



Sacramento City

UNIFIED SCHOOL DISTRICT

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District

CDS Code: 34674390000000

School Year: 2024-25

LEA contact information:

Lisa Allen

Superintendent

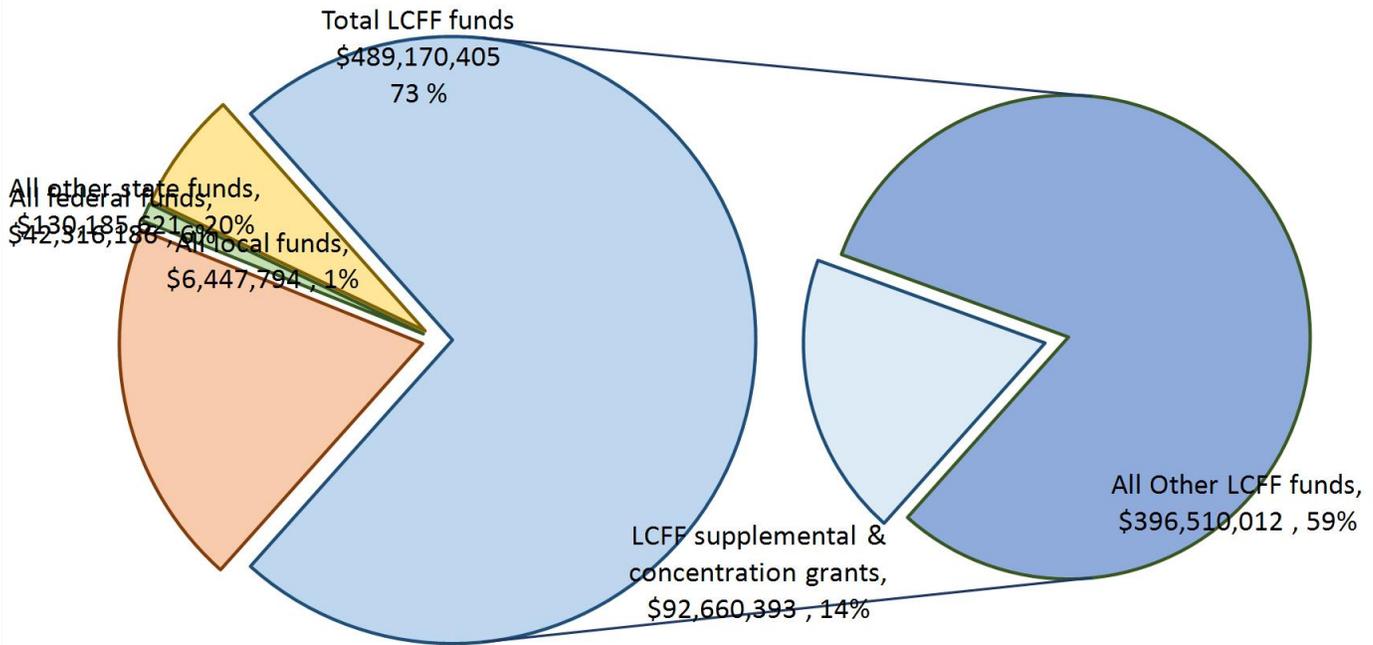
superintendent@scusd.edu

916.643.7400

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

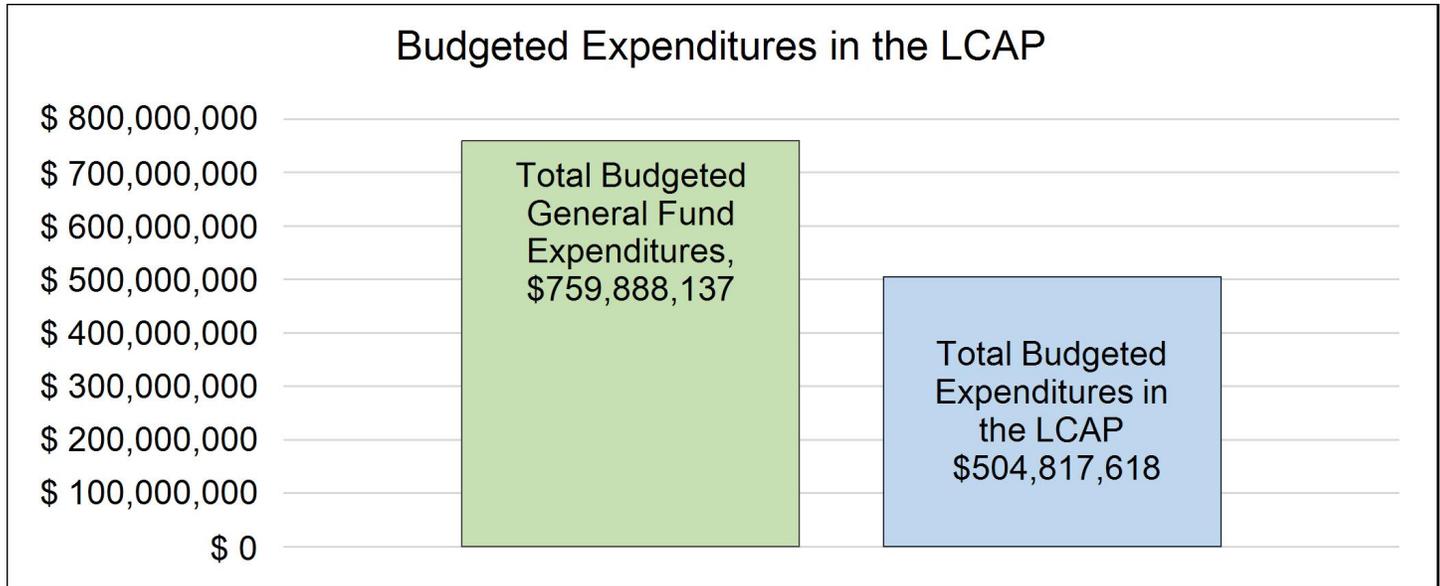


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento City Unified School District is \$668,120,006, of which \$489,170,405 is Local Control Funding Formula (LCFF), \$130,185,621 is other state funds, \$6,447,794 is local funds, and \$42,316,186 is federal funds. Of the \$489,170,405 in LCFF Funds, \$92,660,393 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sacramento City Unified School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Sacramento City Unified School District plans to spend \$759,888,137 for the 2024-25 school year. Of that amount, \$504,817,618 is tied to actions/services in the LCAP and \$255,070,519 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

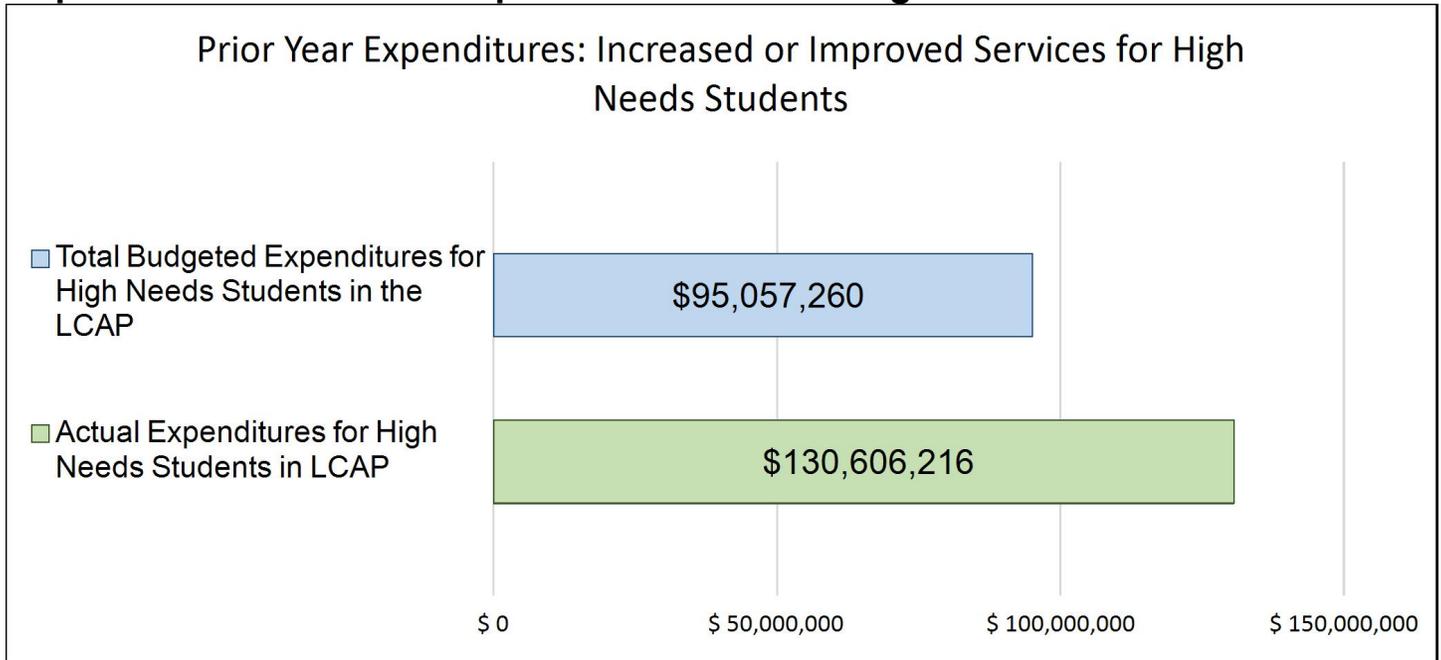
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those specifically included) and special education services (except for those specifically included).

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Sacramento City Unified School District is projecting it will receive \$92,660,393 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend \$319,722,910 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



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

The text description of the above chart is as follows: In 2023-24, Sacramento City Unified School District's LCAP budgeted \$95,057,260 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent \$130,606,216 for actions to increase or improve services for high needs students in 2023-24.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
[Insert LEA Name here]	[Insert Contact Name and Title here]	[Insert Email and Phone here]
Sacramento City Unified School District	Lisa Allen Superintendent	superintendent@scusd.edu 916.643.7400

