

SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item<u># 11.1</u>

Meeting Date: February 15, 2024

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

Division: Deputy Superintendent's Office

Recommendation: Information Item.

Background/Rationale:

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

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

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

Documents Attached:

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

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

Board of Education Executive Summary

Deputy Superintendent's Office

Local Control and Accountability Plan (LCAP) Mid-Year Update February 15, 2024



I. Background

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

II. Driving Governance:

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

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

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

III. Budget:

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

IV. Goals, Objectives and Measures:

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

The key components of the current LCAP include:

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

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

The following measures are included in the Dashboard:

Deputy Superintendent's Office

Board of Education Executive Summary

Deputy Superintendent's Office

Local Control and Accountability Plan (LCAP) Mid-Year Update February 15, 2024



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

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

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

Unlike the State Indicators, which provide a color-based performance rating based on status and change, the rating system for Local Indicators consists of these three terms: "Met," "Not Met," or "Not Met for Two Years." To receive the rating of "Met," an LEA must do the following:

- Measure progress based on locally available information;
- Use the self-assessment tools provided by the State Board of Education;
- Report the results to the governing board and stakeholders at a regularly-scheduled meeting

V. Major Initiatives:

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

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

VI. Results:

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

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

are placed in the 'Prepared'		HY: 9.8	minimum, achieving a 30% rate. This
Level on the Dashboard		SED: 27.4	will address the historically disparate
		SWD: 6.9 AA: 12.6	outcomes and have the largest impact
Source: California School			on improving the 'All students' rate.
Dashboard		AI/AN: N/A	
		A: 46.2	
Nata Danulta da matinalizatio		F: 35.9	
Note: Results do not include		H/L: 28.8	
Charter Schools		PI: 15.4	
		W: 46.9	
		TOM: 41.6	
		Courses College /Courses la disetenia Collifornia	
		Source: College/Career Indicator in California	
		School Dashboard Released in 2023-24	
1D	2021-22 A-G Completion	2022-23 A-G Completion	SCUSD's aims to accelerate an
A-G Completion			increase in A-G Completion for all
·	ALL: 49.6	ALL: 51.1	student groups achieving below the
Percentage of graduating cohort	EL: 27.2*	EL: 35.7	level of 'All students' so that they are, at a minimum, achieving an 50% rate.
who met UC/CSU	FY: 6.7*	FY: 9.1	
Requirements	HY:15.4*	HY: 19.6	This will address the historically disparate outcomes and have the
Source: CDE Dataquest		SED: 45.2	•
Reporting	SED: 44.2*	SWD: 16.6	largest impact on improving the 'All students' rate.
	SWD: 18*	AA: 30.0	students rate.
Note: Results do not include	AA: 36.1*	AI/AN: 25.0	This is a mid-year data point based on
Charter Schools	AI/AN: 10*	A: 67.7	prior year graduation results released
*Data is not shown to protect		F: 73.5	via Dataquest in early spring.
students privacy. There are less	A: 65.8*	H/L: 42.3	via Dataquest in early spring.
than the minimum of 10 students	F: 67.3*	PI: 51.1	
in the co-hort for this data point.	П/L. 42.Э	W: 64.5	
	PI: 22	TOM: 54.4	
	W: 54.9*		
	TOM: 54.6*	Source: Four-Year Adjusted Cohort	
		Graduation Rate Released in 2023-24 (No	
	*Update noted during 2023-24 Mid-Year	Charter Schools)	
	Update.		
	Source: Four-Year Adjusted Cohort		
	Graduation Rate Released in 2022-23 (No		
	Charter Schools)		
1E	2022-23 On-Track A-G Status	2023-24 On-Track A-G Status	SCUSD's aims to accelerate an
			increase in On-track A-G rates for all
On Track A.C. Status	ALL: 43	ALL: 60.6	student groups achieving below the
On-Track A-G Status	EL: 22	EL: 39.6	level of 'All students' so that they are, at
	FY: 6.6	FY: 34.1	a minimum, achieving a 50% rate. This
Percentage of 9th-12th grade	HY: 10.4	HY: 43.8	will address the historically disparate
students on track for A-G	SED: 21.1	SWD: 36.4	outcomes and have the largest impact
considering course completion	SWD: 15.8	AA: 48.9	on improving the 'All students' rate.
(does not include courses in	AA: 25.2	AI/AN: 59.2	

