services was able to expand their range of services with relief funding. This included hiring additional program associates.
- Action 3.2 (Homeless Youth Services): Budgeted Expenditures were projected at \$639,666 and Estimated Actual Expenditures are projected at \$\_\_\_\_.
- Action 3.3 (School Psychologists): Budgeted Expenditures were projected at \$7,179,443 and Estimated Actual Expenditures are projected at \$\_\_\_\_. 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 \$\_\_\_\_. 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 \$\_\_\_\_. 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 \$\_\_\_\_.
- Action 3.13 (Grade Level Readiness Intervention): Budgeted Expenditures were projected at \$914,344 and Estimated Actual Expenditures are projected at \$\_\_\_\_. 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 3.14 (American Indian Education Program(AIEP)): Budgeted Expenditures were projected at \$53,638 and Estimated Actual Expenditures are projected at \$\_\_\_\_.
- Action 3.15 (Tobacco Use Prevention Education (TUPE) Program): Budgeted Expenditures were projected at \$382,424 and Estimated Actual Expenditures are projected at \$\_\_\_\_. 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 surge.

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.
- 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 has 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 a critical 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 Office 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.
- 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) continue 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 dashboard are in place for SEIS. Implementation of the Early Identification and Intervention System (EIS) 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 goal (3) 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.

*Hold for potential description of revisions to targets within metrics.*

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 goals 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 CWA and enters with their advocate at their side.

**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 about *hold*% of students answered positively for questions assessing perception of safety and belongingness.

This goal closely aligns to the district's stated Core Value: *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*

The need to confront and interrupt inequitable and discriminatory systems has also been emphasized over time through 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		
<b>4A</b> <b>Suspension Rate</b> Percentage of students suspended 1 or more times during the school year  <b>Source:</b> California School Dashboard  <i>Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting. 2021-22 MY data to 3.30.22.</i>		<b>18-19</b>	<b>19-20</b>			<b>20-21 EOY</b>	<b>21-22 MY</b>	To be reported in 2022-23	To be reported in 2023-24		<b>23-24</b>
	ALL	5.6	3.7							ALL	2.7
	EL	3.7	2.3		ALL	0.02	3.3			EL	1.7
	FY	21.2	13.5		EL	0.03	2.4			FY	9.8
	HY	12.2	6.4		FY	0.0	12.7			HY	4.7
	MY	3.5	1.4		HY	0.0	TBD			SED	3.3
	SED	6.8	4.5		MY	0.0	N/A			SWD	4.9
	SWD	10	6.7		SED	0.02	4.3			AA	7.5
	AA	14.6	10.3		SWD	0.05	6.2			AI	2.2
	AI	8	3.0		AA	0.06	9.2			A	0.7
	A	1.6	1.0		AI	0.0	4.6			F	0.9
	F	3	1.3		A	0.0	1.4			HL	2.4
	HL	5.4	3.3		F	0.0	Part of 'A'			PI	2.8
	PI	6.4	3.8		HL	0.02	2.9			W	1.5
	W	2.9	2.1		PI	0.0	3.3			TOM	3.1
	TOM	4.9	4.2		W	0.03	2.0				
					TOM	0.0	4.2				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																																									
4B <b>Suspension Disproportionality</b> Percentage of students with 1 or more suspensions whose student groups are disproportionately represented* among all suspended students. <b>Source:</b> CDE Dataquest <i>*Includes AA and AI students.</i>	2019-20: <table><tr><th>Grade</th><th>% of Suspended Students</th></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><th>Grade</th><th>% of Total Enrollment</th></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>	Grade	% of Suspended Students	All	39.2	K-3	51.5	4-6	37.7	7-8	35	9-12	40.1	Grade	% of Total Enrollment	All	14.7	K-3	13.4	4-6	14.9	7-8	14.4	9-12	16	2020-21: <table><tr><th>Grade</th><th>% of Suspended Students</th></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><th>Grade</th><th>% of Total Enrollment</th></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>	Grade	% of Suspended Students	All	33.3	K-3	0	4-6	0	7-8	33.3	9-12	100.0	Grade	% of Total Enrollment	All	13.6	K-3	11.3	4-6	14.3	7-8	14.1	9-12	15.1	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.																																																									
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4C <b>Expulsion Rate</b> Percentage of students expelled at any time during the school year <b>Source:</b> CDE Dataquest	<table><tr><th></th><th>18-19</th><th>19-20</th></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</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>		18-19	19-20	ALL	0.04	0.01	EL	0.01	0.01	FY	0.56	0	HY	0.19	0	SED	0.04	0.02	SWD	0.06	0.01	AA	0.12	0.03	AI	0	0.42	A	0	0.03	F	0	0	HL	0.04	0.01	PI	0	0	W	0.04	0	TOM	0	0	<table><tr><th></th><th>20-21</th></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</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>		20-21	ALL	0	EL	0	FY	0	HY	0	SED	0	SWD	0	AA	0	AI	0	A	0	F	0	HL	0	PI	0	W	0	TOM	0	To be reported in 2022-23	To be reported in 2023-24	<table><tr><th></th><th>23-24</th></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</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>		23-24	ALL	0	EL	0	FY	0	HY	0	SED	0	SWD	0	AA	0	AI	0	A	0	F	0	HL	0	PI	0	W	0	TOM	0
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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>4D</b> <b>Anti-bias/Anti-racist Professional Learning for staff</b> Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components. <b>Source:</b> 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		
<b>4E</b> <b>School Climate Survey</b> Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging) <b>Source:</b> Local Climate Survey	2020-21			2021-22			To be reported in 2022-23	To be reported in 2023-24	2023-24		
		Safety	Connect		Safety	Connect				Safety	Connect
	ALL	73	72	ALL	TBD	TBD			ALL	80	80
	EL	66	65	EL	TBD	TBD			EL	75	74
	FY	75	74	FY	TBD	TBD			FY	82	81
	HY	64	64	HY	TBD	TBD			HY	74	74
	SED	71	69	SED	TBD	TBD			SED	79	77
	SWD	67	68	SWD	TBD	TBD			SWD	76	77
	AA	68	68	AA	TBD	TBD			AA	77	77
	AI	74	69	AI	TBD	TBD			AI	81	77
	A	71	68	A	TBD	TBD			A	79	77
	F	73	74	F	TBD	TBD			F	80	81
	HL	73	71	HL	TBD	TBD			HL	80	79
	PI	71	68	PI	TBD	TBD			PI	79	77
	W	79	78	W	TBD	TBD			W	85	84
	TOM	75	75	TOM	TBD	TBD			TOM	82	82
	K-6	74	77	K-6	TBD	TBD			K-6	81	83
	K-8	77	78	K-8	TBD	TBD			K-8	83	84
	MS	77	76	MS	TBD	TBD			MS	83	83
	LG HS	69	65	LG HS	TBD	TBD			LG HS	77	74
	SM HS	75	73	SM HS	TBD	TBD			SM HS	82	80
	Teachers	63	78	Teachers	TBD	TBD			Teachers	73	84
	Family	92	90	Family	TBD	TBD			Family	94	93



## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Integration of Social Emotional Learning (SEL) (Continuing)	<i>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.</i>		Y
4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Continuing)	<i>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.</i>  <i>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.</i>		N

Action #	Title	Description	Total Funds	Contributing
4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	<i>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.</i>		N
4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	<i>To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide on-going professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities &amp; stereotypes, implicit bias, microaggressions, dynamics of privilege &amp; power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles &amp; practices. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) &amp; restorative practices (community and relationship-building) as a grounding for entering brave spaces of sustained discomfort and allowing professional learning on Anti-bias/Anti-racism to go much deeper and serve as a catalyst for systemic change.</i>		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).		Y

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Action #	Title	Description	Total Funds	Contributing
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).		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.		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. Key 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 filled for a significant portion of the 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 4.1 (Social Emotional Learning): Budgeted Expenditures were projected at \$889,228 and Estimated Actual Expenditures are projected at \$\_\_\_\_. The material difference in expenditures for this action were due to unfilled positions, include the Social Emotional Learning Director position, which was vacated mid-year.
- Action 4.2 (Positive Behavioral Intervention and Supports (PBIS) implementation): Budgeted Expenditures were projected at \$978,911 and Estimated Actual Expenditures are projected at \$\_\_\_\_.
- Action 4.3 (Bullying Prevention Training, Intervention, and Response): Budgeted Expenditures were projected at \$153,262 and Estimated Actual Expenditures are projected at \$\_\_\_\_. The material difference in expenditures for this action were due to the Bullying Prevention Specialist position remaining unfilled for a significant portion of the school year.
- Actions 4.5 and 4.6 (SPSA-based actions): Budgeted Expenditures were projected at \$ and Estimated Actual Expenditures are projected at \$\_\_\_\_.