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade Source: California School Dashboard Note: Results do not include Charter Schools	2018-19: All: 85.7 EL: 81.2 FY: 66.7 HY: 75.3 SED: 84.7 SWD: 66 AA: 77.1 AI/AN: 81.8 A: 93.7 F: 100 H/L: 84.2 PI: 87 W: 84.6 TOM: 88.1 2019-20: All: 87.3 EL: 75.8 FY: 81.3 HY: 72.9 SED: 86.1	2020-21 AL: 85.1 EL: 80.4 FY: 64.5 HY: 60.3 SED: 83.7 SWD: 64.8 AA: 75.3 AI/AN: 76.9 A: 93.9 F: 96.6 H/L: 82.7 PI: 64.1 W: 90.4 TOM: 83.3	2022 Graduation Rate ALL: 87.8 FY: 55.6 HY: 62.5 EL: 76.9 SED: 86.5 SWD: 74.5 AA: 84.7 AI/AN: 70.6 A: 93.7 H/L: 85.3 F: 98.2 PI: 85.9 W: 87.9 TOM: 90.4 Source: Five-Year Graduation Rate in California School Dashboard Released in 2022-23	2023 Graduation Rate ALL: 83.8 FY: 57.1 HY: 59.2 EL: 72.1 SED: 81.7 SWD: 67 AA: 74 AI/AN: 72.2 A: 92.1 H/L: 82.1 F: 87.2 PI: 72.7 W: 87.7 TOM: 84.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	SCUSD’s aims to accelerate an increase in Graduation Rates for all student groups achieving below the level of ‘All students’ so that they are, at a minimum, achieving an 85% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate. This is a mid-year data point based on the California School Dashboard, which is typically released in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 70.4 AA: 82.4 AI/AN: 73.3 A: 93.5 F: 95.2 H/L: 84.6 PI: 71.9 W: 92.5 TOM: 87.8				December of each year.
1B On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment Source: SCUSD Internal Dashboard Note: 2020-21 data is to 4.5.21. 2021-22 data is to 3.29.22.	2019-20: ALL: 53.8 EL: 43 FY: 16 HY: 21.9 SED: 51.9 SWD: 33.3 AA: 43 AI/AN: 48.2 A: 68.5 F: 67.3 H/L: 48.3 PI: 43.4 W: 58.4 TOM: 55.4 2020-21 ALL: 53.6 EL: 41.2 FY: 27.7 HY: 28.8 SED: 48.9 SWD: 36.1 AA: 39.7 AI/AN: 40.7	2021-22 ALL: 50 EL: 34.3 FY: 21.8 HY: 15.3 SED: 45.2 SWD: 33.1 AA: 35.7 AI/AN: 32.7 A: 65.6 F: 67 H/L: 44 PI: 35.1 W: 58.9 TOM: 50.1	2022-23 On-Track Graduation Status ALL: 50.9 EL: 33.3 FY: 21.3 HY: 21.9 SWD: 33.4 AA: 38.2 AI/AN: 38.5 A: 66.9 F: 66.8 H/L: 44.9 PI: 36.8 W: 58 TOM: 50.9 Source: Graduation On-Track Status Indicator 6148 Retrieved from the PTAI Counseling Dashboard	2023-24 On-Track Graduation Status ALL: 58.6 EL: 42.1 FY: 25.0 HY: 26.5 SWD: 43.8 AA: 43.5 AI/AN: 26.5 A: 74.9 F: 73.8 H/L: 54.2 PI: 46.1 W: 62.1 TOM: 63.1 Source: Graduation On-Track Status Indicator 6148 Retrieved April 2024, from the PTAI Counseling Dashboard	SCUSD’s aims to accelerate an increase in On-Track Graduation Rates for all student groups achieving below the level of ‘All students’ so that they are, at a minimum, achieving a 70% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	A: 70.3 F: 68.6 H/L: 47.4 PI: 40.8 W: 60.2 TOM: 55.8				
1C College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard Source: California School Dashboard Note: Results do not include Charter Schools	2018-19: ALL: 40.5 EL: 19.5 FY: 11.1 HY: 16 SED: 36.2 SWD: 7 AA: 20 AI/AN: 18.2 A: 55.3 F: 58.3 H/L: 35.2 PI: 21.6 W: 51.2 TOM: 51.1 2019-20: ALL: 41.7 EL: 18.7 FY: 30 HY: 12.3 SED: 37.6 SWD: 8.1 AA: 20.7 AI/AN: 20 A: 56.9 F: 58.1 H/L: 35.8	2020-21 ALL: N/A EL: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI/AN: N/A A: N/A F: N/A H/L: N/A PI: N/A W: N/A TOM: N/A NOTE: This indicator was not published on the 2021 CA School Dashboard.	College/Career Indicator - Not available for California School Dashboard Released in 2022-23	2022-23 College/Career Prepared ALL: 33.2 EL: 12.3 FY: 0 HY: 9.8 SED: 27.4 SWD: 6.9 AA: 12.6 AI/AN: N/A A: 46.2 F: 35.9 H/L: 28.8 PI: 15.4 W: 46.9 TOM: 41.6 Source: College/Career Indicator in California School Dashboard Released in 2023-24	SCUSD's aims to accelerate an increase in College/Career Preparedness for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 30% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PI: 24.6 W: 53.5 TOM: 51.7				
1D A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting Note: Results do not include Charter Schools *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	2018-29: ALL: 50.7 EL: 35.9 FY: 29.4 HY: 24.6 MY: * SED: 46.1 SWD: 11.8 AA: 32.5 AI: 44.4 A: 70.4 F: 76.6 HL: 41.9 PI: 24.4 W: 54.6 TOM: 56.7 2019-20: ALL: 54 EL: 37.7 FY: 38.5 HY: 20.9 MY: 55.6 SED: 50.3 SWD: 17.6 AA: 36.5 AI/AN: 30 A: 71.4 F: 80 H/L: 45.5 PI: 47.5	2020-21 ALL: 54.4 EL: 40.3 FY: 36.8 HY: 31.1 MY: 62.5 SED: 49.5 SWD: 22.9 AA: 41.5 AI/AN: 25 A: 72.6 F: 63.6 H/L: 42.5 PI: 43.6 W: 61.8 TOM: 64.2	2021-22 ALL: 49.6 EL:27.6 FY:6.6 HY:16.6 MY: SED:44.3 SWD:20.1 AA:49.6 AI/AN:35.9 A:66.6 F:68.4 H/L:43.4 PI:22 W: 53.9	2022-23 A-G Completion ALL: 51.1 EL: 35.7 FY: 9.1 HY: 19.6 SED: 45.2 SWD: 16.6 AA: 30.0 AI/AN: 25.0 A: 67.7 F: 73.5 H/L: 42.3 PI: 51.1 W: 64.5 TOM: 54.4 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)	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. This is a mid-year data point based on prior year graduation results released via Dataquest in early spring.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	W: 58.5 TOM: 64.5				
<p>1E On-Track A-G Status</p> <p>Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress)</p> <p>Source: SCUSD Internal Dashboard</p> <p>Note: 2020-21 data is to 4.5.21. 2021-22 Data is to 3.29.22.</p>	<p>2019-20</p> <p>ALL: 53.8 EL: 34.3 FY: 28 HY: 25 SED: 48.6 SWD: 25.5 AA: 37.4 AI/AN: 39.3 A: 73.7 F: 70.5 H/L: 45.2 PI: 39.8 W: 63.2 TOM: 60.2</p> <p>2020-21:</p> <p>ALL: 53.9 EL: 36.8 FY: 21.3 HY: 17.8 SED: 48.1 SWD: 27.7 AA: 37.1 AI/AN: 33.3 A: 71.9 F: 69.1 H/L: 46.3 PI: 38.9 W: 64.1 TOM: 61.3</p>	<p>2021-22</p> <p>ALL: 51.5 EL: 32.5 FY: 23.6 HY: 22.2 SED: 45 SWD: 22.6 AA: 35.2 AI/AN: 34.6 A: 67.8 F: 70.4 H/L: 44.5 PI: 35.8 W: 62.8 TOM: 56.8</p>	<p>2022-23 On-Track A-G Status</p> <p>ALL: 43 EL: 22 FY: 6.6 HY: 10.4 SED: 21.1 SWD: 15.8 AA: 25.2 AI/AN: 21.2 A: 61.3 F: 63.9 H/L: 34.8 PI: 24.1 W: 56.3 TOM: 48.8</p>	<p>2023-24 On-Track A-G Status</p> <p>ALL: 55.0 EL: 33.5 FY: 22.9 HY: 28.0 SWD: 28.3 AA: 38.5 AI/AN: 43.5 A: 74.0 F: 71.7 H/L: 47.6 PI: 39.8 W: 64.5 TOM: 62.0</p> <p>Source: A-G On-Track Status Indicator 6148 Retrieved April 2024, from the PTAI Counseling Dashboard</p>	<p>SCUSD’s aims to accelerate an increase in On-track A-G rates for all student groups achieving below the level of ‘All students’ so that they are, at a minimum, achieving a 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1F A-G AND CTE Completion</p> <p>Percentage of graduating cohort completing UC/CSU Requirements AND completing a Career Technical Education (CTE) Pathway</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>ALL 5.8 EL 3.6 FY 0 HY 1.5 SED 4.2 SWD 1.3 AA 2.7 AI 0 A 6.3 F 2.1 HL 3.8 PI 7.1 W 3.7 TOM 4.6</p> <p>ALL 6.4 EL 3.3 FY 0 HY 0 SED 6.5 SWD 0.7 AA 4.5 AI/AN 0 A 7.8 F 6.4 H/L 7.2 PI 9.1 W 3.9 TOM 7</p>	<p>2020-21</p> <p>ALL: 8.8 EL: 5.5 FY::0 HY: 6.3 SED: 9.6 SWD: 4.2 AA: 7.6 AI/AN: 15.4 A: 11.8 F: 7.6 H/L: 9.1 PI: 6.1 W: 6.8 TOM: 4.9</p>	<p>2021-22 A-G AND CTE Completion</p> <p>ALL: 7.7 EL: 1.9 FY: 0 HY: 0 SED: 7.6 SWD: 3 AA: 5.9 AI/AN: 0 A: 8.7 F: 1.8 H/L: 8.4 PI: 1.8 W: 6.9 TOM: 11.2</p> <p>Source: District TS Analysis based on CALPADS 3.15 and 8.1 Reports</p>	<p>2022-23 A-G AND CTE Completion</p> <p>ALL: 5.3 EL: 3.8 FY: 0.0 HY: 0.0 SED: 5.1 SWD: 1.5 AA: 3.1 AI/AN: 5.6 A: 6.6 F: 0.0 H/L: 6.1 PI: 6.2 W: 4.5 TOM: 4.0</p> <p>Source: District TS Analysis based on CALPADS 3.15 and 8.1 Reports</p>	<p>SCUSD’s aims to accelerate an increase in completion of both CTE and A-G for all student groups achieving below the level of ‘All students’ so that they are, at a minimum, achieving a 20% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.</p>
<p>1G CTE Pathway Completion</p>	<p>2018-19: ALL: 8.9 EL: 7.5</p>	<p>2020-21</p> <p>ALL: 14.7</p>	<p>2021-22 CTE Pathway Completion</p>	<p>2022-23 CTE Pathway Completion</p>	<p>SCUSD’s aims to accelerate an increase in CTE</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>FY: 5.6 HY: 12.3 SED: 9.0 SWD: 6.4 AA: 8.8 AI: 9.1 A: 9.6 F: 8.5 HL: 9.0 PI: 19.0 W: 8.5 TOM: 9.9</p> <p>2019-20: ALL: 10.9 EL: 9.1 FY: 0 HY: 0 SED: 11.1 SWD: 5.8 AA: 8 AI/AN: 0 A: 10 F: 7.9 H/L: 13.3 PI: 13.6 W: 9 TOM: 11.3</p>	<p>EL: 12.4 FY: 8.3 HY: 31.3 SED: 16.2 SWD: 13.3 AA: 15.2 AI/AN: 30.8 A: 15.5 F: 10.6 H/L: 15.9 PI: 20.4 W: 11.2 TOM: 9.8</p>	<p>ALL:12.7 EL: 6.8 FY: 0 HY: 11.5 SED: 13.5 SWD: 8.8 AA: 10.7 AI/AN: 0 A: 11.3 F: 5.4 H/L: 14.3 PI: 16.1 W: 11.4 TOM: 17.9</p> <p>Source: District TS Analysis based on CALPADS 3.15 and 8.1 Reports</p>	<p>ALL:10.2 EL: 8.8 FY: 0.0 HY: 4.5 SED: 10.4 SWD: 9.6 AA: 6.9 AI/AN: 5.6 A: 9.9 F: 9.8 H/L: 12.3 PI: 9.2 W: 9.2 TOM: 1.4</p> <p>Source: District TS Analysis based on CALPADS 3.15 and 8.1 Reports</p>	<p>Pathway Completion for all student groups achieving below the level of ‘All students’ so that they are, at a minimum, achieving a 20% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.</p>
<p>1H CTE Pathway Enrollment</p> <p>Percentage of students in grades 10-</p>	<p>2019-20: ALL: 23.3 EL: 19.8 FY: 15.4 HY: 25.4 SED: 23.5</p>	<p>2021-22 ALL: 20.5 EL: 18.2 FY: 7.7 HY: 11.5 SED: 20.7</p>	<p>2021-2022 ALL:20.4 EL: 18.9 FY: 9.6 HY:11.5 SED:20.6</p>	<p>2023-24 CTE Pathway Enrollment</p> <p>ALL: 23.0 EL: 20.1 FY: 14.0</p>	<p>SCUSD’s aims to accelerate an increase in CTE Pathway Enrollment for all student groups</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>12 enrolled in a Career Technical Education (CTE) Pathway</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>SWD: 19.3 AA: 24.2 AI: 23.1 A: 20.1 F: 16.3 HL: 24.7 PI: 28.6 W: 21.8 TOM: 26.1</p> <p>2020-21: ALL: 24.3 EL: 20.8 FY: 18.0 HY: 19.1 SED: 24.7 SWD: 22.2 AA: 25.4 AI/AN: 17.5 A: 21.6 F: 16.3 H/L: 25.6 PI: 28.4 W: 23.9 TOM: 24.8</p>	<p>SWD: 16.7 AA: 19.4 AI/AN: 8.2 A: 19.7 F: 16.4 H/L: 22.0 PI: 22.0 W: 18.9 TOM: 20.9</p>	<p>SWD:17.6 AA:20.5 AI/AN:11.5 A:18.4 F:17.4 H/L:22.1 PI:24.9 W:18.7 TOM:19.5</p>	<p>HY:11.7 SED: 23.0 SWD: 17.2 AA: 22.8 AI/AN: 17.9 A: 24.8 F: 28.6 H/L: 23.9 PI: 23.8 W: 19.5 TOM: 20.6</p> <p>Source: District TS Analysis based on CALPADS 1.18, 3.3 and 8.1 Reports</p>	<p>achieving below the level of ‘All students’ so that they are, at a minimum, achieving a 25% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.</p>
<p>11 FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA)</p> <p>Source: Internal District Reporting</p>	<p>18-19 ALL:68.6 EL: 58.6 FY: 66.7 HY: N/A SED: 68.4 SWD: 34.8 AA: 58.6 AI: 61.5</p>	<p>2020-21 ALL: 59.2 EL: 47.8 FY: 42.9 HY: 27.3 SED: 54.6 SWD: 27.8 AA: 45.7</p>	<p>2021-22 FAFSA Completion 12th grade</p> <p>All: 62 EL: 43.7 FY: 33.3 HY: 40 SED: 58.4</p>	<p>2023-24 FAFSA Completion 12th grade</p> <p>All: 23.8 EL: 18.2 FY: 15.4 HY: 15.1 SED: 22.1</p>	<p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	A: 83.5 F: 80.4 HL: 64.2 PI: 70.2 W: 63.9 TOM: 71.5 19-20 ALL: 77.8 EL: 69.7 FY: 63.6 HY: 54.5 SED: 76.2 SWD: 60 AA: 67.9 AI/AN: 53.8 A: 86 F: 88.3 H/L: 74.1 PI: 78.6 W: 79.1 TOM: 83.7	AI/AN: 55.6 A: 76.4 F: 65.6 H/L: 52.9 PI: 33.3 W: 65.6 TOM: 64.7 2021-22 MY ALL: 61.4 EL: 42.7 FY: 33.3 HY: 44.4 SED: 58.1 SWD: 26.8 AA: 49.6 AI/AN: 31.2 A: 77 F: 65.5 H/L: 59.5 PI: 42.6 W: 58.4 TOM: 66.4 2021-22 Mid-Year Data to 6.1.22.	SWD: 28 AA: 50.1 AI/AN: 29.4 A: 77.8 F: 64.9 H/L: 59.8 PI: 48.2 W: 59.8 TOM: 67.1	SWD: 10.9 AA: 17.5 AI/AN: No data A: 39.9 F: 41.3 H/L: 18.0 PI: 24.7 W: 21.2 TOM: 22.3 Source: UCM PTAI Counseling Dashboard, Indicator 13238	an 80% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.
1J Certificate of Completion Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma	2019-20 Diploma: ALL: 66 SWD+EL: 63.6 SWD+FY: 53.8 SWD+HY: 50 SWD+SED: 66.3 SWD+AA : 67.6 SWD+AI: * SWD+A: 70.3 SWD+F: *	2020-21 Diploma ALL: 65.4 SWD+EL: 69.7 SWD+FY: 33.3 SWD+HY: 32 SWD+SED: 64.5 SWD+AA : 54.5 SWD+AI: * SWD+A: 70.2	2021-2022 Diploma: ALL:75.2 EL:77.8 FY:54.5 HY:58.3 SED:73.8 SWD: AA:72.5 AI/AN:62.5 A:87.2	2022-23 Special Ed Diploma ALL SWD: 66.4 EL: 61.1 FY: 62.5 HY: 44.4 SED: 65.4 AA: 60.8	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(D) and Certificate of Completion (CC) Source: CDE Dataquest Reporting Note: Results do not include Charter Schools	SWD+HL: 65.7 SWD+PI: * SWD+W: 68.9 SWD+TOM: 64.3 2019-20 Certificate of Completion: ALL: 13.9 SWD+EL: 18.7 SWD+FY: 7.7 SWD+HY: 8.3 SWD+SED: 12.6 SWD+AA : 11.8 SWD+AI: * SWD+A: 21.6 SWD+F: * SWD+HL: 9.5 SWD+PI: * SWD+W: 15.6 SWD+TOM: 21.4 *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	SWD+F: * SWD+HL: 68.4 SWD+PI: * SWD+W: 70.7 SWD+TOM: 55.6 2020-21 Certificate of Completion ALL: 9.8 SWD+EL: 12.8 SWD+FY: 0 SWD+HY: 4 SWD+SED: 9.7 SWD+AA : 9.1 SWD+AI: * SWD+A: 12.8 SWD+F: * SWD+HL: 9.7 SWD+PI: * SWD+W: 8.6 SWD+TOM: 11.1	F:100 H/L:77.3 PI:66.6 W:70.2 TOM:0 Certificate of Completion: 2021-2022: ALL:9.3 EL:7.9 FY:18.1 HY:8.3 SED:9.1 SWD:8.3 AA:25 AI/AN:8.5 A: 8.5 F:0 H/L:8.5 PI:16.6 W:10.7 TOM:0	AI/AN: N<11 A: 77.3 F: N<11 H/L: 68.3 PI: N<11 W: 64.3 TOM: 0.0 2022-23 Certificate of Completion ALL SWD: 11.5 EL: 12.0 FY: 12.5 HY: 16.7 SED: 11.6 AA: 13.4 AI/AN: N<11 A: 11.4 F: N<11 H/L: 8.5 PI: N<11 W: 17.9 TOM: 6.3 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	earning a diploma as the prioritized outcome. Note: As the percentage of students who earn a diploma increases, the percentage of students who are able to earn a certificate of completion will decrease (a student cannot receive both).
1K State Seal of Biliteracy (SSB)	2018-19: ALL: 12.7 EL: 6.9 FY: 5.9 HY: 1.6	2020-21 ALL: 25.2 EL: 14.5 FY: 5.3	2021-2022: ALL: 11.8 EL: 11.6 FY: 25 HY: 21.1	2022-23 Graduates with Seal of Biliteracy ALL: 15.8 EL: 4.0	2023-24: ALL: 30 EL: 30 FY: 30 HY: 30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting Note: Results do not include Charter Schools *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	MY: * SED: 12 SWD: 1.4 AA: 2.8 AI/AN: 0 A: 15.5 F: 12.8 H/L: 16.8 PI: 2.4 W: 10.1 TOM: 10 2019-20: ALL: 14.4 EL: 5.9 FY: 0 HY: 4.7 MY: 44.4 SED: 13.8 SWD: 0 AA: 3 AI/AN: 20 A: 14.5 F: 26.7 H/L: 17 PI: 2.5 W: 13.5 TOM: 19.4	HY: 11.1 MY: 37.5 SED: 23.2 SWD: 4.6 AA: 10.5 AI: 0 A: 29.7 F: 25.5 HL: 26.9 PI: 10.3 W: 30.9 TOM: 18.3	SED: 10.9 SWD: 2.1 AA: 4.1 AI/AN:0 A:14.1 F: 15.7 HL: 7.6 PI: 2 W: 11	FY: 0.0 HY: 7.8 SED: 13.5 SWD: 2.5 AA: 3.0 AI/AN: 8.3 A: 15.4 F: 17.6 HL: 18.8 PI: 0.0 W: 19.3 TOM: 16.9 Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)	SED: 30 SWD: 30 AA: 30 AI: 30 A: 30 F: 30 HL: 30 PI: 30 W: 30 TOM: 30
1L State Seal of Civic Engagement (SSCE) Percentage of graduates earning the	2020-21: ALL: 0 EL: 0 FY: 0 HY: 0 SED: 0	2021-22: Percentage of 11th and 12th graders earning the State Seal of Civic Engagement:	2022-23 Percentage of 11th and 12th graders earning the State Seal of Civic Engagement:	Unavailable until July 2024	2023-24: ALL: 15 EL: 15 FY: 15 HY: 15

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>State Seal of Civic Engagement (SSCE)</p> <p>Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.</p>	<p>SWD: 0 AA: 0 AI/AN: 0 A: 0 F: 0 H/L: 0 PI: 0 W: 0 TOM: 0</p>	<p>EL: 15 FY: 0 HY: 3 SED: 210 SWD:7 AA: 13 Ai/AN: 0 A: 78 F: 10 HL: 130 PI: 1 W: 47</p>	<p>EL: 41 FY: 1 HY: 1 SED: 66 SWD: 13 AA: 15 AI/AN: 1 A: 22 F: 2 HL: 41 PI: 2 W: 17</p>		<p>SED: 15 SWD: 15 AA: 15 AI: 15 A: 15 F: 15 HL: 15 PI: 15 W: 15 TOM: 15</p>
<p>1M IB Exam Performance</p> <p>Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7)</p> <p>Source: School Site Reporting</p>	<p>2018-19: 15.4 2019-20: 23.8</p>	<p>2020-21: 30.9</p>	<p>2022-23 IB Exam Performance (Percent Scored 4+)</p> <p>17.7</p> <p>Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2022 IB Exams Reported in 2022-23 by GATE Office</p>	<p>Unavailable until July 2024</p>	<p>2023-24 Actual IB Exam Performance (Percent Scored 4+)</p> <p>36</p>
<p>1N IB Diploma Completion</p> <p>Percentage of Diploma Programme</p>	<p>2018-19: 3.3 2019-20: 7.5</p>	<p>2020-21: 29.6</p>	<p>2021-22 IB Diploma Completion Not reporting this metric</p>	<p>A collaborative review of IB data in Spring 2023 revealed that this data point is not tracked in a standard and consistent</p>	<p>2023-24: 24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>candidates that complete the full International Baccalaureate (IB) Diploma</p> <p>Source: School Site Reporting</p>				<p>method. As a result, this metric is unavailable and will need to be reevaluated for inclusion in the LCAP.</p>	
<p>10 ELA Early Assessment Program (EAP)</p> <p>Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment</p> <p>Source: CAASPP Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>2018-19: ALL: 21.4 EL: 0.3 FY: N/A HY: 0 SED: 15.5 SWD: 3.4 AA: 7.7 AI: 25 A: 23.3 F: 29.3 HL: 16 PI: 5.8 W: 37.3 TOM: 39</p>	<p>2020-21</p> <p>ALL: N/A EL: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A</p> <p>NOTE: State Assessments were not administered during the spring of 2021.</p>	<p>2021-2022</p> <p>ALL: 40.2 EL: 4.5 FY: No data, N<11 HY: 7.7 SED: 32.3 SWD: 10.1 AA: 19.3 AI: No data, N<11 A: 50.3 F: 45.5 HL: 32 PI: 20 W: 56.9 TOM: 62.3</p>	<p>2022-23 ELA Early Assessment Program (EAP)</p> <p>ALL: 15.4 EL: 0.2 FY: No data, N<11 HY: 0.0 SED: 10.7 SWD: 1.3 AA: 6.6 AI/AN: No data, N<11 A: 19.3 F: 27.9 HL: 10.1 PI: 6.1 W: 27.4 TOM: 24.7</p> <p>Source: Dataquest CAASPP Grade 11, Non-Charter Schools Report Released in 2023-24</p>	<p>2023-24:</p> <p>ALL: 43 EL: 27 FY: 27 HY: 27 SED: 38 SWD: 30 AA: 33 AI: 45 A: 44 F: 48 HL: 39 PI: 31 W: 54 TOM: 56</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>1P Math Early Assessment Program (EAP)</p> <p>Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment</p> <p>Source: CAASPP Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>2018-19: ALL: 10 EL: 1.3 FY: N/A HY: 0 SED: 6 SWD: 0.9 AA: 1.5 AI: 0 A: 14.9 F: 12.1 HL: 5.3 PI: 0 W: 21 TOM: 16.5</p>	<p>2020-21</p> <p>ALL: N/A EL: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A</p> <p>NOTE: State Assessments were not administered during the spring of 2021.</p>	<p>2021-2022:</p> <p>ALL: 17.4 EL: 2.4 FY: No data, N<11 HY: 0 SED: 11.6 SWD: 3.3 AA: 4.8 AI: No data, N<11 A: 24.7 F: 21.9 HL: 10 PI: 8.3 W: 32.6 TOM: 29.4</p>	<p>2022-23 Math Early Assessment Program (EAP)</p> <p>ALL: 6.2 EL: 9 FY: No data, N<11 HY: 0 SED: 3.5 SWD: 1 AA: 3.4 AI/AN: No data, N<11 A: 10.8 F: 4.8 HL: 2.5 PI: 0 W: 11.7 TOM: 11.3</p> <p>Source: Dataquest CAASPP Grade 11, Non-Charter Schools Report Released in 2023-24</p>	<p>2023-24:</p> <p>ALL: 34 EL: 28 FY: 27 HY: 27 SED: 31 SWD: 28 AA: 28 AI: 27 A: 38 F: 36 HL: 31 PI: 27 W: 42 TOM: 39</p>
<p>1Q Post-secondary tracking of Students with Disabilities</p> <p>Percentage of students with confirmed responses to staff outreach following graduation/</p>	<p>2018-19: 37.3%</p>	<p>2019-20: 77.40%</p> <p>Note: 2019-20 is the most recent SpED Annual Performance Report (APR) available from CDE</p>	<p>2021-2022 55%</p>	<p>2021-22: 98.10%</p> <p>Statewide Target: > 87.5%</p> <p>Source: SpED Annual Performance Report (APR) Released in June 2023, Any Employment or Education</p>	<p>2023-24: 75%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
matriculation from SCUSD. Source: Special Education department				Note: APR includes dependent charter data	

Goal Analysis

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.

There were 13 specific actions included as part of the district's implementation plan for Goal 1, including various actions designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

These actions included the following that were successfully implemented:

removing financial barriers for students to access AP, IB, PSAT, and SAT exams (Action 1.6) while also providing additional related instructional support for IB programming (Action 1.7), increasing the percent of high school students completing CTE pathways (Action 1.1) by enrolling and serving students in different pathways, coordinating technical assistance for secondary master scheduling of courses (Action 1.4), providing counseling supports to increase college and career awareness and matriculation (Action 1.3), and providing credit recovery options for students when a course is not satisfactorily completed (Action 1.5)

The district experienced challenges in implementing the following contributing action due to a lack of data use and related professional learning literacy with respect to the district's data systems (Illuminate Data-Based Decision-Making Dashboards, ABC Reports, Early Identification and Intervention System, Counseling Dashboard):

supporting evidence-based actions implemented at individual school sites via their School Plan for Student Achievement (SPSA) (Actions 1.8 and 1.9).

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.

There were material differences between budgeted and estimated actual expenditures for several contributing actions.

Material estimated actual expenditures over budgeted expenditures for actions 1.1, 1.2, 1.3, and 1.8 resulted from increases in costs related to salary and benefit adjustments.

Material estimated actual expenditures under budgeted expenditures for actions 1.10 resulted from lower program participation than originally estimated.

Material estimated actual expenditures under budgeted expenditures for actions 1.4 resulted from hiring challenges that resulted in a partial-year vacancy.

Material estimated actual expenditures under budgeted expenditures for action 1.6 resulted from invoices not yet received for college preparation exams administered in May 2024.