progress)	AI/AN: 21.2	A: 75.3	
p g)	A: 61.3	F: 73.2	
Source: SCUSD Internal	F: 63.9	H/L: 54.8	
	H/L: 34.8	PI: 48.4	
Dashboard	PI: 24.1	W: 67	
Note: 2020-21 data is to 4.5.21.	W: 56.3	TOM: 67.4	
2021-22 Data is to 3.29.22.	TOM: 48.8		
	10111. 40.0	Source: A-G On-Track Status Indicator 6148	
		Retrieved	
		January 19, 2024, from the PTAI Counseling	
		Dashboard	
1J	2021-22 Special Ed	2022-23 Special Ed	The district's desired outcome is to
10			increase the percentage of students
Certificate of Completion	Diploma	Diploma	with disabilities who earn a diploma
Certificate of Completion	Dipiona	Dipioma	AND for 100% of students to earn a
Dereentage of Students with			
Percentage of Students with	ALL SWD: 73.8* EL: 77.7*	ALL SWD: 66.4 EL: 61.1	diploma OR certificate of completion,
Disabilities in the 4-year			with earning a diploma as the prioritized
adjusted cohort receiving a	FY: 54.5	FY: 62.5	outcome.
Diploma (D) and Certificate of	HY: 58.3	HY: 44.4	N1 /
Completion (CC)	SED: 72.7*	SED: 65.4	Note:
	AA: 71.2*	AA: 60.8	As the percentage of students who
Source: CDE Dataquest	AI/AN: N<11	AI/AN: N<11	earn a diploma increases, the
Reporting	A: 85.7*	A: 77.3	percentage of students who are able to
	F: N<11	F: N<11	earn a certificate of completion will
Note: Results do not include	H/L: 76.1*	H/L: 68.3	decrease (a student cannot receive
Charter Schools	PI: N<11	PI: N<11	both).
	W: 65.7*	W: 64.3	
	TOM: 78.9*	TOM: 0.0	
	2021-22 Certificate of Completion	2022-23 Certificate of Completion	
	ALL SWD: 10*	ALL SWD: 11.5	
	EL: 8*	EL: 12.0	
	FY: 18.2*	FY: 12.5	
	HY: 9*	HY: 16.7	
	SED: 9.7*	SED: 11.6	
	AA: 8.7*	AA: 13.4	
	AI/AN:	AI/AN:	
	N<11	N<11	
	A: 9.5*	A: 11.4	
	F: N<11	F: N<11	
	H/L: 9*	H/L: 8.5	
	PI: N<11	PI: N<11	
	W: 11.9*	W: 17.9	
	TOM: 10.5*	TOM: 6.3	
	*Update noted during 2023-24 Mid-Year	Source: Four-Year Adjusted Cohort Outcome	
	Update.	Released in 2023-24 (No Charter Schools)	