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.

*Hold for School Climate Survey Discussion*

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.

**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. *Initial ratings for 2022 indicate that (hold)* 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 in the recent year led to the incorporation of 'students' into the list of key groups to be engaged as partners. Students emphasized the need for more explicit support to become empowered as agents in charge of their own learning. The goal statement also was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of 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 <b>Parent Teacher Home Visits (PTHVs)</b> Number of PTHVs conducted by staff across all school sites <b>Source:</b> Family and Community Engagement (FACE) Department	2018-19: 1260 2019-20: 971* 2020-21: 2,834**  <i>*Note: 2019-20 data reflects visits through 2.28.20.</i>  <i>**2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21</i>	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 <b>Parent Teacher Home Visits (PTHVs)</b> Percentage of participating sites completing a PTHV for at least 10% of all students. <b>Source:</b> Family and Community Engagement (FACE) Department	2020-21 <table><tr><td>Number of Participating Sites</td><td>40</td></tr><tr><td>Number of Sites reaching 10% threshold</td><td>15</td></tr><tr><td>Percentage of Sites reaching threshold</td><td>38</td></tr></table>	Number of Participating Sites	40	Number of Sites reaching 10% threshold	15	Percentage of Sites reaching threshold	38	2021-22 Mid-Year (to April 2022) <table><tr><td>Number of Participating Sites</td><td>42</td></tr><tr><td>Number of Sites reaching 10% threshold</td><td>7</td></tr><tr><td>Percentage of Sites reaching threshold</td><td>17</td></tr></table>	Number of Participating Sites	42	Number of Sites reaching 10% threshold	7	Percentage of Sites reaching threshold	17	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)
Number of Participating Sites	40																
Number of Sites reaching 10% threshold	15																
Percentage of Sites reaching threshold	38																
Number of Participating Sites	42																
Number of Sites reaching 10% threshold	7																
Percentage of Sites reaching threshold	17																



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>5C</b> <b>DELAC representation</b> 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 <b>Source:</b> Multilingual Literacy Department	2018-19: 41% 2019-20: 47% 2020-21: 58%	2021-22: 57% through January DELAC meeting	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%
<b>5D</b> <b>ELAC Operation</b> 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. <b>Source:</b> Multilingual Literacy Department	2020-21 Percentage: 28% (17/60) Total number of schools with an ELAC: 60	2021-22 Percentage: 22%* (13/60) 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 2.11.22	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
<b>5E</b> <b>CAC Attendance</b> Average number of attendees at Community Advisory Committee (CAC) meetings/workshops <b>Source:</b> Special Education Department	2019-20: 25	2021-22: TBD	To be reported in 2022-23	To be reported in 2023-24	2023-24: 30
<b>5F</b> <b>School Site Council (SSC) Support</b> Percentage of School Site Councils provided updated training. <b>Source:</b> 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 Mid-Year: 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
<b>5G</b> <b>Parent Leadership Pathway Workshop (PLPW) Participation</b> Number of participating schools and Number of total participant sign-ins <b>Source:</b> 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.  <i>*Note: Data for 2019-20 is through 2.25.20</i>	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
<p>5H</p> <p><b>Parent Leadership Pathway Workshop (PLPW) Participant Growth</b></p> <p>Number of participants demonstrating increased engagement as measured by pre- and post-surveys.</p> <p><b>Source:</b> Family and Community Engagement (FACE) Department</p>	<p>Baseline: 0</p> <p>Pre- and post-surveys will be developed and implemented during 2021-22.</p> <p>Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.</p>	<p>The challenges associated with the COVID-19 pandemic have required the FACE team to adapt their approach to the Parent Leadership Pathway program. Modified supports have included the online parent learning toolkit, virtual and recorded trainings, a bi-weekly newsletter for school site distribution, Family Learning Kits for K-3 families, and continued presence in the Parent Resource Center.</p> <p>From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.</p>	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
<b>5I</b> <b>District Committee Impact</b> Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact. <b>Source:</b> Family and Community Engagement (FACE) Department	Baseline: 0 The tool will be developed and implemented in 2021-22. Development will be done in partnership with key educational partner groups.	TBD (To be administered in spring 2022)	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% satisfaction on all measures developed
<b>5J</b> <b>Parent/ Caregiver Experience</b> Percentage of parents/ caregivers responding 'Agree' or 'Strongly Agree' to specified survey items. <b>Source:</b> 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 and the Parent Information Exchange. 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).		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.		Y