Material estimated actual expenditures under budgeted expenditures for action 1.9 resulted from unspent budgeted per diem costs.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 1 exhibited some degree of effectiveness at moving the district closer to its aim.

A total of 17 metrics were included in Goal 1, for which all the data and disaggregated data points are provided in the detail above. For the purpose of this summary, we have included highlights from the related metrics within the Dashboard released in December 2023:

The district's graduation rate decreased by 4 points (87.8% to 83.8%), but increased for Foster Youth (FY) (55.6% to 57.1%) and American Indian / Alaska Native (AI/AN) (70.6% to 72.2%). Graduation rates decreased for socioeconomically disadvantaged (SED) students (86.5% to 81.7%), English Learner students (EL) (76.9% to 72.1%), Homeless Youth (HY) (62.5% to 59.2%), and students with disabilities (SWD) (74.5% to 67%). There was a significant decrease in this rate for African American (AA) (84.7% to 74%) and Filipino (F) (98.2% to 87.2%) students. Of the students who graduated, 33.2% were prepared for college / career. About 27.4% of SED graduates were prepared for college / career. The groups with the lowest percentage prepared were FY students (0%), SWD (6.9%), HY (9.8%), and EL (12.3%). The college / career preparedness rate was also low for AA (12.6%).

The decrease in the number of graduates has resulted in a series of targeted efforts that are centrally coordinated. Customized communication was sent to seniors who were off-track for graduation and a designated team has been monitoring students' progress towards completing credit recovery courses. Homeless, Foster Youth, and the Multilingual Departments have all been supporting by providing additional outreach to students. We anticipate that these efforts along with the focused attention by school site administrators and Counselors will result in an increase in the number of students graduating.

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.

Goal 1 will be included in the 2024-25 LCAP, but the goal will be modified to communicate an explicit focus on graduation outcomes. To improve the effectiveness of the district's college and career readiness efforts, the district is modifying the structure of Goal 1 and for each of the contributing actions included therein for the 2024-25 LCAP. At the goal level, the district is clarifying its focus on college and career readiness as a primarily secondary education focus. At the action level, the district is modifying each action to specifically address an intended outcome metric subject to mid-year and annual review. Additionally, the data literacy focused professional learning on the district's data systems will be a focus for counselors and related staff.

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.

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 Source: California School Dashboard Note: Results do not include Charter Schools	2018-19: ALL: -21.5 EL: -58 ELO: -100 RFEP: 10.6 FY: -82.3 HY: -88.1 SED: -43.9 SWD: -100.5 AA: -72.5 AI: -61.2 A: -5.4 F: 22.6 HL: -39.7 PI: -66.1 W: 34.1 TOM: 3.3	2020-21 ALL: N/A EL: N/A ELO: N/A RFEP: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A NOTE: State Assessments were not administered during the spring of 2021.	2021-22 CAASPP ELA Distance From Met ALL: -32.9 EL: -76.1 ELO: -104.4* RFEP: +21.1* FY: -115.2 HY: -52.6 SED: -60.5 A: -15.5 AA: -96.9 SWD: -116.7 AI/AN: -78.4 F: +14.3 H/L: -128.1 PI: -82.6 W: +22.1 TOM: -1.3 Source: ELA Academic Performance in	2022-23 CAASPP ELA Distance From Met ALL: -34.8 EL: -84.2 ELO: -109 RFEP: +22.2 FY: -119.6 HY: -122.3 SED: -61 A: -18.3 AA: -91.9 SWD: -111.8 AI/AN: -76.1 F: +9.6 H/L: -54.6 PI: -74.4 W: +21.9 TOM: -6.7 Source: ELA Academic Performance in	2023-24 CAASPP ELA Distance From Met ALL: -15.6 EL: -42.3 ELO: -72.9 RFEP: +16.9 FY: -60 HY: -64.2 SED: -32 SWD: -73.3 AA: -52.9 AI: -44.6 A: -3.9 F: +28.6 HL: -28.9 PI: -48.2 W: +40.1 TOM: +9.3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			California School Dashboard Released in 2022-23	California School Dashboard Released in 2023-24	
<p>2B Math State Assessment</p> <p>Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11</p> <p>Source: California School Dashboard</p> <p>Note: Results do not include Charter Schools</p>	<p>2018-19: ALL: -48.8 EL: -75.1 ELO: -112.5 RFEP: -13.9 FY: -116.4 HY: -122.3 SED: -70.5 SWD: -129.1 AA: -107 AI: -98.6 A: -19.8 F: -3.2 HL: -69.8 PI: -91.9 W: 5.1 TOM: -21.4</p>	<p>2020-21 ALL: N/A EL: N/A ELO: N/A RFEP: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A</p> <p>NOTE: State Assessments were not administered during the spring of 2021.</p>	<p>2021-2022: ALL: -69.4 EL: -102.6 FY: -127.6 HY: - 92.2 SED: -96.3 SWD: -147.3 AA: -139.5 AI/AN: -114.8 A: - 41.2 F:-22.5 H/L: - 153.3 PI: -114.5 W: -11.4 TOM: 40.3</p>	<p>2022-23 CAASPP Math Distance From Met</p> <p>ALL: -67.3 EL: -106.5 ELO: -128.9 RFEP: -10.1 FY: -138.9 HY: -162.6 SED: -93 SWD: -141.4 AA: -132 AI/AN: -103.5 A: -38.5 F: -31.2 H/L: -91.2 PI: -112.2 W: -8.8 TOM: -36.2</p> <p>Source: Math Academic Performance in California School Dashboard Released in 2023-24</p>	<p>2023-24: ALL: -35.6 EL: -54.7 ELO: -82 RFEP: -10.1 FY: -84.9 HY: -89.2 SED: -51.4 SWD: -94.1 AA: -78 AI: -71.9 A: -14.4 F: -2.3 HL: -50.9 PI: -67 W: 18.4 TOM: -15.6</p>
<p>2C California Science Test (CAST)</p>	<p>2018-19: ALL: 24.8 EL: 1.5</p>	<p>2020-21 ALL: N/A</p>	<p>2021-22: ALL: 24.8% FY:23.8</p>	<p>2022-23 CAST Students</p>	<p>2023-24: ALL: 45 EL: 28</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>FY: N/A HY: 8.5 SED: 17.7 SWD: 6.5 AA: 9.4 AI: 20 A: 31.4 F: 36.2 HL: 16.6 PI: 10.9 W: 45.6 TOM: 35.5</p>	<p>EL: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A</p> <p>NOTE: State Assessments were not administered during the spring of 2021</p>	<p>HY:16.4 SED: 16.19 SWD: 8.72 A: 31.7 AA:9.03 AI/AN: 15.38 HL:4.62 F: 37.8 PI:7.93 W:46 TOM: 34.6</p>	<p>Standards/Exceeded Met</p> <p>ALL: 25.5 EL: 2.7 FY: 0 HY: 10.2 SED: 17.1 SWD: 9.5 A: 31.3 AA: 7.8 AI/AN: 13.7 HL: 17.4 F: 41.1 PI: 8.9 W: 46.4 TOM: 38.4</p> <p>Source: CAASPP Science, Non-Charter Schools Released in 2023-24</p>	<p>FY: : 33 HY: 33 SED: 40 SWD: 32 AA: 34 AI: 42 A: 50 F: 53 HL: 39 PI: 35 W: 60 TOM: 53</p>
<p>2D English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p>	<p>2018 to 2019: % of ELs decreasing at least 1 ELPI level: 18.5 % of ELs who maintained ELPI Level of 1-3: 37.4 % of ELs who maintained ELPI Level 4: 3.4 % of ELs who progressed at least 1 ELPI Level: 40.6</p>	<p>2020-21 to 2021-22 % of ELs decreasing at least 1 ELPI level: 13 % of ELs who maintained ELPI Level of 1-3: 51 % of ELs who maintained ELPI Level 4: 3</p>	<p>2021-22 English Learner Progress</p> <p>46% of ELs are making progress towards proficiency.</p> <p>% of ELs Decreased in at Least 1 ELPI Level: 18.5</p>	<p>2022-23 English Learner Progress</p> <p>43.2% of ELs are making progress towards proficiency.</p> <p>% of ELs Decreased in at Least 1 ELPI Level: 17.4</p>	<p>2023-24 English Learner Progress</p> <p>55.6% of ELs will progress at least 1 ELPI Level</p> <p>AND</p> <p>59.1% of ELs overall will make progress</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Source: California School Dashboard</p> <p>Note: Results do not include Charter Schools</p>	<p>% Making Progress: 44.1</p>	<p>% of ELs who progressed at least 1 ELPI Level: 33</p> <p>% Making Progress: 36</p>	<p>% of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 35.4</p> <p>% of ELs who Maintained ELPI Level 4: 3.3</p> <p>% of ELs who Progressed at Least One ELPI Level: 42.7</p> <p>Source: English Learner Progress Indicator in California School Dashboard Released in 2022-23</p>	<p>% of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 38.6</p> <p>% of ELs who Maintained ELPI Level 4: 3.1</p> <p>% of ELs who Progressed at Least One ELPI Level: 39.5</p> <p>Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24</p>	
<p>2E Reclassification Rate</p> <p>Percentage of English Learners reclassified to Fluent English Proficient (RFEP)</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>2018-19: 9.5%</p> <p>2019-20: 10.4%</p> <p>2020-21: 4.6%</p>	<p>2021-22: 4.5</p> <p>(2021-22 rate is an internal estimate from the Multilingual Literacy Dept)</p>	<p>2022-2023: 5%</p>	<p>2022-23 RFEP Rate: 5.8</p> <p>Source: District ME Analysis based on Student Information System Records</p>	<p>2023-24: Reclassification rate will be within .5% of the state reclassification average</p> <p>Rate will be at least 13.3% based on 2019-20 state rate of 13.8%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2F Long Term English Learners (LTELs)</p> <p>Percentage of English Learners that have been classified as ELs for 6+ years</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>2019-20:% 6th: 26 7th: 22 8th: 21 9th: 17 10th: 19 11th: 15 12th: 28</p>	<p>2020-21:% 6th: 52.6 7th: 47.5 8th: 43 9th: 41.5 10th: 30.6 11th: 25.6 12th: 28.6</p>	<p>2022-2023: % 6th: 78 7th: 72 8th: 77 9th: 70 10th: 73 11th: 78 12th: 72</p>	<p>2023-24 % of Ever-ELs who are LTELs</p> <p>Unavailable until July 2024</p>	<p>2023-24:% 6th: 18 7th: 17 8th: 15 9th: 13 10th: 15 11th: 11 12th: 14</p>
<p>2G Advanced Placement (AP) Pass Rate 1</p> <p>Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more</p> <p>Source: District TS Analysis based on CALPADS</p> <p>Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</p>	<p>18-19 ALL: 10.6 EL: 4.4 FY: 0 HY: 1.4 SED: 8 SWD: 0.4 AA: 2.4 AI: 1.5 A: 16.8 F: 17.6 HL: 8.9 PI: 1.8 W: 15.7 TOM: 15.1 19-20 ALL: 5.7 EL: 2.1 FY: 0.0</p>	<p>2020-21 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</p>	<p>2021-22 Advanced Placement (AP) Students Passing 1 or More AP Tests</p> <p>ALL: 17.9 EL: 6.2 FY: 0 HY: 2.1 SED: 12.2 SWD: 2.2 AA: 9.1 AI/AN: 8.5 A: 24.5 F: 29.3 H/L: 14.4 PI: 4.5 W: 26.1 TOM: 22.2</p>	<p>2022-23 Advanced Placement (AP) Students Passing 1 or More AP Tests</p> <p>ALL: 12.6 EL: 2.4 FY: 2.1 HY: 0.0 SED: 7.5 SWD: 1.3 AA: 4.5 AI/AN: 0.0 A: 19.3 F: 15.5 H/L: 8.7 PI: 2.5 W: 21.2 TOM: 18.7</p>	<p>2023-24 Advanced Placement (AP) Students Passing 1 or More AP Tests</p> <p>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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HY: 0.0 SED: 4.2 SWD: 0.7 AA: 1.6 AI/AN: 0.0 A: 9.3 F: 8.7 H/L: 4.4 PI: 1.6 W: 8.3 TOM: 6.9		Source: District TS Analysis based on CALPADS	Source: District TS Analysis based on CALPADS	
2H Advanced Placement (AP) Pass Rate 2 Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more Source: CDE Dataquest Reporting	2018-19: 43.4% 2019-20: 49.9%* Note: Spring 2020 AP Exams were modified and administered online due to COVID-19	Effective February 2022, the California Department of Education discontinued the creation and publication of this report. Moving forward, SCUSD will determine if a comparable internal report will be used in place of this metric.	2021-22: ALL: 26 EL: 11.7 HY:N/A FY:N/A SED:N/A SWD:11.1 A:29.5 AA:19/6 AI:N/A F:26.4 H/L:23.1 PI:7.7 W:26.9 TOM:27.1	2022-23 Advanced Placement (AP) Students Passing 1 or More AP Tests ALL: 30.3 EL: 8.0 HY: 0.0 FY: 0.0 SED: 22.7 SWD: 11.8 A: 35.0 AA: 18.4 AI/AN: 0.0 F: 30.0 H/L: 22.7 PI: 15.4 W: 35.3 TOM: 36.7 Source: District TS Analysis based on CALPADS	2023-24: 67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>21 Advanced Placement (AP) Enrollment</p> <p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>2019-20: ALL: 25.5 EL: 9.2 FY: 3.4 HY: 7.9 SED: 20.1 SWD: 2.7 AA: 12.4 AI: 15.7 A: 37.5 F: 39.1 HL: 19.9 PI: 11.4 W: 34.1 TOM: 33.8</p> <p>2020-21: ALL: 25.4 EL: 7.2 FY: 2.5 HY: 4.2 SED: 19.7 SWD: 2.7 AA: 12.9 AI/AN: 9.6 A: 38.9 F: 39.6 H/L: 18.7 PI: 11.8 W: 35 TOM: 33.5</p>	<p>2021-22 ALL: 23.6 EL: 8.8 FY: 0 HY: 2.1 SED: 16.5 SWD: 3.3 AA: 12.7 AI: 8.5 A: 33.3 F: 36.3 HL: 19.1 PI: 8.1 W: 32.4 TOM: 29.8</p>	<p>2021-2022: ALL:47.9 EL:38.5 FY: 0 HY: 0 SED: 43.8 SWD: 43.5 AA: 29.7 AI/AN: 33.3 A: 48.9 F: 50.8 H/L:44.2 PI:18.2 W: 54.4 TOM: 54.1</p>	<p>2023-24 Advanced Placement (AP) Enrollment</p> <p>ALL: 24.4 EL: 7.8 FY: 8.1 HY: 4.6 SED: 17.5 SWD: 4.6 AA: 12.1 AI/AN: 7.7 A: 34.4 F: 38.5 H/L: 18.0 PI: 12.2 W: 37.0 TOM: 32.2</p> <p>Source: District TS Analysis based on CALPADS</p>	<p>2023-24: 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</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2J GATE Identification</p> <p>Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group</p> <p>Source: SCUSD Advanced Learning Department</p>	<p>First Grade 2018-19 All Students: EL: 21.2 FY: 0.3 HY: 0.7 SED: 69.0 SWD: 14.3 AA: 13.8 AI: 0.7 A: 18.7 HL: 39.9 PI: 2.1 W: 17.3 TOM: 7.6</p> <p>GATE Students ALL: 12.6 EL: 11.2 FY: 0.0 HY: 0.0 SED: 43.2 SWD: 6.8 AA: 2.9 AI/AN: 0.7 A: 23.1 F: 24.7 H/L: 1.1 PI: 34.1 W: 13.4 TOM: 12.6</p>	<p>Interim assessments for GATE identification are in progress through June 2022. Results will be available in Summer 2022.</p>	<p>2021-22 GATE Identification for Grade 1 Students</p> <p>ALL:15 EL: 5 HY:N/A FY:N/A SED:8 SWD:5 A:18.3 AA:4.7 AI:7.6 H/L:9.4 PI:5.5 W:34 TOM:23.7</p>	<p>2022-23 GATE Identification for Grade 1 Students</p> <p>ALL:16.3 EL: 8.7 HY: 1.2 FY: 0 SED: 9.5 SWD: 8.8 A: 20.3 AA: 4.7 AI: 5.3 H/L: 10.6 PI: 0 W: 31.1 TOM: 21.9</p> <p>Source: GATE Demographics Retrieved 20231204 (Illuminate #15837) Based on 2023-24 Grade 2 Students</p> <p>Note: This is a lagging indicator as new GATE student records are not updated as qualifying in the program until after their Grade 1 school year.</p>	<p>Percentage of students newly identified as GATE during the 1st grade will be comparable to each group's proportion of the overall 1st grade population.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2K GATE Demographics</p> <p>Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group</p> <p>Source: Advanced Learning Department</p>	<p>2018-19 Grades 2-12 ALL Students ALL N/A EL 18.0 SED 60.3 SWD 15.6 AA 13.2 AI 0.5 A 19.2 HL 40.7 PI 2.2 W 16.7 TOM 7.4</p> <p>Grades 2-12 GATE ALL: 15.0 EL: 4.0 SED: 8.0 SWD: 5.0 AA: 4.7 AI: 7.6 A: 18.4 HL: 9.4 PI: 5.6 W: 29.9 TOM: 23.7</p>	<p>Interim assessments for GATE identification are in progress through June 2022. Results will be available in Summer 2022.</p>	<p>2021-22 GATE Demographics for Grade 2-12 Students</p> <p>ALL:15 EL: 5 HY:N/A FY:N/A SED:8 SWD:5 A:18.3 AA:4.7 AI:7.6 H/L:9.4 PI:5.5 W:34 TOM:23.7</p> <p>Source: Advanced Learning Department</p>	<p>2023-24 GATE Demographics for Grade 2-12 Students</p> <p>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 TOM: 27.1</p> <p>Source: GATE Demographics Retrieved 20231204 (Illuminate #15837)</p>	<p>Percentage of students within each student group who are identified as GATE will be comparable to each group's proportion of the overall student population (grades 2-12).</p>
<p>2L State Standards Implementation Survey</p> <p>Percentage of respondents indicating</p>	<p>2020-21: Providing Professional Learning: 28 Identifying Professional Learning Needs: 20</p>	<p>2021-22: Providing Professional Learning: 21 Identifying Professional Learning Needs: 13</p>	<p>2021-22: Providing Professional Learning: 21 Identifying Professional Learning Needs: 13 Providing Standards Aligned Materials: 51</p>	<p>2023-24: Providing Professional Learning: 38 Identifying Professional Learning Needs: 26 Providing Standards Aligned</p>	<p>2023-24: Providing Professional Learning: 100 Identifying Professional Learning Needs: 100</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>‘Fully Implementing’ or ‘Fully Implementing with Sustainability’ by survey domain</p> <p>Source: Local Survey of Administrators</p>	<p>Providing Standards-Aligned Materials: 45 Implementing Standards: 19 Implementing Policies or Programs to help staff identify areas of improvement: 3</p>	<p>Providing Standards-Aligned Materials: 51 Implementing Standards: 20 Implementing Policies or Programs to help staff identify areas of improvement: 4</p>	<p>Implementing Standards: 20 Implementing Policies or Programs to help staff identify areas of improvement: 4</p>	<p>Materials: 62 Implementing Standards: 35 Implementing Policies or Programs to help staff identify areas of improvement: 14</p>	<p>Providing Standards-Aligned Materials: 100 Implementing Standards: 100 Implementing Policies or Programs to help staff identify areas of improvement: 100</p>
<p>2M District Common Assessment Participation Rate (Math) Percentage of students completing the second Interim District Common Assessment in Math</p> <p>Source: District Analysis Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</p>	<p>2020-21: ALL: 24 EL: 30 SED: 24 SWD: 18 AA: 17 AI: 18 A: 31 HL: 23 PI: 22 W: 23 TOM: 23</p>	<p>2021-22: ALL: 6 EL: 6 SED: 6 SWD: 6 AA: 4 AI: 9 A: 8 HL: 5 PI: 7 W: 5 TOM: 6</p>	<p>2022-2023: ALL: 5 EL: 6 SED: 5 SWD: 4 AA: 4 AI: 4 A: 7 HL: 5 PI: 6 W: 6 TOM: 5</p>	<p>Note: The district is no longer using the district-created district common assessment for Math and has adopted the use of i-Ready. As a result, the results are not comparable to the 2022-23 results.</p>	<p>2023-24: ALL: 95 EL: 95 FY: 95 HY: 95 SED: 95 SWD: 95 AA: 95 AI: 95 A: 95 HL: 95 PI: 95 W: 95 TOM: 95</p>
<p>2N District Common Assessment Participation Rate (ELA)</p>	<p>2020-2021: ALL: 49 EL: 49 FY: 36 HY: 31</p>	<p>2021-22: ALL: 21 EL: 20 FY: 19 HY: 16</p>	<p>2022-2023: ALL: 23 EL: 19 SED: 21 SWD: 18</p>	<p>Note: The district is no longer using the district-created district common assessment for ELA and has</p>	<p>2023-24: ALL: 95 EL: 95 FY: 95 HY: 95</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of students completing the second Interim District Common Assessment in ELA</p> <p>Source: District Analysis</p> <p>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</p>	<p>SED: 46 SWD: 40 AA: 41 AI: 42 A: 56 HL: 47 PI: 43 W: 52 TOM: 50</p>	<p>SED: 19 SWD: 22 AA: 27 AI: 20 A: 23 HL: 20 PI: 21 W: 21 TOM: 19</p>	<p>AA: 19 AI: 19 A: 26 HL: 21 PI: 24 W: 24 TOM: 28</p>	<p>adopted the use of i-Ready. As a result, the results are not comparable to the 2022-23 results.</p>	<p>SED: 95 SWD: 95 AA: 95 AI: 95 A: 95 HL: 95 PI: 95 W: 95 TOM: 95</p>
<p>20 District Common Assessment Performance (Math)</p> <p>Percentage of correct responses on the second Interim District Common Assessment (Math)</p> <p>Source: District Analysis</p> <p>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</p>	<p>2020-21: ALL: 59 EL: 51 FY: TBD HY: TBD SED: 54 SWD: 49 AA: 46 AI: 53 A: 61 HL: 54 PI: 50 W: 72 TOM: 64</p>	<p>2021-22: ALL: 57 EL: 47 SED: 51 SWD: 48 AA: 44 AI: 47 A: 61 HL: 51 PI: 40 W: 72 TOM: 63</p>	<p>2022-2023: ALL: 26 EL: 12 SED: 24 SWD: 17 AA: 12 AI: 5 A: 19 HL: 23 PI: 10 W: 19 TOM: 14</p>	<p>Note: The district is no longer using the district-created district common assessment for Math and has adopted the use of i-Ready. As a result, the results are not comparable to the 2022-23 results.</p>	<p>2023-24: ALL: 70 EL: 64 FY: TBD HY: TBD SED: 66 SWD: 63 AA: 61 AI: 66 A: 72 HL: 66 PI: 64 W: 80 TOM: 74</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>2P District Common Assessment Performance (ELA)</p> <p>Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA)</p> <p>Source: District Analysis</p> <p>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</p>	<p>2020-21: ALL: 54 EL: 40 FY: 40 HY: 39 SED: 48 SWD: 41 AA: 44 AI: 48 A: 56 HL: 49 PI: 45 W: 65 TOM: 60</p>	<p>2021-22: ALL: 55 EL: 43 FY: 48 HY: 38 SED: 50 SWD: 43 AA: 47 AI: 50 A: 57 HL: 51 PI: 45 W: 65 TOM: 61</p>	<p>2022-2023: ALL: 34 EL: 23 SED: 32 SWD: 25 AA: 22 AI:17 A: 27 HL: 32 PI: 25 W: 30 TOM: 28</p>	<p>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.</p>	<p>2023-24: ALL: 66 EL: 56 FY: 56 HY: 56 SED: 62 SWD: 57 AA: 59 AI: 62 A: 68 HL: 63 PI: 60 W: 74 TOM: 71</p>
<p>2Q Third Grade Reading Proficiency (State Assessment)</p> <p>Percentage of third grade students above standard on the Reading-specific domain of the state’s ELA assessment</p>	<p>2018-19: ALL: 21.5 EL: 4.2 RFEP: 29.7 HY: 3.6 SED: 13.5 SWD: 9.4 AA: 8.6 AI: 7.1 A: 21.7 F: 37.5 HL: 14.8</p>	<p>2020-21 ALL: N/A EL: N/A RFEP: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A</p>	<p>2021-2022: ALL: 55 EL: 43 FY: 48 HY: 38 SED: 50 SWD: 43 AA: 47 AI: 50 A: 57 HL: 51 PI: 45</p>	<p>2022-23 CAASPP ELA Grade 3 Reading Above Standard:</p> <p>ALL: 15 EL: 3 RFEP: 45 FY: N<11 HY: 0 SED: 8 SWD: 8 AA: 5</p>	<p>The district’s desired outcome for this metric is that 100% of all students and all student groups will exceed the standard on the reading-specific domain of the state’s ELA assessment.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Source: California Assessment of Student Performance and Progress (CAASPP)</p> <p>Note: Results do not include Charter Schools</p>	<p>PI: 7.1 W: 43.1 TOM: 33.9</p>	<p>HL: N/A PI: N/A W: N/A TOM: N/A</p> <p>NOTE: State Assessments were not administered during the spring of 2021.</p>	<p>W: 65 TOM: 61</p>	<p>AI: N<11 A: 14 F: 24 HL: 10 PI: 7 W: 29 TOM: 19</p> <p>Source: CAASPP ELA, Non-Charter Schools Released in 2023-24</p>	
<p>2R Third Grade Reading Proficiency (District Assessment) Percentage of students achieving proficiency on the Reading-specific domain of the district's local ELA assessment</p> <p>Source: District Common Assessments</p>	<p>2020-21 Baseline: 0</p> <p>Currently, district benchmark assessments measure overall performance in English Language Arts and Math. In 2021-22, staff will develop specific question groups within the ELA assessments to enable specific measurement of reading proficiency.</p> <p>Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.</p>	<p>Note: The following results provide the fall and spring percentage of students who placed above or on grade-level for the iReady ELA assessment.</p> <p>2021-22 Fall: K: 73 1st: 35 2nd: 26 3rd: 31 4th: 18 5th: 18 6th: 21</p> <p>2021-22 Spring: K: 78 1st: 43 2nd: 34 3rd: 40</p>	<p>ELA Grade 3 Reading Domain Only Assessment</p> <p>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.</p>	<p>ELA Grade 3 Reading Domain Only Assessment</p> <p>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.</p>	<p>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.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		4th: 27 5th: 27 6th: 31			
<p>2S Collaboration Time</p> <p>Percentage of school sites completing collaboration time data collection tool and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students.</p> <p>Source: Site Administrator Responses</p>	<p>Data collection tool to be developed and implemented in 2021-22. Tool will ask sites to describe how collaboration time is used, including how efforts are focused on improved outcomes for unduplicated students.</p> <p>2020-21 Baseline for response rate: 0%</p> <p>2020-21 Baseline for confirmation of explicit use rate: 0%</p>	<p>This metric will be assessed in 2022-23. Data was not collected in 2021-22.</p>	<p>Collaboration Time Data Collection Tool</p> <p>The reporting system does not contain this metric contemplated.</p>	<p>The reporting system does not contain this metric contemplated.</p>	<p>Response rate: 100%</p> <p>Confirmation of explicit use rate: 100%</p>
<p>2T</p> <p>Least Restrictive Environment</p> <p>Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time.</p>	<p>2018-19</p> <p>Percent of students with disabilities spending more than 80% of the time in regular class: 57.7</p> <p>Percent of students with disabilities</p>	<p>2019-20</p> <p>Percent of students with disabilities spending more than 80% of the time in regular class: 54.1</p> <p>Percent of students with disabilities</p>	<p>2020-21</p> <p>LRE Rate: In Regular Class more than 80%: 55.73%</p> <p>LRE Rate: In Regular Class less than 40%: 23.61%</p>	<p>2021-22</p> <p>LRE Rate: In Regular Class more than 80%: 58.94%</p> <p>LRE Rate: In Regular Class less than 40%: 24.61%</p>	<p>2023-24</p> <p>Percent of students with disabilities spending more than 80% of the time in regular class: 61</p> <p>Percent of students with disabilities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: SpED Annual Performance Report (APR)	spending less than 40% of the time in regular class: 23.8	spending less than 40% of the time in regular class: 22	Source: SpED Annual Performance Report (APR) Released in June 2022 Note: APR includes dependent charter data	Source: SpED Annual Performance Report (APR) Released in June 2023 Note: APR includes dependent charter data	spending less than 40% of the time in regular class: 20