1K 2021-22 Graduates with Seal of Billeracy 2022-32 Graduates with Seal of Billeracy 2023-24 Graduates with Seal of Billeracy State Seal of Billeracy (SBB) LL: 12.* LL: 15.8 ALL: 30. Percentage of graduates Y: 0° Y: 00 H: 30. Billeracy (SBB) SED: 11.2° SED: 13.5 Y: 30. Source: CDE Dataquest A: 4.3° A: 30. A: 30. A: 14.3° A: 3.3 A: 30. A: 30. Source: CDE Dataquest A: 14.2° Y: 18.8 A: 30. H: 14.2° H: 18.8 Y: 30. Y: 30. Y: 19.2 Y: 10.0 Y: 30. Y: 30. Note: Results do not include Y: 2.9° Y: 10.0 Y: 30. Y: 12.9° Y: 10.0 Y: 30. Y: 30. Y: 10.4 Y: 10.0 Y: 30. Y: 30. Y: 12.9° Y: 10.0 Y: 30. Y: 30. Y: 10.4 Y: 10.0 Y: 30. Y: 30. Y: 10.4 Y: 10.0 Y: 30. Y: 30. Y: 10.4 Y: 2.9° Y: 30. Y: 30. </th <th></th> <th>Source: Four-Year Adjusted Cohort Outcome Released in 2022-23 (No charter Schools)</th> <th></th> <th></th>		Source: Four-Year Adjusted Cohort Outcome Released in 2022-23 (No charter Schools)		
State Seal of Billefacy (SSB)EL: 4.5°EL: 4.0ALL: 30Percentage of graduatesHY: 5.8°HY: 7.8FY: 00EL: 30Percentage of graduatesHY: 5.8°HY: 7.8FY: 30Bilteracy (SSB)SUD: 1.2°SED: 13.5HY: 30Swore: CDE DataquestA: 4.3°AX: 30SWD: 30ReportingA: 4.3°AX: 30AX: 30Source: CDE DataquestF: 18.2°F: 17.6A: 30ReportingHI: 14.2°HI: 18.8F: 30Note: Results do not includePI: 2VI: 19.3PI: 30Charter SchoolsVI: 2.9°TOM: 16.9VI: 30Todat is not shown to protect students in the cohort for thirds"Update noted during 2023-24 Mid-Year Update.Source: Four-Year Adjusted Cohort Graduation Rate Released in 2022-32 (No 	1K	2021-22 Graduates with Seal of Biliteracy	2022-23 Graduates with Seal of Biliteracy	2023-24 Graduates with Seal of Biliteracy
Percentage of graduates earning the State Seal of Billteracy (SSB) Surve: CDE Dataquest A: 43* A(A: 3* A(A: 3* A(A: 3* A(A)* Note: Results do not include Charter Schools TOM: 5.9* TOA: 5	State Seal of Biliteracy (SSB)		ALL: 15.8	-
Percentage of graduates aarning the State Seal of SED: 11.2*HY: 7.8 SED: 13.5FY: 30 SED: 30 SUP: 2.4* AA: 4.3*Source: CDE Dataquest Reporting Percentage of all International Students in the cohort for this fata Point.AIXAN: 8.3 AA: 30AA: 30 AA: 30 AA: 30Source: CDE Dataquest Reporting Tok: 12.9*F: 18.2* HL: 14.2*F: 17.6 PI: 0.0 TOK: 5.9*AIXAN: 8.3 A: 30 PI: 2 PI: 0.0 TOK: 12.9* TOK: 5.9*AIXAN: 8.3 PI: 30 PI: 30 TOK: 12.9* TOK: 12.9* TOK: 12.9* TOK: 5.9*PI: 0.0 PI: 30 TOK: 13.0 Source: Four-Year Adjusted Cohort Graduation Retare Schools)PI: 30 TOK: 30 TOK: 30 TOK: 30 Source: Four-Year Adjusted Cohort Graduation Retare SchoolsTOK: 30 TOK: 30 TOK: 30IM B Exam Performance Percentage of all International Source: SCI Analysis of Luther Burbank / Umgai IB Academy May 2022 IB Exam Performance (Percent Scored 4+)2023-24 IB Exam Performance (Percent Scored 4+)2023-24 IB Exam Performance (Percent Scored 4+)Source: SCI Analysis of Luther Burbank / Umgai IB Academy May 2022 IB Exams Reported in 2022-23 US GATE Office 2021-22; IB Diploma Completion Not reporting this metricAcademy May 2022 IB Exams Reported in 2022-24 IB Concert Scored 4+)2023-24 Actual IB Exam Performance (Percent Scored 4+)Source: School Site Reporting2021-22 IB Diploma Completion Not reporting this metricAcademy May 2022 IB Exams Reported in 2022-24 US GATE Office 2021-22; Diploma Completion Not reporting this metricAcademy May 2022 IB Exams Reported in 2022-24 US GATE Office Zo123-24 US GATE Office2023-24 24 24 ZO23-24 24 24 ZO3-24 24 24 Z	State Sear of Billeracy (SSB)	EL: 4.5*	EL: 4.0	
aarning the State Seal of Billteracy (SSB)SED: 11.2* SUU: 2.4* AA: 3.*SED: 13.5 SWD: 2.5 AA: 3.0HY: 30 SWD: 2.5 SWD: 30Source: CDE Dataquest ReportingA(AN: 0 A: 1.3* F: 18.2* H: 14.2*A: 15.4 F: 17.6 HI: 18.8 Pi: 0.0 W: 19.3 TOM: 16.9A: 30 A: 30 HI: 30 Pi: 30 HI: 30 W: 30 Pi: 30 HI: 30 W: 30 Pi: 30 W: 30 Pi: 30 W: 30 Pi: 30 W: 30 Pi: 30 W: 30 TOM: 5.9*HY: 30 SWD: 2.5 AA: 3.0 AI: 30 Pi: 2.6 F: 15.4 Pi: 0.0 W: 19.3 TOM: 16.9HY: 30 AA: 30 AI: 30 Pi: 30 W: 30 TOM: 30 Pi: 30 W: 30 TOM:		FY: 0*	FY: 0.0	EL: 30
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Arice acy (SGD)A: 4.3* A: 4.3*A: 3.0SUD: 30Source: CDE Dataquest ReportingA: 1.4.3* F. 18.2*A: 15.4A: 3.0Source: CDE Dataquest ReportingA: 1.4.3* F. 18.2*F: 17.6A: 3.0Note: Results do not include D': 1.4.2*P: 2.0P: 0.0HL: 30Pi: 2P: 0.0HL: 30.0HL: 30Note: Results do not include D': 1.9*V: 12.9* TOM: 5.9*P: 0.0HL: 30Data is not shown to protect tudent privacy. There are less han the minimum of 10'Update noted during 2023-24 Mid-Year Update.Source: Four-Year Adjusted Cohort Rate Released in 2022-23 (No Charter Schools)Source: Four-Year Adjusted Cohort Rate Released in 2022-24 (No Charter Schools)Source: Four-Year Adjusted Cohort Rate Released in 2022-23 (No Charter Schools)2023-24 and the schools)M B Exam Performance Percentage of all International accelaureate (B) Exam stell Reported in 2022-23 by GATE Office 2021-22 B Diploma Completion Not reporting this metricSource: SCI Analysis of Luther Burbank / Umoja IB Academy May 2022 IB Exams Reported in 2022-23 by GATE Office 2021-22 B Diploma Completion Not reporting this metricA collaborative review of IB data in Spring 2023 revealed that this data point is not received wof IB data in Spring 2023 revealed that this data point is not received wof IB data in Spring 2023 revealed that this data point is not received for inclusion in the LCAP.2023-24: 24N2021-22 IB Diploma Completion Not reporting this metricA collaborative review of IB data in Spring 2023 revealed that this data point is not ra school in a standard and	earning the State Seal of	SED: 11.2*	SED: 13.5	HY: 30
Air A: 4:3° Alvan: 0 Alvan: 0 <td>Riliteracy (SSB)</td> <td>SWD: 2.4*</td> <td>SWD: 2.5</td> <td>SED: 30</td>	Riliteracy (SSB)	SWD: 2.4*	SWD: 2.5	SED: 30
Source: CDE Dataquest ReportingA: 14.3*A: 14.3*A: 14.3*A: 14.3*A: 15.4A: 30ReportingF: 18.2*F: 17.6A: 30Note: Results do not include Dharter SchoolsPi: 2Pi: 0.0HL: 30Nate: Results do not include Dharter SchoolsV: 12.9*TOM: 16.9V: 30Data is not shown to protect student privacy. There are less han the minimum of 10Vupdate noted during 2023-24 Mid-Year Update.Source: Four-Year Adjusted Cohort Graduation Rate Released in 2022-23 (No Charter Schools)Source: Four-Year Adjusted Cohort Graduation Rate Released in 2022-23 (No Charter Schools)Source: Four-Year Adjusted Cohort Graduation Rate Released in 2022-23 (No Charter Schools)Source: Four-Year Adjusted Cohort Graduation Rate Released in 2022-23 (No Charter Schools)2023-24 IB Exam Performance (Percent Scored 4+)2023-24 Retual IB Exam Perform Scored 4+)2022-23 IB Exam Performance Percentage of all International 3accalaureate (IB) Exams taken hat are passed with a score of f 7)Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2022 IB Exams Reported in 2023-24 by GATE Office 2021-22 IB Diploma Completion Not reporting this metricSource: SCI Analysis of Luther Burbank / Umoja IB Academy May 2023 IB Exams Reported in 2023-24 by GATE Office 2021-22 IB Diploma Completion Not reporting this metricAccilaborative review of IB data in Spring 2023 revealed that this data point is not tracked in a standard and consistent method. As a result, this metric is unavailable and will need to be reevaluated for inclusion in the LCAP.2023-24: 24		AA: 4.3*	AA: 3.0	SWD: 30
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Programme candidates that				
complete the full International				
Baccalaureate (IB) Diploma	3accalaureate (IB) Diploma			
Source: School Site Reporting	Source: School Site Reporting			