Action #	Title	Description	Total Funds	Contributing
5.3	Translation and Interpretation Services (Continuing)	<i>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.</i>		Y
5.4	Fingerprinting for Volunteers (Modified)	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.		N
5.5	Family Communication Tools (New)	Provide family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism. The Every Day Labs 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.		N
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).		Y
5.7	Student Advisory Council (Continuing)	<i>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.</i>		N



Action #	Title	Description	Total Funds	Contributing
5.8	Men's and Women's Leadership Academy (MWLA) (Continuing)	<p><i>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.</i></p> <p>Action B13 in the ESSER III Expenditure Plan provides funding for continued expansion of the MWLA through 2023-24.</p>		N
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.		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 spirit, 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.

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 5.4 (Fingerprinting for Volunteers): Budgeted Expenditures were projected at \$30,000 and Estimated Actual Expenditures are projected at \$\_\_\_\_. 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 fall significantly short of the budgeted amount.
- Action 5.5 (Family Communication Tools): Budgeted Expenditures were projected at \$145,000 and Estimated Actual Expenditures are projected at \$\_\_\_\_. 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 5.8 (Men's and Women's Leadership Academy MWLA)): Budgeted Expenditures were projected at \$650,000 and Estimated Actual Expenditures are projected at \$\_\_\_\_. 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.
- Action 5.6 (SPSA-determined actions) *Hold for confirmed estimated actuals*

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.

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 providing information and supports to parent/guardians' requests for assistance in achieving resolution.

**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.**

DRAFT

Goal

Goal #	Description
6	Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated, tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.

An explanation of why the LEA has developed this goal.

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

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

SCUSD leadership has 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 <b>Multi-Tiered System of Supports (MTSS) Implementation</b>  Average overall rating, by training cohort, on the Self-Assessment of MTSS (SAM) Implementation Tool Source: MTSS Staff	2019-20: 0  <i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i>	<table><tr><th>Cohort</th><th>20-21</th><th>21-22</th></tr><tr><td>1</td><td>TBD</td><td>TBD</td></tr><tr><td>2</td><td></td><td>TBD</td></tr><tr><td>3</td><td></td><td></td></tr></table>	Cohort	20-21	21-22	1	TBD	TBD	2		TBD	3			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>	Cohort	Average Rating	1	3 (Optimizing)	2	3 (Optimizing)	3	2 (Operationalizing)
Cohort	20-21	21-22																							
1	TBD	TBD																							
2		TBD																							
3																									
Cohort	Average Rating																								
1	3 (Optimizing)																								
2	3 (Optimizing)																								
3	2 (Operationalizing)																								
6B <b>Regular Team Meetings</b>  Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0  <i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i>	<table><tr><th>Cohort</th><th>20-21</th><th>21-22</th></tr><tr><td>1</td><td>TBD</td><td>TBD</td></tr><tr><td>2</td><td></td><td>TBD</td></tr><tr><td>3</td><td></td><td></td></tr></table>	Cohort	20-21	21-22	1	TBD	TBD	2		TBD	3			To be reported in 2022-23	To be reported in 2023-24	2023-24: 100								
Cohort	20-21	21-22																							
1	TBD	TBD																							
2		TBD																							
3																									

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24												
6C <b>Data Practices</b> Percentage of schools that have clear data sources universally used (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0  <i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i>	<table><tr><th>Cohort</th><th>20-21</th><th>21-22</th></tr><tr><td>1</td><td>TBD</td><td>TBD</td></tr><tr><td>2</td><td></td><td>TBD</td></tr><tr><td>3</td><td></td><td></td></tr></table>	Cohort	20-21	21-22	1	TBD	TBD	2		TBD	3			To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
Cohort	20-21	21-22															
1	TBD	TBD															
2		TBD															
3																	
6D <b>Tiered Interventions</b> Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0  <i>Final cohort 1 results for 2020-21 will be reported in August 2021.</i>	<table><tr><th>Cohort</th><th>20-21</th><th>21-22</th></tr><tr><td>1</td><td>TBD</td><td>TBD</td></tr><tr><td>2</td><td></td><td>TBD</td></tr><tr><td>3</td><td></td><td></td></tr></table>	Cohort	20-21	21-22	1	TBD	TBD	2		TBD	3			To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
Cohort	20-21	21-22															
1	TBD	TBD															
2		TBD															
3																	



## Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership (Continuing)	<i>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.</i>		N
6.2	Professional Learning for school site leadership teams (Continuing)	<i>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.</i>		N
6.3	Ongoing support for sites to implement and sustain an effective MTSS (Continuing)	<i>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.</i>		N
6.4	Peer Mentoring for site teams (Continuing)	<i>Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.</i>		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 closely matched the plan, though the impacts of COVID-19 on the availability and capacity of staff has had impacts on scope. The planned Peer Mentoring (Action 6.4) has been particularly challenging to implement. With the defined cohort training (Action 6.2) and ongoing coaching support for school site teams (Action 6.3) prioritized, the ability of staff to engage in the additional times planned for peer mentoring has been limited.

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 6 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 6.2 (Professional Learning for School Site Leadership Teams): Budgeted Expenditures were projected at \$660,000 and Estimated Actual Expenditures are projected at \$\_\_\_\_. *Hold for final estimated actual.*
- 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 \$\_\_\_\_. *Hold for final estimated actual.*
- Action 6.4 (Peer Mentoring): Budgeted Expenditures were projected at \$150,000 and Estimated Actual Expenditures are projected at \$\_\_\_\_. *Hold for final estimated actual.*

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/](https://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 collegueship 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.*

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.

*Hold for any confirmed changes.*

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

SCUSD invested a tremendous amount of time and effort into the development of the 2014 Graduate Profile and hopes to build upon that work. With significant time having passed, the district also recognizes the need to revisit the final product to determine what revisions might be needed. Following this revision, a clear plan is needed for operationalizing the Graduate Profile across all schools and facets of the organization. This work will also align with and build upon the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18. These will help to frame the Graduate Profile process, particularly in considering how the Graduate Profile can 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 <b>Convening</b> Documentation of meetings to convene educational partners <b>Source:</b> Graduate Profile Team	Educational partners have not yet been convened to revise Graduate Profile  Baseline: 0	Completion Status: No meetings convened to 2.2022	To be reported in 2022-23	To be reported in 2023-24	All meetings to be completed by end of 2022-23																								
7B <b>Board Adoption</b> Adoption of revised Graduate Profile <b>Source:</b> 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 <b>Awareness of Graduate Profile</b> Percentage of educational partners that demonstrate awareness of revised Graduate Profile <b>Source:</b> Survey of Educational Partners	2020-21: <table><tr><th>Group</th><th>% Aware</th></tr><tr><td>Students</td><td>0</td></tr><tr><td>Staff</td><td>0</td></tr><tr><td>Family</td><td>0</td></tr></table>	Group	% Aware	Students	0	Staff	0	Family	0	2021-22: <table><tr><th>Group</th><th>% Aware</th></tr><tr><td>Students</td><td>26</td></tr><tr><td>Staff</td><td>40</td></tr><tr><td>Family</td><td>19</td></tr></table>	Group	% Aware	Students	26	Staff	40	Family	19	To be reported in 2022-23	To be reported in 2023-24	2023-24: <table><tr><th>Group</th><th>% Aware</th></tr><tr><td>Students</td><td>100</td></tr><tr><td>Staff</td><td>100</td></tr><tr><td>Family</td><td>100</td></tr></table>	Group	% Aware	Students	100	Staff	100	Family	100
Group	% Aware																												
Students	0																												
Staff	0																												
Family	0																												
Group	% Aware																												
Students	26																												
Staff	40																												
Family	19																												
Group	% Aware																												
Students	100																												
Staff	100																												
Family	100																												

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>7D</b> <b>Evidence of School Site Alignment</b> Percentage of school sites that demonstrate alignment of site plan to Graduate Profile <b>Source:</b> Internal evaluation of school site alignment	2020-21: 0	2021-22: TBD	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) <ul style="list-style-type: none"> <li>Engage lead teachers from sites where the current graduate profile is consistently used to lead groups of peers at other sites in implementation planning.</li> <li>Engage principals in to build understanding of expectations for site alignment and to support development of site-specific implementation plans.</li> </ul>	\$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.