Goal Analysis

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.

There were 24 specific actions included as part of the district's implementation plan for Goal 2, including various actions designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

These actions included the following which were successfully implemented:

- built-out the ELD training specialist structure to support implementation of programs to support English acquisition skills (Action 2.5)
- professional learning and academic supports specific to instruction for English learners (Actions 2.6 and 2.7)
- maintained reduced class sizes of 24:1 for all kindergarten through third grade classes (Action 2.8)
- additional staffing for high needs sites to reduce class size and expand access to programs (Action 2.9)
- one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement (Action 2.10)
- restructured salary schedule to maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover (Action 2.11)
- instruction and learning opportunities for students in research, information literacy, and project-based learning (Action 2.14)
- instrumental music instructors for 7-8th grade students in comprehensive middle schools and larger K-8 schools (Action 2.16)
- supporting evidence-based actions to improve academic outcomes implemented at individual school sites via their Single Plan for Student Achievement (SPSA) (Actions 2.18, 2.19, and 2.20)
- increased access for students to College Visits, Field Trips, and other experiential learning opportunities including elementary athletics (Action 2.21)

The district experienced challenges in implementing the following contributing actions that would need to be informed by frequently analyzed student academic data. Currently, the district does not have a process in place for requiring participation in interim district common assessments for which would be used to help guide professional development efforts:

professional development to support implementation of state standards (Action 2.1)
coordinated support of advanced learners and related professional development (Action 2.2)

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.

There were material differences between budgeted and estimated actual expenditures for several contributing actions.

Material estimated actual expenditures over budgeted expenditures for actions 2.1, 2.2, 2.10, 2.11, 2.13, 2.14, 2.16, and 2.23 resulted from increases in costs related to salary and benefit adjustments.

Material estimated actual expenditures under budgeted expenditures for action 2.4 resulted from lower than estimated teacher per-diem costs.

Material estimated actual expenditures under budgeted expenditures for actions 2.17 and 2.19 resulted from improved processes for promoting cost efficiency for site-based actions.

Material estimated actual expenditures under budgeted expenditures for action 2.21 resulted from a reduction in co-curricular activities and year-end costs not yet captured until June 2024.

Material estimated actual expenditures under budgeted expenditures for action 2.22 resulted from reduced Lexia program costs.

Material estimated actual expenditures under budgeted expenditures for action 2.24 resulted from delayed development of the VAPA plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 2 demonstrated some degree of effectiveness at moving the district closer to its aim.

A total of 20 metrics were included in Goal 2, for which all the data and disaggregated data points are provided in the detail above. For the purpose of this summary, we have included highlights from the related metrics within the Dashboard released in December 2023:

Distance From Standard (DFS) in English Language Arts (ELA) increased from -32.9 in 2021-22 to -34.8 in 2022-23. However, the following students experienced an improvement in their ELA DFS: Hispanic / Latino, from -128.1 to -54.6; African American, from -96.9 to -91.9; and Students With Disabilities, from -116.7 to -111.8. DFS in Math improved district-wide from -69.4 to -67.3, with Hispanic / Latino.

The district was not effective in providing professional development in support of state standards and advanced learners as indicated in actions 2.1 and 2.2 as the district does not have a process in place for requiring participation in interim district common assessments for which would be used to help guide professional development efforts.

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.

Goal 2 will be included in the 2024-25 LCAP, but the goal will be modified to communicate an explicit focus on academic outcomes. To improve the effectiveness of the district's efforts to ensure that all students receive a foundational educational experience with equitable opportunities, the district is modifying the structure of Goal 2 and for each of the contributing actions it includes. At the goal level, the district is clarifying its focus on students' academic growth from grade-to-grade and from school segment to school segment. AP exam passage results will not be moving forward as a metric. Common assessment results will be replaced with I-Ready results as a metric. Additionally, to more effectively provide professional development in support of state standards and coordinated support of advanced learners, the district's various educational partners are working in collaboration to design and implement a multi-tiered system of supports that will guide various aspects of professional development around state standards and coordinated support for all learners.

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.

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Attendance Rate Percentage of students who attended school 96% of the time or more Source: District Attendance, Behavior, and Course Performance (ABC) Reports Note: Rates are to 2.4.20 for 2019-20, to 2.25.21 for 2020-21, and to 3.30.22 for 2021-22.	2019-20: ALL: 60 EL: 64 FY: 41 HY: N/A SED: 57 SWD: 52 AA: 48 AI: 54 A: 76 F: 69 HL: 56 PI: 46 W: 63 TOM: 59 2020-21: ALL: 67 EL: 62 FY: 46 HY: 17 SED: 61	2021-22 ALL: 31 EL: 31 FY: 26 HY: 7 SED :26 SWD: 24 AA: 19 AI: 18 A: 46 F: 42 HL: 25 PI: 19 W: 38 TOM: 32	2022-23 Attendance Rate: ALL: 28 EL:27 FY: 18 HY: 6 SED: 23 SWD: 22 AA: 17 AI/AN:15 A: 42 F: 83 HL: 22 PI: 15 W: 34 TOM: 29 Source: SCUSD Illuminate Attendance, Behavior, and Course Performance (ABC)	2023-24 Attendance Rate: ALL: 45 EL: 47 FY: 37 HY: 21 SED: 42 SWD: 41 AA: 33 AI/AN: 31 A: 61 F: 58 HL: 40 PI: 34 W: 51 TOM: 46 Source: SCUSD Illuminate Attendance, Behavior, and Course Performance (ABC)	2023-24: ALL: 76 EL: 72 FY: 61 HY: 39 SED: 72 SWD: 70 AA: 61 AI: 67 A: 84 F: 88 HL: 73 PI: 60 W: 87 TOM: 79

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 59 AA: 47 AI/AN: 55 A: 78 F: 83 H/L: 63 PI: 45 W: 82 TOM: 71		Performance (ABC) Reports	Reports Retrieved April 2024	
3B Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days Source: California School Dashboard Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21. Note: 2021-22 Mid-Year data is an internal analysis to 6.1.2022 and includes	2018-19: ALL: 14.8 EL: 11.2 FY: 30.1 HY: 57.9 SED: 18.1 SWD: 19.8 AA: 27.6 AI: 25.7 A: 5.5 F: 7.8 HL: 16.5 PI: 27.3 W: 8.3 TOM: 14.9 2019-20 MY: ALL: 11 EL: 8.3 FY: 21.4 HY: 42.8 SED: 12.4 SWD: 12.8 AA: 20.2 AI/AN: 16.3	2020-21 EOY ALL: 18.6 EL: 18.5 FY: 33.9 HY: 71.4 SED: 23.9 SWD: 25 AA: 38.6 AI: 31.1 A: 10.3 F: 7.8 HL: 20.2 PI: 37.4 W: 8.3 TOM: 17.4 2021-22 Mid-Year ALL: 40.7 EL: 37.7 FY: 55.1 HY: 80.2 SED: 46.7 SWD: 49.5	2021-22 Chronic Absenteeism Rate EOY ALL K-8: 36.9 EL: 33.4 FY: 56.6 HY: 79.4 SED: 44.6 SWD: 45.1 AA: 56.7 AI: 57.5 A: 22.3 F: 18 HL: 42.8 PI: 54.1 W: 23.3 TOM: 36.2 Source: Chronic Absenteeism in California School Dashboard Released in 2022-23	2022-23 Chronic Absenteeism Rate EOY ALL K-8: 29.2 EL: 24.4 FY: 42.4 HY: 72.1 SED: 34.9 SWD: 36.9 AA: 48.8 AI: 44.5 A: 14.4 F: 15.2 HL: 33.7 PI: 40.9 W: 19.8 TOM: 29 Source: Chronic Absenteeism in California School Dashboard Released in 2023-24	2023-24: ALL: 8 EL: 6.1 FY: 15.6 HY: 31.2 SED: 9 SWD: 9.3 AA: 14.7 AI: 11.9 A: 3 F: 4.4 HL: 8.6 PI: 13.4 W: 5.8 TOM: 8.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students K-12 and dependent charter schools.	A: 4.1 F: 6 H/L: 11.8 PI: 18.4 W: 7.9 TOM: 11.1 2020-21 MY: ALL: 17.8 EL: 20.4 FY: 33.8 HY: 63.6 SED: 22.6 SWD: 24 AA: 33.5 AI/AN: 25.9 A: 9.9 F: 8 H/L: 19.5 PI: 31.3 W: 9 TOM: 16.3	AA: 58.8 AI: 60 A: 26.1 HL: 45.2 PI: 55.7 W: 29.4 TOM: 40.3			
3C Chronic Absenteeism Interventions Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions	2019-20: ES (K-6): 58.6 MS (7-8): 52.5 HS (9-12): 48.2 20-21 ES (K-6): 38.8 MS (7-8): 40.68 HS (9-12): 37.3 Note: 2020-21 results are to 3.10.21	2020-21 EOY ES (K-6): 46.5 MS (7-8): 43 HS (9-12): 55.1 21-22 Mid-Year: ES (K-6): 42.4 MS (7-8): 40.8 HS (9-12): 56.9	2021-22 Chronically Absent (or At-Risk Chronically Absent) Who Received 2 or More Interventions ES: 38.7 MS: 34.9 HS: 60.9 Source: SCUSD Performance Targeted	2023-24 Mid-Year Chronically Absent (or At-Risk Chronically Absent) Who Received 2 or More Interventions ES: 11.8 MS: 24.4 HS: 21.6	2023-24: ES (K-6): 55 MS (7-8): 57 HS (9-12): 54