10	2021-22 ELA Early Assessment Program	2022-23 ELA Early Assessment Program	2023-24 ELA Early Assessment
ELA Early Assessment Program(EAP)	(EAP)	(EAP)	Program (EAP)
	ALL: 15.9*	ALL: 15.4	ALL: 43
Percentage of 11th grade	EL: 0.3*	EL: 0.2	EL: 27
students Exceeding Standard on		FY: No data, N<11	FY: 27
the English Language Arts	HY: 0.0*	HY: 0.0	HY: 27
(ELA) State Assessment	SED: 10.3*	SED: 10.7	SED: 38
	SWD: 1.1*	SWD: 1.3	SWD: 30
Source: CAASPP Reporting	AA: 2.6*	AA: 6.6	AA: 33
course. or nor interpolating	Al/AN: No data, N<11	Al/AN: No data, N<11	AI: 45
Note: Results do not include	A: 21.3*	A: 19.3	A: 44
Charter Schools	F: 15.2*	F: 27.9	F: 48
	HL:10.7*	HL: 10.1	HL: 39
	PI: 8.8*	PI: 6.1	PI: 31
	W 27.9*	W: 27.4	W: 54
	TOM: 32.3*	TOM: 24.7	TOM: 56
	*Data updated during Mid-Year Review to	Source: Dataquest CAASPP Grade 11, Non-	
	reflect percent of students exceeding	Charter Schools Report Released in 2023-24	
	standards as opposed to those exceeding	•	
	and meeting standards.		
	Source: Dataquest CAASPP Grade 11, Non-		
	Charter Schools Report Released in 2022-23		
1P	2021-2022 Math Early Assessment Program	2022-23 Math Early Assessment Program	2023-24 Math Early Assessment
	(EAP)	(EAP)	Program (EAP)
Math Early Assessment	(··· /	(
Program (EAP)	ALL: 7.1*	ALL: 6.2	ALL: 34
Percentage of 11th grade	EL: 0.3*	EL: 9	EL: 28
students Exceeding Standard on	FY: No data, N<11	FY: No data, N<11 HY: 0	FY: 27
the Mathematics State	HY: 0	SED: 3.5	HY: 27
Assessment	SED: 3.7*	SWD: 1	SED: 31
	SED. 3.7 SWD: 0* AA: 0.8*	AA: 3.4	SED. 31 SWD:28
Source: CAASPP Reporting	AI/AN: No data, N<11	AI/AN: No data, N<11	AA: 28
	A: 11.6*	A: 10.8	AI: 27
Note: Results do not include	F: 6.3*	F: 4.8	A: 38
Charter Schools	HL: 2.7*	HL: 2.5	F: 36
	PI: 0*	PI: 0	HL: 31
	W: 14.1*	W: 11.7	PI: 27
	TOM: 18.3*	TOM: 11.3	W: 42
			TOM: 39
	*Data updated during Mid-Year Review to	Source: Dataquest CAASPP Grade 11, Non-	
	reflect percent of students exceeding	Charter Schools Report Released in 2023-24	

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

Source: California School	SWD: -147.3	SWD: -141.4	SED: -51.4
Dashboard	AA: -139.5	AA: -132	SWD: -94.1
Dashboard	Al/AN: -114.8	Al/AN: -103.5	AA: -78
Note: Desulte de net inslude			
Note: Results do not include	A: -41.2	A: -38.5	AI: -71.9
Charter Schools	F: -22.5	F: -31.2	A: -14.4
	H/L: -92.2*	H/L: -91.2	F: -2.3
	PI: -114.5	PI: -112.2	HL: -50.9
	W: -11.4	W: -8.8	PI: -67
	TOM: -40.3	TOM: -36.2	W: +18.4
			TOM: -15.6
	*Update noted during 2023-24 Mid-Year	Source: Math Academic Performance in	
	Update.	California School Dashboard Released in	
	•	2023-24	
	Source: Math Academic Performance in		
	California School Dashboard Released in		
	2022-23		
2C			
20	2021-22 CAST Students standards/Exceeded	2022-23 CAST Students Standards/Exceeded	
Oslifernia Osiaraa Taat (OACT)	Met	Met	Standards/Exceeded Met
California Science Test (CAST)			
	ALL: 25*	ALL: 25.5	ALL: 45
Percentage of students Meeting	EL: 2.9*	EL: 2.7	EL: 28
or Exceeding Standards on	FY: 25*	FY: 0	FY: 33
CAST (Grades 5, 8, 12)	HY: 4.6*	HY: 10.2	HY: 33
Source: CDE Dataquest	SED: 16.3*	SED: 17.1	SED: 40
	SWD: 8.9*	SWD: 9.5	SWD: 32
Reporting	A: 31.9*	A: 31.3	AA: 34
	AA: 9.2*	AA: 7.8	AI: 42
Note: Results do not include	AI/AN: 16.2*	AI/AN: 13.7	A: 50
Charter Schools	HL: 4.6	HL: 17.4	F: 53
	F: 38.2*		
	PI: 8.0*	F: 41.1	HL: 39
	W: 46.6*	PI: 8.9	PI: 35
	TOM: 34.1*	W: 46.4	W: 60
	10101. 54.1	TOM: 38.4	TOM: 53
	*Undete neted during 2022 24 Mid Veen		
	*Update noted during 2023-24 Mid-Year	Source: CAASPP Science, Non- Charter	
	Update.	Schools Released in 2023-24	
	Source: CAASPP Science, Non- Charter		
	Schools Released in 2022-23		
2D	2021-22 English Learner Progress	2022-23 English Learner Progress	2023-24 English Learner Progress
English Learner Progress			
Indicator (ELPI)	46% of ELs are making progress towards	43.2% of ELs are making progress towards	55.6% of ELs will progress at least 1
	proficiency.	proficiency.	ELPI Level
Percentage of English Learners	•	-	AND
making progress towards	% of ELs Decreased in at Least 1 ELPI Level:	% of ELs Decreased in at Least 1 ELPI Level:	
proficiency on the English	18.5	17.4	59.1% of ELs overall will make
Language Proficiency			progress
Assessments for California	%of ELs who Maintained ELPI Levels 1, 2L,	% of ELs who Maintained ELPI Levels 1, 2L,	p. 03, 000
	7001 ± 20 who maintained $\pm 11 \pm 2000$ 1, 2L,	70 of LL3 who maintained LLFT LEVEIS 1, 2L,	