**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
<b>8A</b> <b>Facilities Condition</b> Number of schools where facilities do not meet the ‘good repair’ standards on the Facilities Inspection Tool (FIT) <b>Source:</b> 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
<b>8B</b> <b>Instructional Materials Sufficiency</b> Percentage of students with access to board-adopted instructional materials <b>Source:</b> 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>8C</b> <b>Teacher Credentialing Status</b> Percentage of teachers fully credentialed <b>Source:</b> 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
<b>8D</b> <b>Teacher Assignment</b> Number of teachers misassigned and number of teachers of English Learners misassigned <b>Source:</b> 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
<b>8E</b> <b>Teacher Vacancies</b> Number of classroom teacher vacancies <b>Source:</b> 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.		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.		N
8.3	Base Classroom Staffing (Continuing)	Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers.		N
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.		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).		

Action #	Title	Description	Total Funds	Contributing
8.6	Recruitment and Retention (New)	<p>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.</p> <p>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.</p>		



## 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. The actual implementation of action 8.3 (Base Classroom Staffing) was affected by the shortages, as evidenced by the increase in vacancies. While not directly part of Action 8.3, 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.

The majority of the estimated actual expenditures for Goal 8 do not demonstrate material differences from the budgeted expenditures. Instances where material differences do exist include:

- Action 8.3 (Base Classroom Staffing): Budgeted Expenditures were projected at \$165,468,327 and Estimated Actual Expenditures are projected at \$\_\_\_\_. *Hold for confirmation of final estimated actual expenditures.*

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 and 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 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 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. 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
<b>9A (Also 1Q)</b>  <b>Post-Secondary Outcomes and Competitively Employed</b>  Rate of student respondents that are enrolled in higher education or competitively employed.  <b>Source:</b> SpED Annual Performance Report (APR)	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
<b>9B</b>  <b>4 Year Cohort Graduation Rate</b>  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.  <b>Source:</b> SpED Annual Performance Report (APR)	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%
<b>9C (Also 2T)</b>  <b>Least Restrictive Environment</b>  Rate of students with disabilities in Regular Class more than 80%  <b>Source:</b> SpED Annual Performance Report (APR)	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
<b>9D (Also 2T)</b>  <b>Least Restrictive Environment</b>  Rate of students with disabilities in Regular Class less than 40% of the time.  <b>Source:</b> SpED Annual Performance Report (APR)	2018-19:  23.79%  Statewide Target: $\geq 21.6\%$	2019-20:  22%  Statewide Target: $\geq 20.6\%$	To be reported in 2022-23	To be reported in 2023-24	2023-24:  20%  Statewide Target: $\geq 20.6\%$
<b>9E</b>  <b>Least Restrictive Environment</b>  Rate of students with disabilities participating in a separate school.  <b>Source:</b> SpED Annual Performance Report (APR)	2018-19:  6.27%  Statewide Target: $\leq 3.8\%$	2019-20:  5.7%  Statewide Target: $\leq 3.6\%$	To be reported in 2022-23	To be reported in 2023-24	2023-24:  4%  Statewide Target: $\leq 3.6\%$

## 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.		N

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Action #	Title	Description	Total Funds	Contributing
9.2	Educational Technology for Students with Disabilities (New)	<p>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.</p> <p>Reference: Action B21 in ESSER III Expenditure plan</p>		N
9.3	Expanded Special Education Staffing (New)	<p>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.</p> <p>Reference: Action B22 in ESSER III Expenditure plan</p>		N
9.4	Team Engagement specific to the needs of Students with Disabilities (New)	<p>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.</p> <p>Reference: Action C1 in ESSER III Expenditure Plan</p>		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.

Note:

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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>10A</b>  <b>Overall Identification Rate</b>  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%
<b>10B</b>  <b>Identification Process</b>  Number of referrals leading to identification by source  Source: Homeless Youth Services records	[Respond here]	[Insert outcome here]	To be reported in 2022-23	To be reported in 2023-24	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	To be reported in 2022-23	To be reported in 2023-24	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Professional Development to Build Staff Capacity to Identify and Support Homeless Youth (New)	<p>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: <a href="https://drive.google.com/drive/folders/1pMWVIGEaLp-iVa5V6JAHV1-syugOx9-">https://drive.google.com/drive/folders/1pMWVIGEaLp-iVa5V6JAHV1-syugOx9-</a></p> <p>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.</p>	[\$ 0.00]	[Y/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.	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the Action tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/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.