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: SCUSD Performance Targeted Academic Index (PTAI)		Note: 2021-22 results are to 2.1.22	Academic Index (PTAI) Chronic Absenteeism Indicator 5958	Source: SCUSD Performance Targeted Academic Index (PTAI) Chronic Absenteeism Indicator 5958	
3D Attendance Interventions Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31 Source: SCUSD Performance Targeted Academic Index (PTAI)	2019-20: ES (K-6): 21.4 MS (7-8): 25.49 HS (9-12): 29.98 2020-21: ES (K-6):23.8 MS (7-8): 26.5 HS (9-12): 19.8	2021-22 ES (K-6):15.4 MS (7-8): 11.7 HS (9-12): 15.5	2022-23 Less 95.9% Attendance + Interventions + Improvement ES: 22.2 MS: 18 HS: 34.6 ALL: 24.9 Source: SCUSD Performance Targeted Academic Index (PTAI) Chronic Absenteeism Indicator 5959	2023-24 Mid-Year Less 95.9% Attendance + Interventions + Improvement ES: 4.4 MS: 8.5 HS: 11.2 ALL: 7.9 Source: SCUSD Performance Targeted Academic Index (PTAI) Chronic Absenteeism Indicator 5959	2023-24: ES (K-6): 44 MS (7-8): 46 HS (9-12): 42
3E Provision of Responsive Services Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention	2019-20: ALL: 35.7 EL: 51.6 FY: 86.6 HY: 74.1 SED: 42.7 SWD: 37.9 AA: 42.9 AI: 43.8 A: 41.7	2020-21 EOY ALL: 37.1 EL: 50.5 FY: 94.4 HY: 96.6 SED: 43.5 SWD: 40 AA: 44.4	2022-23 Intervention Received in Response to EIIS Attendance / Behavior Indicator ALL: 46.8 EL: 61.6 FY: 88.9 HY: 95.5 SED: 54.2	2023-24 Mid-Year Intervention Received in Response to EIIS Attendance / Behavior Indicator ALL: 75.1 EL: 82.6 FY: 91 HY: 89.8	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>System (EIS) and had response services</p> <p>Source: SCUSD EIS (Indicator 14620)</p> <p>Note: 2020-21 data is to 4.5.21</p>	<p>F: 25.3 HL: 40.5 PI: 48.5 W: 15.8 TOM: 25</p> <p>2020-21: ALL: 9.6 EL: 42.6 FY: 94.3 HY: 95.2 SED: 36.8 SWD: 34.3 AA: 39.4 AI/AN: 38.5 A: 31 F: 19.9 H/L: 33.8 PI: 45.4 W: 12.1 TOM: 20.2</p>	<p>AI: 43.5 A: 37.2 F: 26.1 HL: 42.6 PI: 54.4 W: 20.1 TOM: 26.6</p> <p>2021-22 EOY: ALL: 46.8 EL: 61.6 FY: 88.9 HY: 95.5 SED: 54.2 SWD: 51.3 AA: 57.1 AI: 54.1 A: 50.7 F: 37.1 HL: 51.5 PI: 61.8 W: 25.5 TOM: 33.9</p>	<p>SWD: 51.3 AA: 57.1 AI: 54.1 A: 50.7 F: 37.1 HL: 51.5 PI: 61.8 W: 25.5 TOM: 33.9</p> <p>Source: SCUSD Student Support Services Dashboard EIS Indicator 14620</p>	<p>SED: 77.3 SWD: 75.8 AA: 78.5 AI: 77.3 A: 71.4 F: 68.9 HL: 77.4 PI: 83.6 W: 71.8 TOM: 68.6</p> <p>Source: SCUSD Student Support Services Dashboard EIS Indicator 14620</p>	<p>are unchanged, service rates will be maintained, with the goal of increasing the level of service for those student groups with the most students in the ‘purple’ zone. If staffing levels are increased, targets will be established reflecting the increased staffing capacity.</p>
<p>3F High School Drop-out Rate</p> <p>Percentage of students in the 4-year adjusted cohort who drop out of high school</p>	<p>2018-19: ALL: 7.6 EL: 10 FY: 37.5 HY: 22.8 SED: 8.4 SWD: 10.3 AA: 14.6 AI: 9.1 A: 4.4 F: 0</p>	<p>2020-21 ALL: 7.4 EL: 11 FY: 15.6 HY: 19.2 MY: 9.1 SED: 8.3 SWD: 9.3 AA: 13.5 AI: 9.1 A: 2.6</p>	<p>2021-2022: All: 6.2 EL: 11.6 FY: 25 HY: 21 MY: SED: 7.1 SWD: 6.7 AA: 7.6 AI: 12.5 A: 2.8</p>	<p>2022-23 High School Drop-out Rate: All: 10 EL: 17.1 FY: 23.8 HY: 31.1 SED: 11.6 SWD: 12 AA: 14.5 AI/AN: 23.5</p>	<p>2023-24: ALL: 4.5 EL: 9.5 FY: 12.2 HY: 16.1 SED: 5 SWD: 5.7 AA: 7.1 AI: 9.1 A: 1.8 F: 0</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>HL: 7.4 PI: 4.3 W: 6.1 TOM: 8.6</p> <p>2019-20: ALL: 6.2 EL: 13 FY: 16.7 HY: 22.1 SED: 6.9 SWD: 7.8 AA: 9.7 AI/AN: 12.5 A: 2.5 F: 0 H/L: 7.6 PI: 14.3 W: 2.6 TOM: 8.4</p>	<p>F: 3.4 HL: 8.9 PI: 20.6 W: 3.8 TOM: 4.8</p>	<p>F: 0 HL: 7.6 PI: 11.8 W: 5.9 TOM:</p>	<p>A: 4.4 F: 7.7 HL: 12 PI: 18.5 W: 6.7 TOM: 9.8</p> <p>Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)</p>	<p>HL: 5.5 PI: 10.4 W: 1.9 TOM: 6.1</p>
<p>3G Middle School Drop-out Rate</p> <p>Percentage of students in grades 7 and 8 who dropped out of school</p> <p>Source: CALPADS Reporting (District Analysis)</p>	<p>2018-19: ALL: 0.1 EL: 0.1 FY: 0 HY: 0 SED: 0.04 SWD: 0.1 AA: 0.1 AI: 0 A: 0.1 F: 0.9 HL: 0.1 PI: 0 W: 0</p>	<p>2020-21 ALL: 0.09 EL: 0 FY: 0 HY: 0 SED: 0.12 SWD: 0 AA: 0 AI: 0 A: 0 F: 0 HL: 0 PI: 0</p>	<p>2021-22 Middle School Drop-out Rate: ALL:0.1 EL:0.4 FY:0 HY:0 SED:0.1 SWD:0.2 AA:.03 AI:0 A:0 F:0 HL:.2</p>	<p>2022-23 Middle School Drop-out Rate: ALL: 0.3 EL: 0.4 FY: 0.0 HY: 1.8 SED: 0.3 SWD: 0.2 AA: 0.6 AI: 0.0 A: 0.2 F: 0.0 HL: 0.2</p>	<p>2023-24: ALL: 0 EL: 0 FY: 0 HY: 0 SED: 0 SWD: 0 AA: 0 AI: 0 A: 0 F: 0 HL: 0 PI: 0</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	TOM: 0.2 2019-20: ALL: 0.06 EL: 0 FY: 0 HY: 2.5 SED: 0.08 SWD: 0 AA: 0.11 AI/AN: 0 A: 0 F: 0 H/L: 0.07 PI: 0 W: 0.08 TOM: 0	W: 0.45 TOM: 0	PI:0 W:0 TOM:0 Source: District TS Analysis Based on Student Information System Records	PI: 2.6 W: 0.0 TOM: 0.0 Source: District TS Analysis Based on Student Information System Records	W: 0 TOM: 0

Goal Analysis

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.

There were a number of specific actions included as part of the district's implementation plan for Goal 3, including various actions designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

These actions included the following which were successfully implemented:

Services and supports to provide an array of supports for Foster Youth and families through a case management model (Action 3.1)
 School psychologists as members 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 (Action 3.3)
 Adopted and implemented English Learner Master Plan to improve multilingual literacy (Action 3.6)

Wrap-around health services for students provided by nurses, including responding to the immediate health needs of individual students and proactively identifying physical and mental health needs and connecting students and families to the appropriate services and resources (Action 3.8)

Direct student social emotional, health, mental health, behavioral, attendance, and basic and family supports at 68 schools through district-provided student support and health services personnel (Action 3.10)

Centralized enrollment center that provides a centralized gateway for families and students transitioning into the district or between school sites (Action 3.11)

Supporting evidence-based actions to improve academic outcomes implemented at individual school sites via their Single Plan for Student Achievement (SPSA) (Action 3.16)

The majority of the above contributing actions experienced a material degree of implementation over the life-cycle of the current LCAP, with the exception of the following action for which the district experienced a challenge in its implementation due to low student participation, staff availability, and teacher burnout:

High dosage tutoring specific to English learners and Migrant Students will be provided by certificated and/or classified staff and/or community agencies (Action 3.7)

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.

There were material differences between budgeted and estimated actual expenditures for several contributing actions.

Material estimated actual expenditures over budgeted expenditures for actions 3.3, 3.5, 3.8, 3.12, 3.13, 3.14 and resulted from increases in costs related to salary and benefit adjustments.

Material estimated actual expenditures over budgeted expenditures for actions 3.2, 3.4, and 3.15 resulted from decreases in program participation than estimated.

Material estimated actual expenditures over budgeted expenditures for action 3.10 resulted from increases in personnel and costs related to salary and benefit adjustments.

Material estimated actual expenditures under budgeted expenditures for action 3.1 resulted from a reduction in contracted services.

Material estimated actual expenditures under budgeted expenditures for action 3.11 resulted from lower than expected personnel costs.

Material estimated actual expenditures under budgeted expenditures for action 3.16 resulted from improved processes for promoting cost efficiency for site-based actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 3 demonstrated some degree of effectiveness at moving the district closer to its aim.

A total of 7 metrics were included in Goal 3, for which all the data and disaggregated data points are provided in the detail above. For the purpose of this summary, we have included highlights from the related metrics within the Dashboard released in December 2023:

There was a 3.8 percentage point increase in the high school dropout rate from 6.2% in 2019-20 to 10% in 2022-23. Over this same time span, Homeless Youth demonstrated a 9.0 percentage dropout rate increase (from 22.1% to 31.1%). Notable increases in the dropout rate were also experienced by African American students (from 9.7% to 14.5%), Pacific Islander students (14.3% to 18.5%), English Learner students (from 13.0% to 17.1%), Students with Disabilities (from 7.8% to 12%), and Hispanic/Latino students (from 7.6% to 12%).

However, the dropout rate for Foster Youth decreased from 25% to 23.8% from the 2021-22 to the 2022-23 school years.

As of the December 2023 California School Dashboard, the rate of chronic absenteeism improved (decreased) to 29.2%, which was a 7.7 point reduction from 36.9% in 2021-22, our district's first full year of in-person instruction following the COVID-19 pandemic. Notable improvements in the chronic absenteeism rate was observed for Foster Youth (14.2% from 56.6% in 2021-22 to 42.4% in 2022-23), Pacific Islander students (13.2% from 54.1% in 2021-22 to 40.9% in 2022-23), American Indian students (13% from 57.5% in 2021-22 to 44.5% in 2022-23), and English Learner students (9% from 33.4% in 2021-22 to 24.4% in 2022-23).

The district was not effective in providing high dosage tutoring to English Learners and Migrant students via action 3.7 due to student participation, staff availability, and teacher burnout.

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.

Goal 3 will be included in the 2024-25 LCAP. However, to improve the effectiveness of the district's efforts to ensure that all students receive the necessary integrated supports, the district is modifying the structure of Goal 3 and for each of the contributing actions it includes. At the goal level, the district is clarifying its focus on ensuring that all students and families feel safe and connected in their school community. As a result of this change and consistent with the LCAP Mid-Year Update presented in February 2024, the 2024-25 LCAP will consolidate the actions currently included in Goal 3, Goal 4, and Goal 5. Additionally, the district is modifying each contributing action to specifically address an intended metric subject to mid-year and annual review. Also, the district is reviewing the content, scope, and logistical parameters of its tutoring program for English Learners in an effort to increase student participation and retention of tutoring providers.

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.

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4A Suspension Rate</p> <p>Percentage of students suspended 1 or more times during the school year</p> <p>Source: California School Dashboard</p> <p>Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting. 2021-22 Mid-year data from internal district data system and to 6.1.22</p>	<p>2018-19:</p> <p>ALL: 5.6 EL: 3.7 FY: 21.2 HY: 12.2 SED: 6.8 SWD: 10 AA: 14.6 AI: 8 A: 1.6 F: 3 HL: 5.4 PI: 6.4 W: 2.9 TOM: 4.9</p> <p>2019-20:</p> <p>ALL: 3.7 EL: 2.3 FY: 13.5 HY: 6.4 SED: 4.5 SWD: 6.7 AA: 10.3</p>	<p>2020-21:</p> <p>ALL: 0.02 EL: 0.03 FY: 0.0 HY: 0.0 MY: 0.0 SED: 0.02 SWD: 0.05 AA: 0.06 AI: 0.0 A: 0.0 F: 0.0 HL: 0.02 PI: 0.0 W: 0.03 TOM: 0.0</p> <p>2021-22 Mid-Year</p> <p>ALL: 4.3 EL: 3.1 FY: 15.6 HY: 9.3 SED: 5.4 SWD: 7.8</p>	<p>2021-2022</p> <p>ALL: 4.8 EL: 3.1 FY: 19.4 HY: 13.1 SED: 2.1 SWD: 8.2 AA: 12.2 AI: 7 A: 1.8 F: 3.9 HL: 4.3 PI: 5 W: 2.7 TOM: 5.7</p>	<p>2022-23 Suspension Rate</p> <p>ALL: 6.2 EL: 4.3 FY: 17.3 HY: 13.3 SED: 7.5 SWD: 9.2 AA: 15.2 AI: 8.9 A: 2.4 F: 3.1 HL: 5.9 PI: 5.9 W: 3.8 TOM: 6.9</p> <p>Source: CDE Dataquest Suspension Rate Report, Non-Charter</p>	<p>2023-24:</p> <p>ALL: 2.7 EL: 1.7 FY: 9.8 HY: 4.7 SED: 3.3 SWD: 4.9 AA: 7.5 AI: 2.2 A: 0.7 F: 0.9 HL: 2.4 PI: 2.8 W: 1.5 TOM: 3.1</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AI/AN: 3.0 A: 1.0 F: 1.3 H/L: 3.3 PI: 3.8 W: 2.1 TOM: 4.2	AA: 10.9 AI: 7.0 A: 1.7 HL: 4.0 PI: 4.5 W: 2.5 TOM: 5.1			
4B Suspension Disproportionality Percentage of students with 1 or more suspension whose student groups are disproportionately represented* among all suspended students. Source: CDE Dataquest *Includes AA and AI/AN students.	% of Suspended Students All: 39.2 K-3: 51.5 4-6: 37.7 7-8: 35 9-12: 40.1 % of Total Enrollment All: 14.7 K-3: 13.4 4-6: 14.9 7-8: 14.4 9-12: 16	2020-21: % of Suspended Students by Grade Span All: 33.3 K-3: 0 4-6: 0 7-8: 33.3 9-12: 100.0 % of Total Enrollment by Grade Span All: 13.6 K-3: 11.3 4-6: 14.3 7-8: 14.1 9-12: 15.1	All: 33.9 K-3: 40.4 4-6: 35.6 7-8: 31.2 9-12: 34.5 % of Total Enrollment by Grade Span All: 13.6 K-3: 11.8 4-6: 14.3 7-8: 13.8 9-12: 14.	2022-23 Suspension Rate AA/AIAN Disproportionality All: 32.0 K-3: 34.5 4-6: 36.3 7-8: 28.7 9-12: 32.0 % of Total Enrollment by Grade Span All: 13.1 K-3: 11.6 4-6: 13.5 7-8: 13.8 9-12: 14.0 Source: CDE Dataquest Suspension Rate Report, Non-Charter	The desired outcome for this metric is to eliminate all disproportionality in suspension. This would result in African American and Alaska Native students making up a percentage of all suspended students that is reflective of their proportional representation in the total student population.
4C Expulsion Rate	2018-19: ALL: 0.04	2020-21: ALL: 0	ALL:.01	2022-23 Expulsion Rate	2023-24: ALL: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students expelled at any time during the school year Source: CDE Dataquest	EL: 0.01 FY: 0.56 HY: 0.19 SED: 0.04 SWD: 0.06 AA: 0.12 AI: 0 A: 0 F: 0 HL: 0.04 PI: 0 W: 0.04 TOM: 0 2019-20: ALL: 0.01 EL: 0.01 FY: 0 HY: 0 SED: 0.02 SWD: 0.01 AA: 0.03 AI/AN: 0.42 A: 0.03 F: 0 H/L: 0.01 PI: 0 W: 0 TOM: 0	EL: 0 FY: 0 HY: 0 SED: 0 SWD: 0 AA: 0 AI/AN: 0 A: 0 F: 0 H/L: 0 PI: 0 W: 0 TOM: 0	EL:.01 FY: 0 HY: 0 SED:.02 SWD:.01 AA:.04 AI/AN:0 A: 0 F: 0 H/L:.01 PI:.10 W: 0 TOM:.03	ALL:.0.1 EL: 0 FY: 0 HY: 0.2 SED: 0.1 SWD: 0.1 AA: 0.2 AI/AN: 0 A: 0 F: 0 H/L:.0 PI: 0 W: 0 TOM: 0 Source: CDE Dataquest Expulsion Rate Report, Non-Charter	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
4D Anti-bias/Anti-racist Professional Learning for staff	2020-21: Leadership (Site and Central): 95%	2021-22 Mid-Year: Leadership (Site and Central): TBD	2022-23 Mid-Year: Make-up sessions were not provided for the end of the year	This metric was not operationalized to allow for measurement as intended. The district's	2023-24: Leadership (Site and Central): 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components.</p> <p>Source: Curriculum & Instruction department</p>	<p>Teachers: 0%</p> <p>Support Staff: 0%</p>	<p>Teachers: 81%</p> <p>Support Staff: 0%</p>	<p>training. This data was not collected due to after effects of COVID.</p>	<p>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.</p>	<p>Teachers: 100%</p> <p>Support Staff: 100%</p>
<p>4E School Climate Survey</p> <p>Percentage of positive responses in the areas of ‘safety’ and ‘connectedness’ (Belonging)</p> <p>Source: Local Climate Survey</p> <p>Note: Results shown are from the School Climate Survey administered to students only in Fall 2020. Results from the Spring 2021 survey will be used as the baseline when available.</p>	<p>2020-21:</p> <p>Safety:</p> <p>ALL: 73</p> <p>EL: 66</p> <p>FY: 75</p> <p>HY: 64</p> <p>SED: 71</p> <p>SWD: 67</p> <p>AA: 68</p> <p>AI: 74</p> <p>A: 71</p> <p>F: 73</p> <p>HL: 73</p> <p>PI: 71</p> <p>W: 79</p> <p>TOM: 75</p> <p>K-6: 74</p> <p>K-8: 77</p> <p>MS: 77</p> <p>Large HS: 69</p> <p>Small HS: 75</p> <p>Teachers: 63</p> <p>Family: 92</p>	<p>2021-22 School Climate Survey</p> <p>Safety:</p> <p>ALL: 63</p> <p>EL: 57</p> <p>FY: 59</p> <p>HY: 59</p> <p>SED: 61</p> <p>SWD: 58</p> <p>AA: 59</p> <p>AI: 55</p> <p>A: 63</p> <p>F: 65</p> <p>HL: 63</p> <p>PI: 60</p> <p>W: 67</p> <p>TOM: 65</p> <p>K-6: 63</p> <p>K-8: 58</p> <p>MS: 65</p> <p>Large HS: 63</p> <p>Small HS: 72</p> <p>Teachers: 60</p>	<p>2022-23 School Climate Survey</p> <p>Safety:</p> <p>ALL: 61.3</p> <p>EL: 55.4</p> <p>FY: 54.8</p> <p>HY: 54.5</p> <p>SED: 59.1</p> <p>SWD: 54.7</p> <p>AA: 55.7</p> <p>AI: 53</p> <p>A: 61.4</p> <p>F: 63.4</p> <p>HL: 60.8</p> <p>PI: 60.3</p> <p>W: 64.7</p> <p>TOM: 64.2</p> <p>K-6: 60.3</p> <p>K-8: 59.9</p> <p>MS: 61.3</p> <p>Large HS: 61.2</p> <p>Small HS: 71.2</p> <p>Teachers: 52.2</p>	<p>2023-24 School Climate Survey</p> <p>Safety:</p> <p>ALL: 63.0</p> <p>EL: 55.4</p> <p>FY: 61.3</p> <p>HY: 54.5</p> <p>SED: 60.4</p> <p>SWD: 56.6</p> <p>AA: 59.0</p> <p>AI: 58.3</p> <p>A: 63.5</p> <p>F: 69.5</p> <p>HL: 62.3</p> <p>PI: 57.1</p> <p>W: 66.5</p> <p>TOM: 62.4</p> <p>K-6: 59.3</p> <p>K-8: 64.9</p> <p>MS: 63.6</p> <p>Large HS: 60.6</p> <p>Small HS: 76.3</p> <p>Teachers: 51.2</p>	<p>2023-24 School Climate Survey</p> <p>Safety:</p> <p>ALL: 80</p> <p>EL: 75</p> <p>FY: 82</p> <p>HY: 74</p> <p>SED: 79</p> <p>SWD: 76</p> <p>AA: 77</p> <p>AI: 81</p> <p>A: 79</p> <p>F: 80</p> <p>HL: 80</p> <p>PI: 79</p> <p>W: 85</p> <p>TOM: 82</p> <p>K-6: 81</p> <p>K-8: 83</p> <p>MS: 83</p> <p>Large HS: 77</p> <p>Small HS: 82</p> <p>Teachers: 73</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Connectedness: ALL: 72 EL: 65 FY: 74 HY: 64 SED: 69 SWD: 68 AA: 68 AI: 69 A: 68 F: 74 HL: 71 PI: 68 W: 78 TOM: 75 K-6: 77 K-8: 78 MS: 76 Large HS: 65 Small HS: 73 Teachers: 78 Family: 90	Family: 87 Connectedness: ALL: 67 EL: 60 FY: 65 HY: 62 SED: 65 SWD: 63 AA: 64 AI: 62 A: 64 F: 69 HL: 67 PI: 65 W: 72 TOM: 72 K-6: 70 K-8: 62 MS: 67 Large HS: 61 Small HS: 74 Teachers: 74 Family: 86 Source: 2021-22 School Climate Survey	Family: 82.8 Connectedness: ALL: 64.8 EL: 57.9 FY: 57 HY: 61.8 SED: 62.1 SWD: 60 AA: 59.7 AI: 62.6 A: 63.9 F: 67.7 HL: 67 PI: 62.1 W: 71.2 TOM: 68.2 K-6: 69.1 K-8: 66.5 MS: 63.4 Large HS: 59.8 Small HS: 70 Teachers: 68.7 Family: 84.4 Source: 2022-23 School Climate Survey	Family: 85.4 Connectedness: ALL: 67.0 EL: 58.6 FY: 67.7 HY: 64.3 SED: 64.0 SWD: 62.6 AA: 62.2 AI: 65.8 A: 66.4 F: 73.8 HL: 65.5 PI: 62.4 W: 72.8 TOM: 67.1 K-6: 68.0 K-8: 71.1 MS: 65.9 Large HS: 61.4 Small HS: 70.9 Teachers: 69.7 Family: 84.4 Source: 2023-24 School Climate Survey	Family: 94 Connectedness: ALL: 80 EL: 74 FY: 81 HY: 74 SED: 77 SWD: 77 AA: 77 AI: 77 A: 77 F: 81 HL: 79 PI: 77 W: 84 TOM: 82 K-6: 83 K-8: 84 MS: 83 Large HS: 74 Small HS: 80 Teachers: 84 Family: 93