(ELPAC)	3L, 3H: 35.4	3L, 3H: 38.6	
Source: California School	%of ELs who Maintained ELPI Level 4: 3.3	% of ELs who Maintained ELPI Level 4: 3.1	
Dashboard	%of ELs who Progressed at Least One ELPI		
Note: Results do not include	Level: 42.7	% of ELs who Progressed at Least One ELPI Level: 39.5	
Charter Schools	Source: English Learner Progress Indicator in	Level. 59.5	
	California School Dashboard Released in 2022-23	Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24	
2E	2021-22 RFEP Rate: 4.1*	2022-23 RFEP Rate: 5.8	2023-24:
Reclassification Rate			Reclassification rate will be within .5%
	*Update noted during 2023-24 Mid-Year Update.	Source: District ME Analysis based on Student Information System Records	
Percentage of English Learners reclassified to Fluent English Proficient (RFEP)	Source: District ME Analysis based on Student Information System Records		Rate will be at least 13.3% based on 2019-20 state rate of 13.8%
Source: District ME Analysis based on Student Information System Records			
Note: Results do not include			
Charter Schools			
2G	2021-22 Advanced Placement (AP)	2022-23 Advanced Placement (AP)	2023-24 Advanced Placement (AP)
	Students Passing 1 or More AP Tests	Students Passing 1 or More AP Tests	Students Passing 1 or More AP Tests
Advanced Placement (AP) Pass			
Rate 1	ALL: 17.9	ALL: 12.6	ALL: 20
Description of the least in	EL: 6.2	EL: 2.4	EL: 8
Percentage of students in	FY: 0	FY: 2.1	FY: 2
grades 10-12 that passed at	HY: 2.1	HY: 0	HY: 3
least 1 AP Exam with a score of		SED: 7.5	SED: 16
3 or more	SWD: 2.2	SWD: 1.3	SWD: 5
	AA: 9.1	AA: 4.5	AA: 5
Source: District TS Analysis	AI/AN: 8.5	AI/AN: 0	AI: 3
based on CALPADS	A: 24.5	A: 19.3	A: 20
	F: 29.3	F: 15.5	F: 20
Note: Spring 2020 AP Exams	H/L: 14.4	H/L: 8.7	HL: 15
		PI: 2.5	PI: 3
online due to COVID-19	W: 26.1 TOM: 22.2	W: 2.2 TOM: 18.7	W: 20 TOM: 20
	Source: District TS Analysis based on	Source: District TS Analysis based on	
	5	CALPADS	
	CALPADS	UALFADS	

2H	2021-22 Advanced Placement (AP)	2022-23 Advanced Placement (AP)	2023-24 Advanced Placement (AP)
	Students Passing 1 or More AP Tests	Students Passing 1 or More AP Tests	Students Passing 1 or More AP Tests
Advanced Placement (AP) Pass	, , , , , , , , , , , , , , , , , , ,	, i i i i i i i i i i i i i i i i i i i	Ū.
Rate 2	ALL: 47.9*	ALL: 30	ALL: 67
	EL: 38.5*	EL: 8	
Percentage of ALL Advanced	HY: 0*	HY: 0	
Placement (AP) Exams taken by		FY: 0	
students in grades 10-12 that	SED: 43.8*	SED: 22.7	
were passed with a score of 3 or		SWD: 11.8	
more	A: 48.9*	A: 35	
	AA: 29.7*	AA: 18	
Source: District TS Analysis	AI/AN: 33.3*	AI/AN: 0	
based on CALPADS	F: 50.8*	F: 30	
	H/L: 44.2*	H/L: 22.7	
	PI: 18.2*	PI: 15.4	
	W: 54.4*	W: 35.5	
	TOM: 54.1*	TOM: 36.7	
	*Update noted during 2023-24	Source: District TS Analysis based on	
	Mid-Year Update.	CALPADS	
	Source: District TS Analysis based on		
	CALPADS		
	CAEL ADO		
2J	2021-22 GATE Identification for Grade 1	2022-23 GATE Identification for Grade 1	Percentage of students newly identified
20	Students	Students	as GATE during the 1st grade will be
GATE Identification		olucino	comparable to each group's proportion
	ALL:15	ALL:16.3	of the overall 1st grade population.
Percentage of first grade	EL: 5	EL: 8.7	or the overall rot grade population.
students identified for Gifted and		HY: 1.2	
Talented Education (GATE)	FY:N/A	FY: 0	
program relative to overall 1st	SED:8	SED: 9.5	
grade by student group	SWD:5	SWD: 8.8	
grade by student group	A:18.3	A: 20.3	
Source: SCUSD Advanced	AA:4.7	A. 20.3 AA: 4.7	
Learning Department	AI:7.6	AA. 4.7 AI: 5.3	
Learning Department	H/L:9.4	H/L: 10.6	
	PI:5.5	PI: 0	
	W:34	W: 31.1	
	W:34	W: 31.1 TOM: 21.9	
	W:34	W: 31.1 TOM: 21.9 Source: GATE Demographics Retrieved	
	W:34	W: 31.1 TOM: 21.9 Source: GATE Demographics Retrieved 20231204 (Illuminate#15837) Based on 2023-	
	W:34	W: 31.1 TOM: 21.9 Source: GATE Demographics Retrieved	
	W:34	W: 31.1 TOM: 21.9 Source: GATE Demographics Retrieved 20231204 (Illuminate#15837) Based on 2023- 24 Grade 2 Students	
	W:34	W: 31.1 TOM: 21.9 Source: GATE Demographics Retrieved 20231204 (Illuminate#15837) Based on 2023-	