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Goal

Goal #	Description
11	All Foster Youth demonstrating below-grade level academic proficiency will be offered 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.

Note:

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## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<b>11A</b> <b>Provision of Tutoring Services</b>  Percentage of Foster Youth with below-grade level Math and/or ELA proficiency receiving Tutoring Services  Source: Foster Youth Services	[Respond here]	[Insert outcome here]	To be reported in 2022-23	To be reported in 2023-24	100%
<b>11B</b> <b>Academic Improvement</b>  Percentage of foster youth that gain at least one month of academic growth for every month of tutoring support  Source: Foster Youth Services	[Respond here]	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
<b>11C</b> <b>Attendance Improvement</b>  Percentage of Foster Youth who demonstrate 90% of greater attendance after receiving Foster Youth Services supports  Source: Foster Youth Services	Year: 60%	[Insert outcome here]	To be reported in 2022-23	To be reported in 2023-24	[Respond here]
<b>11D</b> <b>Suspension Rate Decrease</b>  Percentage of Foster Youth who were suspended prior to Foster Youth Status that have NOT been suspended following engagement with Foster Youth Supports  Source: Foster Youth Services	[Respond here]	[Insert outcome here]	To be reported in 2022-23	To be reported in 2023-24	[Respond here]

## Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Tutoring Services for Foster Youth (New)	<p>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.</p> <p>Note: Action B4 in the ESSER III Expenditure plan provides addition funding for Foster and Homeless Youth Tutoring in 2022-23 and 2023-24.</p>		
11.2	Individualized Case Management (New)	<p>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 plan 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.</p>		

## 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.

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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)
[\$[Insert dollar amount here]]	[\$[Insert dollar amount here]]

## 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
[Insert percentage here]%	[Insert percentage here]%	[\$[Insert dollar amount here]]	[Insert percentage here]%

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 recent 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 \_\_\_\_\_ from 20.8% to \_\_\_\_\_ of 9-12 students. This rate was slightly higher for socioeconomically disadvantaged students at *24.7% in 2020-21*. 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 stakeholder 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, 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 and Socioeconomically Disadvantaged students enrolled in AP courses *\_\_\_ percentage points and \_\_\_ percentage points respectively*. 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 new 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 engaged students in rigorous, college preparatory experiences (IB exams can earn students college credit in a similar



manner 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, while continuing to provide a valuable opportunity to unduplicated students, 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 (S/C) 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. As indicated in the previous LCAP, 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 the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to 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 has already begun 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 through 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) (Action 4.1)**

Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) remain important program in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. 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. Both of these programs align 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. *Hold for School Climate Survey Results. Results have demonstrated that these efforts result in improved outcomes. In 2019-20, of the 23 schools where efforts were focused (based on disproportionate suspension results), 22 demonstrated decreased suspension rates. PBIS efforts – which focus on building community, early identification of student needs, and implementing preventative measures rather than focusing on reactive discipline – have shown similar success. In 2019-20, the 18 sites where PBIS efforts were focused showed a 12% decrease in total behavioral referrals and a 45% decrease in total suspensions from the previous year.* SEL and PBIS 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 those 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) 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, 17% 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.

#### **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 outside 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. Currently the number of school psychologists are only able to complete assessments. 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 evidence 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. An increase in 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 6 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 (1.2, 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 (2.16, 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) (4.1)
- District Parent Resource Center and Parent Teacher Home Visits (PTHV) (5.1 and 5.2)
- Translation and Interpretation (Matriculation and Orientation Center) (5.3)

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.
4. Needs-based scholarships for students: Directed specifically towards low-income students

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 direct 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: This program is collectively funded through Title 1, LCFF Supplemental and Concentration, and LCFF base dollars. As discussed in the previous section, they have focused efforts on target schools to address the disproportionate disciplinary outcomes for student groups (including unduplicated students) and improve school climate and culture.



- 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. 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: These 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.

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- 14 SCUSD schools have an Unduplicated Pupil Percentage (UPP) below 55%.
- 54 SCUSD schools have an Unduplicated Pupil Percentage (UPP) above 55%.
- The above does not include dependent charter schools.

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

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

- 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:

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- 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)



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- 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.

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- **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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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.



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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

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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

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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.
  - 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)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - 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)
  - 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
  - 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)
  - 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
  - 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)
  - 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 (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - 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)
  - 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)
  - 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)
  - 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)
  - 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).

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