Goal Analysis

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.

There were a number of specific actions included as part of the district's implementation plan for Goal 4, including various actions designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

These actions included the following which were implemented successfully:

provided support services to students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms (Action 4.1)
anti-bias/anti-racism professional learning (Action 4.2)

The district experienced challenges in implementing the following contributing action regarding implementing evidence-based actions due to increased data literacy needs related to district suspension and chronic absenteeism dashboards and their impact on student outcomes:

supporting evidence-based actions to improve academic outcomes implemented at individual school sites via their School Plan for Student Achievement (SPSA) (Actions 4.5 and 4.6)

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.

There were material differences between budgeted and estimated actual expenditures for several contributing actions.

Material estimated actual expenditures over budgeted expenditures for actions 4.1 and 4.3 resulted from increases in costs related to salary and benefit adjustments.

Material estimated actual expenditures under budgeted expenditures for action 4.2 resulted from decreased in costs related a lower than estimated number of professional development offerings provided.

Material estimated actual expenditures under budgeted expenditures for actions 4.4 and 4.5 resulted from actions not being implemented.

Material estimated actual expenditures under budgeted expenditures for action 4.6 resulted from improved processes for promoting cost efficiency for site-based actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 4 exhibited some degree of effectiveness at moving the district closer to its aim.

A total of 5 metrics were included in Goal 4, for which all the data and disaggregated data points are provided in the detail above. For the purpose of this summary, we have included highlights from the related Suspension rate metric within the Dashboard released in December 2023:

As of the December 2023 California School Dashboard, the suspension rate increased by 1.3% to 6.2%, up from 4.9% during the previous year. However, there was an improvement (reduction) in the suspension rate for Foster Youth (1.7% from 19% in 2021-22 to 17.3% in 2022-23), Filipino students (0.8 from 3.9% in 2021-22 to 3.1% in 2022-23), and Homeless Youth (0.1% from 13.4% in 2021-22 to 13.3% in 2022-23).

Additionally, there was a reduction in the disproportionate rate of suspensions for African American and American Indian / Alaska Native students.

While the district enrollment of these students decreased by 0.5 percentage points, the percentage of suspended students identified as African American and American Indian / Alaska Native students decreased by 1.9 percentage points.

The district was not effective in reducing suspensions via actions 4.5 and 4.6 due to increased data literacy needs related to district suspension and chronic absenteeism dashboards and their impact on student outcomes.

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.

Goal 4 will not continue into the 2024-25 LCAP. However, the actions from the goal will be integrated into the modified Goal 3 for the new LCAP as communicated in the LCAP Mid-Year Updated presented in February 2024.

To improve the effectiveness of the district's efforts to ensure a positive culture and climate exists at all schools, the district is modifying Goal 3 to incorporate actions from Goal 4.

Going forward, to improve student academic growth across the district for all student groups, the district is modifying each contributing action to specifically address an intended metric subject to a mid-year and an annual review.

As part of the refocus of the district with the implementation of this new LCAP, the district will be prioritizing data literacy on its existing robust set of tools, including Illuminate DnA, Data-Based Decision-Making Dashboards, ABC Reports, Early Identification and Intervention System, Counseling Dashboard, and related integrated tools to improve its implementation of evidence-based actions to improve academic outcomes.

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.

Goals and Actions

Goal

Goal #	Description
5	Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5A Parent Teacher Home Visits (PTHVs)</p> <p>Number of PTHVs conducted by staff across all school sites</p> <p>Source: Parent Teacher Home Visits Office</p>	<p>2018-19: 1260</p> <p>2019-20: 971*</p> <p>2020-21: 2,834**</p> <p>*Note: 2019-20 data reflects visits through 2.28.20.</p> <p>**2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21</p>	<p>2020-21 Final: 3736</p> <p>2021-22 Mid-Year: 1187</p> <p>(to Dec 2021)</p> <p>Source: Parent Teacher Home Visits Office</p>	<p>2022-23: Final: The information for this metric will need to be restructured for 2023-2024. No data available at this time.</p> <p>Source: Parent Teacher Home Visits Office</p>	<p>2023-24:</p> <p>1801</p> <p>Source: Parent Teacher Home Visits Office</p>	<p>2023-24: 3,560</p> <p>(Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)</p>
<p>5B Parent Teacher Home Visits (PTHVs)</p> <p>Percentage of participating sites completing a PTHV</p>	<p>2020-21:</p> <p>Number of Participating Sites: 40</p> <p>Number of Sites reaching 10% threshold: 15</p>	<p>2021-22:</p> <p>Number of Participating Sites: 42</p> <p>Number of Sites reaching 10% threshold: 15</p>	<p>2022-23: Final: The information for this metric will need to be restructured for 2023-2024. No data available at this time.</p>	<p>2023-24:</p> <p>23%</p> <p>Source: Parent Teacher Home Visits Office</p>	<p>2023-24: 100%</p> <p>(100% of participating sites will meet the 10% participation threshold)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
for at least 10% of all students. Source: Parent Teacher Home Visits Office	Percentage of Sites reaching threshold: 38	Percentage of Sites reaching threshold: 36 Year 1 outcomes was updated with more accurate data. Source: Parent Teacher Home Visits Office	Source: Parent Teacher Home Visits Office		
5C DELAC representation Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District English Learner Advisory Committee (DELAC) Meeting Source: Multilingual Literacy Department	2018-19: 41% 2019-20: 47% 2020-21: 58%	2021-22 35% through April DELAC meeting Source: Multilingual Literacy Department	2022-23 DELAC: 35% (22/63) Source: Multilingual Literacy Department	2023-24 DELAC: 48% (30/62) Source: Multilingual Literacy Department	2023-24: 100%
5D ELAC Operation Percentage of schools with an English Learner Advisory	2020-21 Percentage: 28% (17/60)	2021-22 25%+(15/60)	2022-23 ELAC: 25% (16/63) Source: Multilingual Literacy Department	2023-24 Mid-Year ELAC 68% (42/62) Source: Multilingual Literacy Department	2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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.</p> <p>Source: Multilingual Literacy Department</p>	Total number of schools with an ELAC: 60	<p>Total Number of Schools with an ELAC: 60</p> <p>+Based on number of sites that have provided evidence of ELAC meetings to Multilingual Literacy Department as of 5.13.22</p> <p>Source: Multilingual Literacy Department</p>			
<p>5E CAC Attendance</p> <p>Average number of attendees at Community Advisory Committee (CAC) meetings/workshops</p> <p>Source: Special Education Department</p>	2019-2020: 25	<p>2021-22: 27.4</p> <p>Source: Special Education Department</p>	<p>2022-23: 26.4</p> <p>Source: Special Education Department</p>	<p>2023-24: 22</p> <p>Source: Special Education Department</p>	2023-24: 30
<p>5F School Site Council (SSC) Support</p> <p>Percentage of School Site Councils provided updated training.</p>	<p>SSC training has occurred during 2020-21, but the baseline for this metric is set at zero to reflect the intent to provide all sites updated training</p>	<p>2021-22: 8%</p> <p>Source: State and Federal Programs Department</p>	<p>2022-23: 26.4</p> <p>Source: State and Federal Programs Department</p>	<p>2023-24: 5</p> <p>Source: State and Federal Programs Department</p>	<p>100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: State and Federal Programs Department	as part of the new, three-year cycle.				
5G Parent Leadership Pathway Workshop (PLPW) Participation Number of participating schools and Number of total participant sign-ins Source: Family and Community Engagement (FACE) Department	<p>Number of participating schools: 2018-19: 21 2019-20: 9 2020-21: See below</p> <p>Number of total participant sign-ins: 2018-19: 2114 2019-20: 992* 2020-21: 0</p> <p>During distance learning, the FACE department shifted efforts to development of parent support materials and capacity-building workshops. 6,863 contacts/views were documented. PLPW implementation will resume in full in 21-22.</p> <p>*Note: Data for 2019-20 is through 2.25.20</p>	<p>The challenges associated with the COVID-19 pandemic have required the FACE team to adapt their approach to the Parent Leadership Pathway program. Modified supports have included the online parent learning toolkit, virtual and recorded trainings, a bi-weekly newsletter for school site distribution, Family Learning Kits for K-3 families, and continued presence in the Parent Resource Center.</p> <p>From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.</p>	<p>The Face and Community Engagement Department updated their curriculum and re-named their workshop series the Parent Empowerment Pathways (PEP) workshop series. Additionally, the Multilingual Literacy Department and F.A.C.E. collaborated and developed the ELPAC Parent Workshop to inform and empower parents of emergent bilingual students.</p> <p>PEP Number of participating schools: 5</p> <p>ELPAC Parent Workshops Total number of participating schools: 15 Total number of participant sign-ins: 88</p>	<p>2023-24: Parent Empowerment Pathways (PEP) Workshops Schools served: 13 Total participant sign-ins: 339</p> <p>ELPAC Parent Workshops 2 Total number of participant sign-ins: 34</p> <p>Note: Facilitator staffing for FACE department has decreased by 50% from 2 Facilitators in 2021-22 to 1 Facilitator in 2023-24. While the district reached out to several sites, there was a high non-response rate and low-turnout for these workshops.</p> <p>Source: Family and Community</p>	<p>Number of participating schools 2023-24: 11*</p> <p>Number of total participant sign-ins: 2023-24: 1,200*</p> <p>*As the FACE department resumes implementation of PLPW efforts while building upon new forms of engagement developed during distance learning, new targets will be set based on assessment of total capacity.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Source: Family and Community Engagement (FACE) Department	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	Engagement (FACE) Department	
5H Parent Leadership Pathway Workshop (PLPW) Participant Growth Number of participants demonstrating increased engagement as measured by pre- and post-surveys. Source: Family and Community Engagement (FACE) Department	Baseline: 0 Pre- and post-surveys will be developed and implemented during 2021-22. Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.	No survey was developed due to the challenges associated with the COVID-19 pandemic therefore the FACE team adapted 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	In an effort to re-engage families and re-build community, initial surveys took the form of a needs assessment. Once sessions were completed, a final survey was administered to demonstrate increased engagement. Source: Family and Community Engagement (FACE) Department	This appears to be a metric that duplicates the parent feedback efforts obtained during the Parent Leadership Pathway Workshops. This metric ceased to be collected during the 2022-23 school year and is unavailable during the 2023-24 school year. Source: Family and Community Engagement (FACE) Department	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
		<p>the Parent Resource Center.</p> <p>From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.</p> <p>Source: Family and Community Engagement (FACE) Department</p>			
<p>51 District Committee Impact</p> <p>Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact.</p> <p>Source: Family and Community Engagement (FACE) Department</p>	Baseline: 0%	<p>2021-22:</p> <p>% of respondents answering 'Agree' or 'Strongly Agree'</p> <p>I believe that the voice of my committee/group has been heard: 50%</p> <p>I believe that the voice of my committee is making an impact on a district-wide level: 33%</p> <p>Source: Family and Community</p>	<p>Survey not administered for 2022-23</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>This appears to be a metric that duplicates Engaging Educational Partners section of the LCAP. This metric ceased to be collected during the 2022-23 school year and is unavailable during the 2023-24 school year.</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>2023-24:</p> <p>100% satisfaction on all measures developed</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Engagement (FACE) Department			
<p>5J Parent/Caregiver Experience</p> <p>Percentage of parents/ caregivers responding 'Agree' or 'Strongly Agree' to specified survey items.</p> <p>Source: Annual LCAP Survey</p>	<p>2020-21: My child's school helps me understand what areas my student needs to improve in: 64%</p> <p>My child's school helps me advocate for what is best for my student: 50%</p> <p>Parents are an important part of the decision-making process at my school: 59%</p>	<p>2021-22: My child's school helps me understand what areas my student needs to improve in: 55%</p> <p>My child's school helps me advocate for what is best for my student: 44%</p> <p>Parents are an important part of the decision-making process at my school: 49%</p>	Survey not administered for 2022-23	This appears to be a metric that duplicates the parent feedback efforts obtained during the Parent Leadership Pathway Workshops. This metric ceased to be collected during the 2022-23 school year and is unavailable during the 2023-24 school year.	<p>2023-24: My child's school helps me understand what areas my student needs to improve in: 100%</p> <p>My child's school helps me advocate for what is best for my student: 100%</p> <p>Parents are an important part of the decision-making process at my school: 100%</p>

Goal Analysis

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.

There were a number of specific actions included as part of the district's implementation plan for Goal 5, including various actions designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

These actions included the following which were implemented successfully:

translation services to support a wide range of communication efforts between the district, community, and home visit experiences that engage families, educators, and students as a team facilitated by the Parent Teacher Home Visits program (Action 5.2)

families via the Matriculation and Orientation Center (Action 5.3)

family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism (Action 5.5)

The district experienced challenges in implementing the following contributing actions as in determining the impact of the partnerships and resources provided through the Parent Information Exchange (P.I.E.) meetings on participating families:

capacity-building opportunities including the Parent Empowerment Pathway (PEP) Program and the Parent Information Exchange (PIE) (Action 5.1)

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.

There were material differences between budgeted and estimated actual expenditures for several contributing actions.

Material estimated actual expenditures under budgeted expenditures for actions 5.1 and 5.2 a reduction in per diem costs.

Material estimated actual expenditures under budgeted expenditures for action 5.4 resulted from a reduction in fingerprinting services.

Material estimated actual expenditures under budgeted expenditures for action 5.5 resulted from a reduction in contracted services.

Material estimated actual expenditures under budgeted expenditures for action 5.6 resulted from improved processes for promoting cost efficiency for site-based actions.

Material estimated actual expenditures under budgeted expenditures for action 5.8 resulted from lower staffing costs related to the Men's and Women's Leadership Academy.

Material estimated actual expenditures under budgeted expenditures for action 5.9 resulted from a delay in the professional learning plan.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Most actions in Goal 5 showed some evidence of effectiveness at moving the district closer to its aim.

Translation services to support a wide range of communication efforts between the district, community, and home visit experiences that engage families, educators, and students as a team facilitated by the Parent Teacher Home Visits program as indicated in action 5.2 provided connectivity between district families and their school staff.

English Learner families enrolling in the district were provided seamless one-stop support enrollment and translation support via the Matriculation and Orientation Center as indicated in action 5.3.

Family outreach was successfully implemented to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism as indicated in action 5.5.

The district was not effective in providing capacity-building opportunities including the Parent Empowerment Pathway (PEP) Program and the Parent Information Exchange (PIE) as indicated in action 5.1 due to a 50% facilitator staffing reduction in the FACE department from 2021-22 to 2023-24. While the district reached out to several sites, there was a high non-response rate and low-turnout for these workshops.

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.

Goal 5 will not continue into the 2024-25 LCAP. However, the actions from the goal will be integrated into the modified Goal 3 for the new LCAP as communicated in the LCAP Mid-Year Updated presented in February 2024.

To improve the effectiveness of the district's parent engagement and empowerment, the district is modifying Goal 3 for the 2024-25 LCAP to incorporate the actions from Goal 5.

Going forward, to improve outcomes across the district for all student groups, the district is modifying each contributing action to improve measurability of parent engagement. Within the current LCAP, various implementation metrics were included to account for the engagement of parents. As evidenced from the metric table, many of these were not collected and were not available. Within the 2024-25 LCAP, actions and metrics will be included within a goal that integrates measurable student and parent engagement efforts, and the district plans to survey participating families at the end of each Parent Information Exchange (PIE) meeting to understand how the partnerships and resources will be utilized.

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.