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

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

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

3B	2021-22 Chronic Absenteeism Rate EOY ALL	2022-23 Chronic Absenteeism Rate EOY ALL	2023-24:
Chronic Absenteeism Rate	K-8: 36.9	К-8: 29.2	ALL: 8
	EL: 33.4	EL: 24.4	EL: 6.1
Percentage of students in	FY: 56.6	FY: 42.4	FY: 15.6
grades K-8 who were absent for	HY: 79.4	HY: 72.1	HY: 31.2
10% of more of the total	SED: 44.6	SED: 34.9	SED: 9
instructional days	SWD: 45.1	SWD: 36.9	SWD: 9.3
	AA: 56.7	AA: 48.8	AA: 14.7
Source: California School	AI: 57.5	AI: 44.5	AI: 11.9
Dashboard	A: 22.3	A: 14.4	A: 3
	F: 18	F: 15.2	F: 4.4
	HL: 42.8	HL: 33.7	HL: 8.6
Note: 18-19 data is from the	PI: 54.1	PI: 40.9	PI: 13.4
2019 Dashboard. 19-20 and 20-	W: 23.3	W: 19.8	W: 5.8
21 data are internal	TOM: 36.2	TOM: 29	TOM: 8.1
analyses2019-20 is to 2.28.20.			
2020-21 is to 4.5.21.			
	Source: Chronic Absenteeism in California	Source: Chronic Absenteeism in California	
Note: 2021-22 Mid-Year data is	School Dashboard Released in 2022-23	School Dashboard Released in 2023-24	
an internal analysis to 6.1.2022			
and includes students K-12 and			
dependent charter schools.			
dependent charter schools.			
3C		0000 04 Mi LV	2023-24:
30	2021-22 Chronically Absent (or At-Risk	2023-24 Mid-Year	2020-24.
Chronic Absenteeism	Chronically Absent) Who Received 2 or More	Chronically Absent (or At-Risk Chronically	ES (K-6): 55
Interventions	Interventions	Absent) Who Received 2 or More Interventions	MS (7-8): 57
	F0 00 7	50.44.0	
Percentage of students who are	ES: 38.7	ES: 11.8	HS (9-12): 54
at-risk of being chronically	MS: 34.9	MS: 24.4	
absent and received two or	HS: 60.9	HS: 21.6	
more attendance interventions	Source: SCUSD Derformance Targeted	Source: SCUSD Derformance Targeted	
	Source: SCUSD Performance Targeted	Source: SCUSD Performance Targeted	
Source: SCUSD Performance	Academic Index (PTAI) Chronic Absenteeism Indicator 5958	Academic Index (PTAI) Chronic Absenteeism Indicator 5958	
Targeted Academic Index(PTAI)			
rargeteu Acauernic inuex(FTAI)			