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6A Multi-Tiered System of Supports (MTSS) Implementation</p> <p>Average overall rating, by training cohort, on the Self-Assessment of MTSS (SAM) Implementation Tool</p> <p>Source: MTSS Staff</p>	2019-20: 0	<p>Cohort 1 2020-21: 0.91 2021-22: 1.01</p> <p>Cohort 2 2021-22: 0.79</p>	The metrics will be changed for 2023-2024.	This metric was not operationalized to allow for measurement as intended. The district's Multi-Tiered System of Supports strategic plan will be revised moving forward to include metrics for implementation and impact based on both staff practices and student outcomes. The existing measurements are not indicative of a healthy MTSS as they do not include measurement of the deliberate focus on data-based	<p>Target average SAM rating by Cohort:</p> <p>Cohort 1: 3 (Optimizing) Cohort 2: 3 (Optimizing) Cohort 3: 2 (Operationalizing)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				decision making and matched instructional/intervention practices required to impact student achievement.	
<p>6B Regular Team Meetings</p> <p>Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training) Source: MTSS Staff</p>	2019-20: 0	<p>Cohort 1 2020-21: 4 2021-22: 10.5</p> <p>Cohort 2 2021-22: 8</p>	The metric will be changed for 2023-2024.	This metric was not operationalized to allow for measurement as intended. The district's Multi-Tiered System of Supports strategic plan will be revised moving forward to include metrics for implementation and impact based on both staff practices and student outcomes. The existing measurements are not indicative of a healthy MTSS as they do not include measurement of the deliberate focus on data-based decision making and matched instructional/intervention practices required to impact student achievement.	2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6C Data Practices</p> <p>Percentage of schools that have clear data sources universally used (of schools that completed first year of training)</p> <p>Source: MTSS Staff</p>	2019-20: 0	<p>Cohort 1 2020-21: 12 2021-22: 0</p> <p>Cohort 2 2021-22:- 8</p>	The metric will be changed for 2023-2024.	This metric was not operationalized to allow for measurement as intended. The district's Multi-Tiered System of Supports strategic plan will be revised moving forward to include metrics for implementation and impact based on both staff practices and student outcomes. The existing measurements are not indicative of a healthy MTSS as they do not include measurement of the deliberate focus on data-based decision making and matched instructional/intervention practices required to impact student achievement.	2023-24: 100
<p>6D Tiered Interventions</p> <p>Percentage of schools that are providing differentiated, tiered interventions (of schools that</p>	2019-20: 0	<p>Cohort 1 2020-21: 12.5 2021-22: 15.8</p> <p>Cohort 2 2021-22: 16</p>	The metric will be changed for 2023-2024.	This metric was not operationalized to allow for measurement as intended. The district's Multi-Tiered System of Supports strategic plan will be revised moving forward to	2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed first year of training) Source: MTSS Staff				include metrics for implementation and impact based on both staff practices and student outcomes. The existing measurements are not indicative of a healthy MTSS as they do not include measurement of the deliberate focus on data-based decision making and matched instructional/intervention practices required to impact student achievement.	

Goal Analysis

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.

The actions within this goal were not substantively implemented during the 2023-24 school year.

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.

Implementation leadership (action 6.1) was not implemented. The action included only the expenditure for the MTSS Director, which is split funded .5 ESSER and .5 Significant Disproportionality funds.

As a result of this action not being implemented, the actual expenditures were under the budgeted expenditures because the actions were not implemented:

Professional Learning for school site leadership teams (action 6.2)
Ongoing support for sites to implement and sustain an effective MTSS (action 6.3)
Peer Mentoring (action 6.4)

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This goal was not substantively implemented during the three-year cycle. As such, the implementation of the goal was not effective.

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.

Goal 6 will not continue into the 2024-25 LCAP. The district is currently re-evaluating its process for implementing MTSS as part of a larger review and integration of this work within other goals for the 2024-25 LCAP. Over the 2024 summer, the district will be engaging its educational partners in the design and implementation of a jointly-created multi-tiered system of supports responsive to the needs of students to improve social emotional and academic outcomes.

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.

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7A Educational partner Documentation of meetings to convene stakeholders Source: Graduate Profile Team	Educational partners have not yet been convened to revise Graduate Profile Baseline: 0	Completion Status: No meetings convened	Completion Status: No meetings convened	This goal was not operationalized as intended. The district's graduate profile efforts will be considered as part of a integrated plan for increasing student achievement and outcomes.	All meetings to be completed by end of 2021-22
7B Board Adoption Adoption of revised Graduate Profile Source: Board Meeting records	A revised Graduate Profile has not been adopted by the board Baseline: 0	Completion Status: Not yet adopted	Completion Status: Not yet adopted	This goal was not operationalized as intended. The district's graduate profile efforts will be considered as part of a integrated plan for increasing student achievement and outcomes.	To be adopted by end of 2023-2024
7C	2020-21:	2021-22:	The graduate profile is still in progress and	This goal was not operationalized as	2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Awareness of Graduate Profile</p> <p>Percentage of stakeholders that demonstrate awareness of revised Graduate Profile</p> <p>Source: Survey of Stakeholders</p>	<p>% Aware Students: 0 Staff: 0 Family: 0</p>	<p>% Aware: Students: 26 Staff :40 Family: 19</p>	<p>survey was not administered.</p>	<p>intended. The district's graduate profile efforts will be considered as part of a integrated plan for increasing student achievement and outcomes.</p>	<p>% Aware Students: 100 Staff : 100 Family: 100</p>
<p>7D Evidence of School Site Alignment</p> <p>Percentage of school sites that demonstrate alignment of site plan to Graduate Profile</p> <p>Source: Survey of Stakeholders Evidence of School Plan Alignment</p>	<p>2020-21: 0</p>	<p>2021-22: Not available yet</p>	<p>2021-22: Not available yet</p>	<p>This goal was not operationalized as intended. The district's graduate profile efforts will be considered as part of a integrated plan for increasing student achievement and outcomes.</p>	<p>100% of sites will demonstrate alignment of school plans to Graduate Profile</p>

Goal Analysis

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.

As indicated in the Mid-Year Monitoring Report shared with our Board of Education and community on February 15, 2024, this goal was not operationalized as intended due to competing initiatives.

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.

There were no funds budgeted for implementation of this goal.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

This goal was not implemented during the three-year cycle. As such, the implementation of the goal was not effective.

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.

Goal 7 will not continue into the 2024-25 LCAP. Going forward, the district's graduate profile efforts will be considered as part of an integrated plan for increasing student achievement and outcomes.

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.

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8A Facilities Condition Number of schools where facilities do not meet the ‘good repair’ standards on the Facilities Inspection Tool (FIT) Source: Facilities Services Department	2018-19: 0 2019-20: 2 2020-21: 1	2021-22: 0	2022-2023:0	SARC Submitted in 2023-24: 2	2023-24: 0
8B Instructional Materials Sufficiency Percentage of students with access to board-adopted instructional materials	2018-19: 100 2019-20: 100 2020-21: 100	2021-22: 100	2022-2023:100	SARC Submitted in 2023-24: 100	2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Board of Education Resolution certifying sufficiency					
8C Teacher Credentialing Status Percentage of teachers fully credentialed Source: School Accountability Report Card (SARC) / Human Resources Department	2019-20: 97 2020-21: 98	2021-22: 100	2022-2023: 100%	SARC Submitted in 2023-24: 87.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	2023-24: 100
8D Teacher Assignment Number of teachers misassigned and number of teachers of English Learners misassigned Source: School Accountability Report Card (SARC) / Human Resources Department	All Teachers 2019-20: 0 2020-21: 1 Teachers of English Learners: 2019-20: 0 2020-21: 0	All Teachers 2021-22: 0 Teachers of English Learners: 2021-22: 0	0	SARC Submitted in 2023-24: 105.8	All Teachers: 0 Teachers of English Learners: 0
8E Teacher Vacancies	2019-20: 29	2021-22: 37.5	2022-2023: 71	2023-24: 51	2023-24: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of classroom teacher vacancies Source: School Accountability Report Card (SARC) / Human Resources Department	2020-21: 17.1			Source: Human Resources, February 2024	

Goal Analysis

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.

There were 5 specific actions included as part of the district's implementation plan for Goal 8. However, none of these actions were designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

All of these actions were successfully implemented during the past three-years:

- Facilities Support Services (8.1)
- Board-adopted Instructional Materials (8.2)
- Base Classroom Staffing (8.3)
- New Teacher Support (8.4)

The district experienced challenges in implementing the following actions regarding implementing employee pipelines (action 8.5) and recruitment and retention (8.6).

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.

There were material differences between budgeted and estimated actual expenditures for several contributing actions.

Material estimated actual expenditures over budgeted expenditures for action 8.3 resulted from increases in costs related to salary and benefit adjustments.

Material estimated actual expenditures over budgeted expenditures for action 8.6 resulted from increased recruitment and retention activities.

Material estimated actual expenditures under budgeted expenditures for action 8.2 is related to lower than anticipated purchases for books and supplies.

Material estimated actual expenditures under budgeted expenditures for actions 8.4 and 8.5 is related to lower than anticipated new teacher hires.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 8 exhibited some degree of effectiveness at moving the district closer to its aim.

District-wide, 87.3 percent of teachers have a full credential for their current teaching assignment. This represents a 4 percent increase over the 2021-22 school year.

The district was not effective in implementing the following actions regarding implementing employee pipelines (action 8.5) and recruitment and retention (8.6) as seen by the increase of teacher vacancies.

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.

Goal 8 will not continue into the 2024-25 LCAP.

This goal was primarily constructed as an implementation goal of basic conditions. To better show the correlation between adequate basic services and student outcomes, actions within this goal will be associated with student outcomes within the district's future LCAP. The provision of adequate teachers and academic materials for students will be associated with academic outcomes, and the provision of well-maintained facilities will be associated with student belongingness outcomes.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9A Post-Secondary Outcomes Rate of student respondents that are enrolled in higher education or competitively employed. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 37.28% Statewide Target: >74.4%	2019-20: 77.4% Statewide Target: >74.4%	2020-21: 71.79% Statewide Target: >75%	2021-22: 62.03% Statewide Target: > 76.5% Source: SpED Annual Performance Report (APR) Released in June 2023 Note: APR includes dependent charter data	2023-24: 83.4% Statewide Target: >74.4%
9B 4 Year Cohort Graduation Rate	2018-19: 66.02%	2019-20: 66%	2020-21: 66.02% Statewide Target: >90%	2021-22: 74.5% Statewide Target: >75.5%	2023-24: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>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.</p> <p>Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data</p>	<p>Statewide Target: >90%</p>	<p>Statewide Target: >90%</p>	<p>2021-2022: 74.5</p>	<p>Source: December 2022 Dashboard</p> <p>Note: APR not used as SWD graduation data this year appear to be for ALL and not SWD students</p>	<p>Statewide Target: >90%</p>
<p>9C (Also 2T)</p> <p>Least Restrictive Environment</p> <p>Rate of students with disabilities in Regular Class more than 80%</p> <p>Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data</p>	<p>2018-19: 57.67%</p> <p>Statewide Target: >52.2%</p>	<p>2019-20: 54.1%</p> <p>Statewide Target: >53.2%</p>	<p>2020-21: 55.73%</p> <p>Statewide Target: >58%</p>	<p>2021-22: 58.94%</p> <p>Statewide Target: >60%</p> <p>Source: SpED Annual Performance Report (APR) Released in June 2023</p> <p>Note: APR includes dependent charter data</p>	<p>2023-24: 60%</p> <p>Statewide Target: >53.2%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>9D (Also 2T)</p> <p>Least Restrictive Environment</p> <p>Rate of students with disabilities in Regular Class less than 40% of the time.</p> <p>Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data</p>	<p>2018-19:</p> <p>23.79%</p> <p>Statewide Target: >21.6%</p>	<p>2019-20:</p> <p>22%</p> <p>Statewide Target: >20.6%</p>	<p>2020-21: 23.61%</p> <p>Statewide Target: <19.5%</p>	<p>2021-22: 24.61%</p> <p>Statewide Target: <18%</p> <p>Source: SpED Annual Performance Report (APR) Released in June 2023</p> <p>Note: APR includes dependent charter data</p>	<p>2023-24:</p> <p>20%</p> <p>Statewide Target: >20.6%</p>
<p>9E</p> <p>Least Restrictive Environment</p> <p>Rate of students with disabilities participating in a separate school.</p> <p>Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data</p>	<p>2018-19:</p> <p>6.27%</p> <p>Statewide Target: <3.8%</p>	<p>2019-20:</p> <p>5.7%</p> <p>Statewide Target: <3.6%</p>	<p>2019-20: 5.17%</p> <p>Statewide Target: <2.9%</p>	<p>2021-22: 4.99%</p> <p>Statewide Target: <3.2%</p> <p>Source: SpED Annual Performance Report (APR) Released in June 2023</p> <p>Note: APR includes dependent charter data</p>	<p>2023-24:</p> <p>4%</p> <p>Statewide Target: <3.6%</p>

Goal Analysis

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.

There were 5 specific actions included as part of the district's implementation plan for Goal 9. However, none of these actions were designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

All of these actions were implemented during the past three-years:

Educational Technology for Students with Disabilities (9.2)

Expanded Special Education Staffing (9.3)

California Commission on Teacher Credentialing (CCTC) Authorization Alignment (9.5)

The district experienced challenges in implementing the following contributing actions that would need to be informed by frequently analyzed student academic data. As such, the district has not implemented a Preschool District Capacity Assessment (9.1). Additionally, the action (9.4) related to Team Engagement specific to the needs of Students With Disabilities has not been implemented as the district works to improve its data literacy.

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.

There were material differences between budgeted and estimated actual expenditures for several contributing actions.

Material estimated actual expenditures over budgeted expenditures for action 9.4 resulted from increased team engagement to build capacity in serving students with disabilities than estimated.

Material estimated actual expenditures under budgeted expenditures for action 9.1 resulted from the lack of implementation of preschool assessment.

Material estimated actual expenditures under budgeted expenditures for actions 9.2, 9.3, and 9.5 resulted from an ongoing review of how the district provides Special Education services and in collaboration with its educational partners in relation to ongoing legal settlements.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 9 demonstrated some degree of effectiveness.

The graduation rate for Students With Disabilities increased by 9.48 percent from the baseline rate of 66.02 percent. The percent of Students With Disabilities receiving in a regular class (Least Restrictive Environment) increased by 1.27 percent.

The district was not effective in implementing a Preschool District Capacity Assessment (action 9.1) due to staff turnover. Additionally, the district was not effective in implementing Team Engagement specific to the needs of students with disabilities (action 9.4) as the district works to improve its data literacy.

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.

Goal 9 will not continue into the district's 2024-25 LCAP. This goal was primarily constructed as an implementation goal rather than one based on broad or focused goals around Students With Disabilities' outcomes. Going forward, the district will continue attendance improvement efforts and recruiting providers and students for initiatives to improve graduation, academic, and social and emotional domains. Within the current LCAP, various implementation metrics were included to account for the provision of services. The district is constructing its 2024-25 LCAP goals and actions related to Students With Disabilities to specifically include outcome metrics subject to a mid-year and annual review.

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.

Goals and Actions

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10A Overall Identification Rate Percentage of Total Low Income Student group that are identified as Homeless Youth Source: CA School Dashboard	2020 Dashboard: 0.86%	2020-21 Rate 0.97% Source: Enrollment Demographics in California School Dashboard Released in 2021-22	2021-22 Rate 0.77 Source: Enrollment Demographics in California School Dashboard Released in 2022-23	2022-23 Rate 1.4 Source: Enrollment Demographics in California School Dashboard Released in 2023-24	5%
10B Identification Process Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused	Baseline: 0	N/A	Data being collected	2022-23 Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused 3%	7%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: Homeless Youth Services records					

Goal Analysis

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.

There were 2 specific actions included as part of the district's implementation plan for Goal 10. However, neither were designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

Increase and improve referral processes for homeless identification (10.2) was substantively implemented.

Professional Development to Build Staff Capacity to Identify and Support Homeless Youth Individualized Case Management (10.1) was not implemented due to a lack of staff capacity and hiring challenges.

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.

There were no LCFF Supplemental and Concentration funds allocated in the LCAP for these actions.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 10 demonstrated some degree of effectiveness.

Over the past three years, the district's effort to increase and referral processes for identified students experiencing homeless has demonstrated some degree of effectiveness. Identification efforts have resulted in an increase of providing 3% more students and connecting them with homeless services. Additionally, there has been a 0.54% increase in the number of low income students identified as experiencing homelessness.

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.

Goal 10 will not continue into the district's 2024-25 LCAP. This goal was primarily constructed as an implementation goal rather than one based on broad or focused goals around Homeless Youth outcomes. Going forward, Homeless Youth services will continue attendance improvement efforts and recruiting providers and students for initiatives to improve graduation, academic, and social and emotional domains. Within the current LCAP, various implementation metrics were included to account for the provision of services. The district is constructing its 2024-25 LCAP goals and actions related to Homeless Youth to specifically include outcome metrics subject to a mid-year and annual review.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>11A Provision of Tutoring Services</p> <p>Percentage of Foster Youth with below-grade level Math and/or ELA proficiency who were offered and received Tutoring Services</p> <p>Source: Foster Youth Services</p>	0	<p>2021-2022</p> <p>32% of Foster Youth below grade level are receiving services based on Yellow/Red category status in the Early Identification and Intervention System (EIS).</p>	<p>2022-2023:</p> <p>A total of 35 students received 1:1 tutoring services. (This number does not include students who started with tutoring and left the district)</p>	<p>2023-24:</p> <p>A total of 44 (39%) students received 1:1 tutoring services. (This number does not include students who declined services, have left the district or are currently on the waitlist for services.)</p>	100%
<p>11B Academic Improvement</p> <p>Percentage of foster youth that gain at least one month of academic growth for</p>	0	<p>2021- 2022:</p> <p>A total of 72 foster youth received 1:1 tutoring services. On average, students saw a 32% gain (or 3.2 absolute gain) between their pre and post assessments.</p>	<p>2022-2023:</p> <p>62% of foster youth students scored at grade level or above based on pre, post and informal assessments. Researched backed assessments based</p>	<p>2023-24:</p> <p>Post Assessment data will not be available until June 30th</p>	60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
every month of tutoring support Source: Foster Youth Services		Researched backed assessments based on California State standards measured grade-level mastery.	on California State standards measured grade-level mastery.		
11C Attendance Improvement Percentage of Foster Youth who demonstrate 90% of greater attendance after receiving Foster Youth Services supports Source: Foster Youth Services	2020-2021:44%	2021-2022: 49%	2022-2023: 31.7%	2023:24: 59%	100%

Goal Analysis

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.

There were 2 specific actions included as part of the district's implementation plan for Goal 11, both which were designated by the district to increase the services and/or improve the performance for students included in the Unduplicated Count.

These actions included the following which were implemented:

Individualized Case Management (11.2)

The district experienced challenges in implementing Tutoring Services for Foster Youth (11.1) as this was impacted by several of the targeted students opting out of tutoring services and also a shortage of providers willing to provide services.

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.

There were material differences between budgeted and estimated actual expenditures for Tutoring Services for Foster Youth (11.1) due to student participation and staffing recruitment and retention challenges.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 11 demonstrated some degree of effectiveness.

A total of 78 (59%) of the 133 students who received Foster Youth supports showed an increase in their attendance.

As indicated by the metrics for this goal, there were several implementation challenges for the actions within this 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.

Goal 11 will not continue into the district's 2024-25 LCAP. This goal was primarily constructed as an implementation goal rather than one based on broad or focused goals around Foster Youth outcomes. Going forward, Foster Youth services will continue attendance improvement efforts and recruiting providers and students for initiatives to improve graduation, academic, and social and emotional domains. Within the current LCAP, various implementation metrics were included to account for the provision of services. The district is constructing its 2024-25 LCAP goals and actions related to Foster Youth to specifically include outcome metrics subject to a mid-year and annual review.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



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	Lisa Allen Superintendent	superintendent@scusd.edu 916.643.7400

Plan Summary [2024-25]

General Information

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

The Sacramento City Unified School District's (SCUSD) Local Control and Accountability Plan (LCAP) provides for educational planning, goals, actions, and outcomes for 37,289 students in grades transitional kindergarten through 12 in 70 schools as of the December 2023 California School Dashboard. There is a diverse body of students and their families within SCUSD as: nearly 70% are socioeconomically disadvantaged, about 19% are English Learner students (including 17.1% of English Learners as Long-Term English Learners), and approximately 15% of students served receive Special Education services. A total of 363 students in the district have been identified as homeless youth, and 160 students are receiving foster youth services.