3D	2022-23 Less 95.9% Attendance	2023-24 Mid-Year	2023-24:
Attendance Interventions	+ Interventions + Improvement	Less 95.9% Attendance + Interventions +	ES (K-6): 44
		Improvement	MS (7-8): 46
	ES: 22.2	ES: 4.4	HS (9-12): 42
Percentage of students who had	MS: 18		
less than 95.9% attendance,	HS: 34.6	MS: 8.5	
received interventions, and had	ALL: 24.9	HS: 11.2 ALL: 7.9	
improved attendance by January		ALL. 7.9	
31	Source: SCUSD Performance Targeted	Source: SCUSD Performance Targeted	
	Academic Index (PTAI) Chronic Absenteeism Indicator 5959	Academic Index	
Source: SCUSD Performance	Absenteeism indicator 5959		
Targeted Academic Index		(PTAI) Chronic Absenteeism Indicator 5959	
(PTAI)			
3E	2022-23 Intervention Received in Response	2023-24 Mid-Year Intervention Received in	For 2023-24, 100% of identified HY and
	to EIIS Attendance / Behavior Indicator	Response to EIIS Attendance / Behavior	FY will be provided responsive
Provision of Responsive		Indicator	services.
Services	ALL: 46.8		
	EL: 61.6	ALL: 75.1	For all other groups, increases in
Percentage of students who met	1 1 00.0	EL: 82.6	support are dependent on staffing
`an Attendance/Behavior	HY: 95.5	FY: 91	capacity. If current staffing levels are
indicator zone in the Early	SED: 54.2	HY: 89.8	unchanged, service rates will be
Identification and Intervention	SWD: 51.3	SED: 77.3	maintained, with the goal of increasing
System (EIIS) and had response		SWD: 75.8	the level of service for those student
services	AI: 54.1	AA: 78.5	groups with the most students in the
	A: 50.7	AI: 77.3	'purple' zone. If staffing levels are
Source: SCUSD EIIS	F: 37.1	A: 71.4	increased, targets will be established
(Indicator14620)	HL: 51.5	F: 68.9	reflecting the increased staffing
	PI: 61.8	HL: 77.4	capacity.
Nata: 2020 21 data is to 1 5 21	W: 25.5	PI: 83.6	
Note: 2020-21 data is to 4.5.21	TOM: 33.9	W: 71.8 TOM: 68.6	
	Source: SCUSD Student Support Services		
	Dashboard EIIS Indicator 14620	Source: SCUSD Student Support Services	
		Dashboard EIIS Indicator 14620	
3F	2004 00 Link Cales J Draw and Date		2022.24
	2021-22 High School Drop-out Rate:	2022-23 High School Drop-out Rate:	2023-24:
High School Drop-out Rate	AUL 6 2*	All: 10	ALL: 4.5
	All: 6.3* EL: 11.8*	All: 10 EL: 17.1	EL: 9.5 FY: 12.2
Percentage of students in the 4-	FY: 25	FY: 23.8	HY: 16.1
year adjusted cohort who drop	HY: 20.5*	HY: 31.1	SED: 5
out of high school	SED: 7.2*	SED: 11.6	SWD: 5.7
Sat of high sonool	SWD: 7.3*	SWD: 12	AA: 7.1
	AA: 6.9*	AA: 14.5	Al/AN: 9.1
Source: CDE Dataquest	Al/AN: 20*	Al/AN: 23.5	A: 1.8
Reporting	A: 2.9*	A: 4.4	F: 0
Note: Results do not include	F: 0	F: 7.7	HL: 5.5
Charter Schools	HL: 7.9*	HL: 12	PI: 10.4

	PI: 11.9*	PI: 18.5	W: 1.9
	W: 6.3* TOM: 4.6*	W: 6.7 TOM: 9.8	TOM: 6.1
	*Update noted during 2023-24 Mid-Year Update. Source: Four-Year Adjusted Cohort Outcome Released in 2022-23 (No Charter	Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	
	Schools)		
4A	2021-22 Suspension Rate	2022-23 Suspension Rate	2023-24:
Suspension Rate	ALL: 4.9* EL: 3.4*	ALL: 6.2 EL: 4.3	ALL: 2.7 EL: 1.7 FY: 9.8
Percentage of students suspended 1 or more times during the school year	FY: 19.0* HY: 13.4* SED: 6.2* SWD: 8.1*	FY: 17.3 HY: 13.3 SED: 7.5 SWD: 9.2	HY: 4.7 SED: 3.3 SWD: 4.9 AA: 7.5
Source: California School Dashboard	AA: 12.4* AI: 7.3* A: 1.9*	AA: 15.2 AI: 8.9 A: 2.4	AI: 2.2 A: 0.7 F: 0.9
Note: 2018-19 data reflects the2019 Dashboard. 2019-20 data is from CDE Dataquest reporting. 2021-22 Mid-year	F: 3.9 HL: 4.6* PI: 5.1* W: 2.7*	F: 3.1 HL: 5.9 PI: 5.9 W: 3.8	HL: 2.4 PI: 2.8 W: 1.5 TOM: 3.1
data from internal district data system and to 6.1.22	TOM: 5.8* *Update noted during 2023-24 Mid-Year Update.	TOM: 6.9 Source: CDE Dataquest Suspension Rate Report, Non- Charter	
	Source: CDE Dataquest Suspension Rate Report, Non- Charter	Report, Non- Gharter	
4B	2021-22* Suspension Rate AA/AIAN Disproportionality	2022-23 Suspension Rate AA/AIAN Disproportionality	The desired outcome for this metric is te eliminate all disproportionality in
Suspension Disproportionality	All: 33.9	All: 32.0	suspension This would result in African American and American Indian or
Percentage of students with 1 or	K-3: 40.4	K-3: 34.5	Alaska Native students making up a
more suspension whose student groups are disproportionately	4-6: 35.6 7-8: 31.2	4-6: 36.3 7-8: 28.7	percentage of all suspended students that is reflective of their proportional
represented* among all suspended students.	9-12: 34.5	9-12: 32.0	representation in the total student population.
Source: CDE Dataquest	% of Total Enrollment by Grade Span	% of Total Enrollment by Grade Span	
*Includes AA and AI/AN students	All: 13.6 K-3: 11.8 4-6: 14.3	All: 13.1 K-3: 11.6 4-6: 13.5	
	7-8: 13.89-12: 14.7	7-8: 13.89-12: 14.0	
	**Update noted during 2023-24 Mid-Year	Source: CDE Dataquest Suspension Rate	

Update	Report, Non- Charter	
Source: CDE Dataquest Suspension Rate Report, Non- Charter		
2021-22* Expulsion Rate	2022-23 Expulsion Rate	2023-24:
ALL::0* EL: 0* FY: 0 HY: 0 SED: 0* SWD: 0* AA::0* AI/AN: 0 A: 0* F: 0* H/L::0* PI: 0.1* W: 0 TOM: 0* *Update noted during 2023-24 Mid-Year Update. Source: CDE Dataquest Expulsion Rate Report, Non- Charter	ALL:.0.1 EL: 0 FY: 0 HY: 0.2 SED: 0.1 SWD: 0.1 AA: 0.2 Al/AN: 0 A: 0 F: 0 H/L:.0 PI: 0 W: 0 TOM: 0 Source: CDE Dataquest Expulsion Rate Report, Non- Charter	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
2022-23 Mid-Year: Make-up sessions were not provided for the end of the year training. This data was not collected due to after effects of COVID.	This metric was not operationalized to allow for measurement as intended. The district's Anti-Bias/Anti- Racist/Trauma-Informed professional learning will be revised moving forward to include metrics for implementation and impact based on both staff practices and student outcomes.	2023-24: Leadership (Site and Central): 100% Teachers: 100% Support Staff: 100%
	Source: CDE Dataquest Suspension Rate Report, Non- Charter 2021-22* Expulsion Rate ALL:.0* EL: 0* FY: 0 HY: 0 SED: 0* SWD: 0* AA:.0* AI/AN: 0 A: 0* F: 0* H/L:.0* PI: 0.1* W: 0 TOM: 0* *Update noted during 2023-24 Mid-Year Update. Source: CDE Dataquest Expulsion Rate Report, Non- Charter 2022-23 Mid-Year: Make-up sessions were not provided for the end of the year training. This data was not	Source: CDE Dataquest Suspension Rate Report, Non- Charter2022-23 Expulsion Rate2021-22* Expulsion Rate2022-23 Expulsion RateALL:.0* EL: 0* FY: 0 HY: 0ALL:.0.1 EL: 0 FY: 0 HY: 0.2 SED: 0* SWD: 0* AA:.0*ALL:.0.1 EL: 0 FY: 0 HY: 0.2 SED: 0.1 SWD: 0.1 AA:.0* A//AN: 0 A: 0 A: 0* F: 0* H/L:.0* PI: 0.1* W: 0 TOM: 0**Update noted during 2023-24 Mid-Year Update.Pi: 0 PI: 0.1* W: 0 TOM: 0Source: CDE Dataquest Expulsion Rate Report, Non- CharterSource: CDE Dataquest Expulsion Rate Report, Non- Charter2022-23 Mid-Year: of the year training. This data was not collected due to after effects of COVID.This metric was not operationalized to allow for measurement as intended. The district's Anti-Bias/Anti- Racist/Trauma-Informed professional learning will be revised moving forward to include metrics for implementation and impact based on both

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

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

9A	2020-21: 71.79%	2021-22: 62.03%	2023-24:
9A	2020-21.71.7970	2021-22.02.03%	2023-24.
	Statewide Target: >75% Source: SpED Annual Performance Report (APR) Released in June 2022 Note: APR includes dependent charter data	Statewide Target: > 76.5% Source: SpED Annual Performance Report (APR) Released in June 2023 Note: APR includes dependent charter data	83.4% Statewide Target: >74.4%
9B	2020-21: 66.02%	2021-22: 74.5%	2023-24:
	Statewide Target: >90%	Otatawida Tarrat N 75 50/	700/
4 Year and 5 Year Cohort Graduation Rate	Source: SpED Annual Performance Report	Statewide Target: >75.5%	70%
	(APR) Released in June 2022	Source: December 2022 Dashboard Note: APR	Statewide Target:>90%
Combined graduation rate, which reflects all students who:	Note: APR includes dependent charter data	not used as SWD graduation data this year appear to be for ALL and not SWD students	
(1) graduate in four years as part		appear to be for ALL and not SWD students	
of the most current graduating			
class and (2) graduate in five years as part of the prior year			
graduating class.			
Source: SpED Annual Performance Report (APR)			
Note: APR includes dependent charter data			
9C (Also 2T)	2020-21: 55.73%	2021-22: 58.94%	2023-24:
			2007
Least Restrictive Environment	Statewide Target: >58%	Statewide Target: >60%	60%
Rate of students with disabilities in Regular Class more than 80%	Source: SpED Annual Performance Report (APR) Released in June 2022	Source: SpED Annual Performance Report (APR) Released in June 2023	Statewide Target: >53.2%
Source: SpED Annual Performance Report (APR)	Note: APR includes dependent charter data	Note: APR includes dependent charter data	
r enormance report (AFR)			
Note: APR includes dependent charter data			
9D	2020-21: 23.61%	2021-22: 24.61%	2023-24:
(Also 2T) Least Restrictive Environment	Statewide Target: <19.5%	Statewide Target: < 18%	20%
Rate of students with disabilities	Source: SpED Annual Performance Report (APR) Released in June 2022	Source: SpED Annual Performance Report (APR) Released in June 2023	Statewide Target:>20.6%

in Regular Class less than 40% of the time.	Note: APR includes dependent charter data	Note: APR includes dependent charter data	
Source: SpED Annual Performance Report (APR)			
Note: APR includes dependent charter data			
9E	2020-21: 5.17%	2021-22: 4.99%	2023-24:
Least Restrictive Environment	Statewide Target: < 2.9%	Statewide Target: < 3.2%	4%
Rate of students with disabilities participating in a separate school.	Source: SpED Annual Performance Report (APR) Released in June 2022	Source: SpED Annual Performance Report (APR) Released in June 2023	Statewide Target:<3.6%
' Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	Note: APR includes dependent charter data	Note: APR includes dependent charter data	
10A	2021-22 Rate	2022-23 Rate	5%
Overall Identification Rate	0.77	1.4	
Student group that are identified as Homeless Youth	Source: Enrollment Demographics in California School Dashboard Released in 2022-23	Source: Enrollment Demographics in California School Dashboard Released in 2023-24	
Source: CA School Dashboard			70/
10B Identification Process	Data being collected	2022-23 Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused	7%
Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused		3%	
Source: Homeless Youth Services records			