Additionally, SCUSD also has a rich ethnic/racial diversity of students as well as demonstrated by the following (rounded to the nearest decimal):

Hispanic/Latino - 40%
Asian - 18%
White - 17%
African American - 12%
Two or More Races - 8%
Pacific Islander - 2%
Filipino - 1%
American Indian - 1%

The following schools are receiving Equity Multiplier funding during the 2024-25 school year: American Legion, Bret Harte, Capital City, Caroline Wenzel, Isador Cohen, John Morse, Martin Luther King, Success Academy, and Woodbine.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard (Dashboard) provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning. The information on the Dashboard is especially informative with respect to the development of the three-year LCAP cycle, as it provides the district and its education partners a roadmap of the district's strengths and most needed areas of improvement.

A reflection of the Dashboard released in December 2023 for the district revealed the following:

- Chronic Absenteeism in the District improved (decreased) overall and for every student group on the Dashboard. While 29.2% of students were chronically absent, this represents a 7.8% improvement from the previous year.
- The CCI rating for the District was Low, as 33.2% of graduates in 2022-23 were recognized as Prepared.
- The District's Graduation Rate is 83.8%, which represents a 4% decrease from the previous rate of 87.8% from the previous year.
- The average student who participated in the CAASPP English Language Arts (ELA) assessment obtained a scale score that was 34.8 points below the Standard Met score. This score represents a 1.9% decrease from the previous year.
- The average student who participated in the CAASPP Mathematics (Math) assessment obtained a scale score that was 67.3 points below the Standard Met score. This score represents a 2.1% decrease from the previous year.
- A total of 43.2% of English Learners made progress in becoming fluent in English. However, this represents a decrease of 2.8% from the previous year.
- The District's Suspension Rate of 6.1% represents a 1.2% increase in the number of students suspended from the previous year.

Based upon the state’s new requirement that 2023 California Dashboard areas of Red and CCI Very Low be addressed in the three-year LCAP cycle beginning with the 2024-25 school year, the following groups and their related outcomes are a central focus of the improvement efforts of this three-year plan:

- African American students’ graduation rate and suspension rate
- American Indian students’ suspension rate
- English Learner students’ academic indicator based on the statewide testing (i.e. Smarter Balanced Assessment or SBAC) in English Language Arts (ELA) and Math
- Foster Youth students’ College / Career Indicator (CCI), graduation rate, and academic indicator based on the SBAC ELA and Math
- Homeless Youth students’ CCI, graduation rate, and suspension rate
- Students With Disabilities CCI, graduation rate, and suspension rate

In collaboration with its educational partners, the district has focused this educational plan on improving the outcomes of those who have historically been underserved. In our community, these groups are those that comprise the Local Control Funding Formula’s Unduplicated Pupil Count – English Learner, Foster Youth, and Socioeconomically Disadvantaged (low income) students – and students in one of the following groups because of their very low performance as indicated on the 2023 California School Dashboard: African American students, American Indian students, Homeless Youth students, and Students With Disabilities.

The district and its educational partners believe the LCAP needs to emphasize the importance of intentionally focusing the primary actions and metrics of our LCAP on its historically underserved students. The theory of action is that as the district improves its services to and the outcomes for students in these groups, it will also improve services and outcomes for all district students.

In addition to the student groups noted above, the 2024-25 LCAP includes actions to address all of the instances on the 2023 California School Dashboard with the lowest level of performance. The color table included after this section includes the list of district schools along with information indicating instances where the overall and/or any student group in the school performed at the lowest level on one or more indicators on the 2023 Dashboard (as indicated by the red shading). The color table also includes the responsive district level actions be taken to address these areas of lowest performance.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Through the California System of Support the district is receiving differentiated support to address the areas and student groups that are most underserved, as designated by very low performance on the California School Dashboard:

- CA Collaborative on Educational Excellence (CCEE, Solution Tree) to provide professional development and implementation of Professional Learning Communities at Harkness and Elder Creek and potential scaling at district schools

- Sacramento County Office of Education (SCOE) to provide consultation, and support for High Quality Instruction (HQI), Instructional Assistant Superintendent supervision, principals implementing Professional Learning Teams, and Special Education
- Collaborative Learning Solutions to support the overall development of an MTSS framework, including supporting Academic Office Leadership Team to build greater coherence across and within departments (Curriculum & Instruction, Special Education, Early Learning & Care, Multilingual, and School Leadership) alignment across initiatives to include common language (i.e. anti-bias/anti-racism, trauma-informed practices, restorative practices), and integrating responses to Significant Disproportion findings

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 eight schools in SCUSD that were identified for Comprehensive Support and Improvement (CSI) based their 2022-23 performance as reported in the Dashboard released in December 2023:

Low-Performing Criteria

A. M. Winn Waldorf-Inspired
 American Legion High
 Bret Harte Elementary
 Isador Cohen Elementary
 John Morse Therapeutic Center
 Pacific Elementary
 Umoja International Academy
 Woodbine Elementary

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.

Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, and Graduation Rate) and select those areas of greatest need (Red and Orange).

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 stakeholders 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 State and Federal Programs and Research and Strategy, Academic office, 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 stakeholder 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 stakeholder 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.

SCUSD continues 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:

1. 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.

2. Describe the level of implementation:

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

3. 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.

District staff 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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
<p>LCAP Parent Advisory Committee (PAC)</p>	<p>Monthly meetings were held in November 2023 through April 2024 to facilitate review and become familiar with the new LCAP template, review district performance data, modify framework of LCAP goals and actions, receive and discuss recommendations, and review the draft LCAP prior board approval.</p> <p>The draft of the LCAP's goals and actions were presented to a joint meeting of the PAC, DELAC, BAAAB, and CAC on May 13, 2024. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 6, 2024. The adoption of the LCAP was on June 20, 2024.</p>
<p>District English Learner Advisory Committee (DELAC), Black African American Advisory Board (BAAAB), and Community Advisory Committee (CAC), SELPA</p>	<p>Joint meetings with the PAC, BAAAB, CAC, SELPA, and DELAC were held in November 2023, January 2024, and April 2024. During these joint meetings, educational partners were acclimated with the new LCAP template, reviewed recent district performance data, and provided the district recommendations on ways to improve the outcomes areas of very low performance on the December 2023 California Dashboard.</p> <p>The draft of the LCAP's goals and actions were presented to a joint meeting of the PAC, DELAC, BAAAB, and CAC on May 13, 2024. The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 6, 2024. The adoption of the LCAP was on June 20, 2024.</p>

<p>American Indian Education Program Parent Committee (AIEPPC)</p>	<p>The LCAP framework and focus areas were discussed with the AIEPPC in February 2024. The following topics were highlighted:</p> <ul style="list-style-type: none"> • Access to music and art programs for students • Before and after school programming and availability and options • Professional learning offered to staff and cultural awareness and humility • Mental health needs and supports for students • Parent teacher association type programs
<p>Local Collective Bargaining Partners</p>	<p>Sacramento City Teachers' Association (SCTA) Consultation with SCTA and the district occurred in February 2024. Recommended ways to meet the social and emotional needs of students necessary to improve their academic performance were received. In addition to reviewing the framework for LCAP goals and actions, it was recommended that the plan include services for Special Education students, MTSS targeted interventions at Tiers 2 and 3 of need, and that the district take a more integrated approach in meeting the needs of students.</p> <p>United Professional Educators (UPE) Consultation with UPE and the district occurred in March 2024. During this consultation, the following were discussed:</p> <ul style="list-style-type: none"> • A review of the California Dashboard revealed the areas of very low performance (i.e. Red areas and CCI Very Low) for which the district's 3-year LCAP will need to place emphasis • The LCAP framework of the summative (Goal 1), interim (Goal 2), and culture/climate (Goal 3) goals were discussed and the importance of ensuring that the goals, actions, and metrics of the plan are rolled out to all department and school leadership teams • Providing site leaders' coaching in the use of the district and site level data in collaborative spaces facilitated by the district • Early positive impacts of the salary adjustments upon recruitment was noted, including staff connectedness

	<p>Service Employees International Union (SEIU) The district made several attempts to consult with SEIU. Although SEIU had representation on the PAC, the district was unable to secure a consultation with this bargaining partner.</p> <p>The full draft of the LCAP, inclusive of budget information, was presented at the Public Hearing on June 6, 2024. The adoption of the LCAP was on June 20, 2024.</p>
<p>Student Advisory Council (SAC)</p>	<p>The LCAP framework was discussed with SAC in April 2024. The following topics were highlighted:</p> <ul style="list-style-type: none"> • Reliable procedures for identifying students who need additional assistance to get on track for graduation • Student performance and progress in Math and English Language Development and diverse approaches to meet different learning styles • Exploring different modes of content delivery that go beyond lecture and reading-based approaches that include more hand-on strategies
<p>General Community Updates</p>	<p>Updates regarding the development of the LCAP were provided to parents, students, and community members at several times throughout the school-year.</p> <p>January 2024 - Reviewed New LCAP template and first draft of SCUSD LCAP framework, provided an update regarding parent involvement in the process, and discussed need to emphasize actions for Very Low performance within the plan, especially at the student group level.</p> <p>February 2024 - Reviewed draft of primary three LCAP goals as they pertain to student graduation and college/career preparedness, academic achievement from grade-to-grade and school-to-school, and improving the culture and climate of schools for students and their families.</p>
<p>Equity Multiplier - American Legion Staff (AL-Staff) School Site Council (AL-SSC), English Learner Advisory Council (AL-ELAC)</p>	<p>AL-Staff, March 2024: Audience: Teachers, staff</p>

	<p>Topics: Student academic performance and interventions, Equity Multiplier Goals: Actions and Metrics</p> <p>AL-SSC, March 2024: Audience: Parents/guardians, community members, teachers, principal, staff Topics: District Updates, Member Updates, SPSA Goal Updates, Equity Multiplier Goals: Actions and Metrics</p> <p>AL-ELAC, April 2024: Audience: Parents of English Learner students, community members Topics discussed: Use of General Funds and LCFF for Low Income and English Learner students, Title 1, Comprehensive Support and Improvement, Equity Multiplier Goals: Actions and Metrics</p>
<p>Equity Multiplier - Bret Harte Staff (BH-Staff), School Site Council (BH-SSC), English Learner Advisory Committee (BH-ELAC)</p>	<p>BH-Staff, March 2024: Audience: Teachers, staff Topics: Book study, California School Dashboard results, interventions, Equity Multiplier funding, suggested uses/actions, metrics, goals</p> <p>BH-SSC / BH-ELAC, March 2024: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: California School Dashboard results, interventions, Equity Multiplier funding, suggested uses/actions, metrics, goals</p>
<p>Equity Multiplier - Capital City Staff (CC-Staff), School Site Council (CC-SSC)</p>	<p>CC-Staff, March 2024: Audience: Teachers, staff Topics: WASC Recommended Growth Areas, Compliance Manual, 2024-2025 School-Year Schedule, Equity Multiplier Goals: Actions and Metrics</p> <p>CC-SSC, March 2024: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Addition of NEW SSC Member, WASC Visit, Equity Multiplier Goals: Actions and Metrics</p>

<p>Equity Multiplier - Caroline Wenzel School Site Council (CW-SSC), English Learner Advisory Committee (CW-ELAC)</p>	<p>CW-SSC / CW-ELAC, April 2024: Audience: Parents/guardians, parents of English Learner students community members, teachers, principal, staff Topics: Equity Multiplier funding and goals: actions and metrics, additional positions to support student outcomes, intervention/literacy instruction, instructional aide use</p>
<p>Equity Multiplier - Isador Cohen Staff (IC-Staff), School Site Council (IC-SSC), English Learner Advisory Committee (IC-ELAC)</p>	<p>IC-Staff, April 2024: Audience: Teachers, staff Topics: Occupational therapy resources, professional development resources and considerations, SIPPs professional development review, Equity Multiplier Goals: actions and metrics, Summer School planning</p> <p>IC-SSC, April 2024: Audience: Parents/guardians, community members, teachers, principal, staff Topics discussed: Parent University for navigating the educational system, Equity Multiplier Goals: actions and metrics, 2024-25 SPSA, academic goals</p> <p>IC-ELAC, April 2024: Audience: Parents of English Learner students, community members Topics: ELAC Meeting Notes, Parent University for navigating the educational system, use of Equity Multiplier Goals: funds for improving student outcomes and metrics</p>
<p>Equity Multiplier - John Morse (JM-Staff)</p>	<p>JM-Staff, May 2024: Audience: Teachers, staff Topics: Cinco de Mayo, student behavior, student attendance, Positive Behavior Intervention and Support (PBIS), behavior management plans, suspension and chronic absenteeism goals</p>
<p>Equity Multiplier - Martin Luther King Staff (MLK-Staff), School Site Council (MLK-SSC), English Learner Advisory Committee (MLK-ELAC)</p>	<p>MLK-SSC, April 2024: Audience: Parents/guardians, community members, teachers, principal, staff Topics: Garden update, End-of-Year events, review draft of 2024-25 SPSA, Equity Multiplier Goals: Actions and Metrics</p>

	<p>MLK-ELAC, April 2024: Audience: Parents/guardians of English Learner students, teachers, principal, staff Topics: DELAC debrief, Equity Multiplier funds and potential actions and metrics for English Learner students, review proposed SPSA</p>
<p>Equity Multiplier - Success Academy (SA-Staff), Parent Survey (SA-PS)</p>	<p>SA-Staff, March 2024: Audience: Teachers, staff Topics: Student behavior, suspension rates, social and emotional learning strategies, Equity Multiplier Goals: Actions and Metrics</p> <p>SA-PS, March 2024: Audience: Parents/guardians Topics: School priorities, improvement strategies, Equity Multiplier Goals: Actions and Metrics</p>
<p>Equity Multiplier - Woodbine Staff (WB-Staff), School Site Council (WB-SSC), English Learner Advisory Committee (WB-ELAC)</p>	<p>Each of the following school-specific education partner groups were consulted as follows:</p> <p>WB-Staff, March 2024: Audience: Teachers, staff Topics: Survey sent regarding student outcome priorities and Equity Multiplier Goals: Actions and Metrics</p> <p>WB-SSC, March 2024: Audience: Parents/guardians, community members, teachers, principal, staff Topics: Reports of Officers and Committees, SSC Webpage, Review of School Needs for Equity Multiplier Goals: Actions and Metrics</p> <p>WB-ELAC, April 2024: Audience: Parents of English Learner students, community members Topics: Presentation of LEXIA data, EL Data and Needs Assessment, Equity Multiplier Goals: Actions and Metrics</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was influenced by feedback provided by eight (8) district-level educational partners and various site-based educational partners at Equity Multiplier schools. District-wide, over 100 recommendations were received at various community meetings conducted between November 2023 and April 2024. Although various specific actions within the plan were influenced by feedback provided by educational partners, a few that seemed to enjoy consensus among various groups are highlighted below:

- Improve Career and Technical Education Pathways and Programs (Action 1.1)
- Provide Academic and Career Counseling (Action 1.2)
- Provide Supplemental College and Career Supports (Action 1.3)
- Accelerate Progress Toward Graduation Through Credit Recovery (Action 1.5)
- Engagement and Training for Parents of English Learners (Action 2.3)
- Implement English Learner Master Plan (Action 2.5)
- Provide Attendance and Engagement Strategies (Action 3.12)

Below is a reference to these actions grouped by each educational partner. Note that many actions will appear more than once as they are provided in response to feedback received from multiple partners.

- PAC - Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.9, 2.10, 2.11, 2.12, 2.13, 2.16, 2.17, 2.18, 2.22, 3.1, 3.3, 3.6, 3.7, 3.8, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.17, 3.18, 3.20, 3.21
- DELAC - Actions 1.2, 1.3, 2.3, 2.5, 2.7, 2.12, 2.22, 3.6, 3.10, 3.12, 3.14, 3.17, 3.18
- BAAAB - Actions 1.1, 1.4, 1.5, 2.2, 2.9, 2.10, 2.22, 3.11, 3.23, 3.24
- CAC - Actions 1.2, 1.3, 1.4, 2.7, 2.8, 3.2, 3.5, 3.12
- AIEPPC - Actions 2.7, 3.2, 3.5, 3.10, 3.17, 3.24, 3.25
- SAC - Actions 1.1, 1.2, 1.5, 2.3, 2.5, 2.9, 3.8

Additionally, for each of the nine (9) sites identified to receive Equity Multiplier funding, educational partner feedback influenced their actions as follows:

- Equity Multiplier - AL-Staff, AL-SSC, AL-ELAC - Hire a Resource Specialist to help accelerate the academic performance and progress of students; Fund an Additional Section of English to the master schedule to assist students in recovering missing English credits (Actions 4.1, 4.2)
- Equity Multiplier - BH-Staff, BH-SSC, BH-ELAC - Hire a Resource Specialist to push into classes weekly; Purchase Academic Coaching Support Services from the SCOE in support of ELA and Math; Teacher Release Time for academic conferences and teacher collaboration meetings; Whiteboards and Novel Studies to Support Instruction (Actions 5.1, 5.2, 5.3, 5.4)
- Equity Multiplier - CC-Staff, CC-SSC - Purchase and Implement Schools PLP, an Independent Learning Technology; Purchase Response to Interventions (RtI) materials to assess and support students in acquiring and developing study habits and skills; Hire an ELA Resource Specialist to provide intervention support to identified students; Hire a Math Resource Specialist provide intervention support to identified students (Actions 6.1, 6.2, 6.3, 6.4)

Equity Multiplier - CW-SSC, CW-ELAC - Hire a Resource Specialist (Intervention Lead) who will facilitate and implement a targeted and systematic school-wide intervention program; Hire a Resource Specialist (Intervention Support) who will support a targeted school-wide intervention program coach; Hire Instructional Aides to Support Primary Classes with academic content and target students who need additional support (Actions 7.1, 7.2, 7.3)

Equity Multiplier - IC-Staff, IC-SSC, IC-ELAC - Hire a Resource Specialist to Support Identified Students' Improvement in learning to read and in using reading skills to access the core curriculum; Hire an Instructional Aide to Support Students needing additional interventions in reading (Actions 8.1, 8.2)

Equity Multiplier - JM Staff - Develop a School-wide Behavior Management Plan (SBMP), including Multi-tiered Systems of Support (MTSS) like Positive Behavior Intervention Strategies (PBIS); Provide teacher per-diem for curriculum and development and start-up implementation (Actions 9.1, 9.2)

Equity Multiplier - MLK-Staff, LK-SSC, MLK-ELAC - Hire a Resource Specialist to facilitate and implement a targeted and systematic school-wide intervention program approach to ELA; Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction; Purchase i-Ready for ELA and Math to monitor student progress and assist in targeted intervention; Positive Behavior and Intervention Support (PBIS) Professional Learning; California Association for Bilingual Education (CABE) Professional learning (Actions 10.1, 10.2, 10.3, 10.4, 10.5)

Equity Multiplier - SA-Staff, SA-PS - Instructional Aide to Support Data Literacy; Provide time for teacher collaboration; Implement five (5) student and family engagement assemblies; Professional Development – Release Time; Positive Behavior Intervention and Support (PBIS) Materials and Incentives (Actions 11.1, 11.2, 11.3, 11.4, 11.5)

Equity Multiplier - WB-Staff, WB-SSC, WB-ELAC - Hire a Resource Specialist to provide intervention support to identified students; Supplemental Intervention Materials (Actions 12.1, 12.2)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 is about graduation outcomes. By 2027, the following cohort outcomes will be achieved: <ul style="list-style-type: none"> • Graduation rate increased by 5% and • College/Career Indicator (CCI) indicator increased by 1 Status Level from the 2023-24 Dashboard 	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 is to improve the graduation outcomes of historically underserved students in the district. Outcomes are concerned with students successfully graduating from district schools and prepared for college / career. Each of the following student groups have historically been underserved in the district based on their graduation and college/career preparedness rates. Although the data for these student groups are being highlighted by each unique demographic, the district and its educational partners are aware that there is intersectionality between the demographics.

The overall graduation rate on the California School Dashboard released in December 2024 was 83.8%. Below are the respective graduation rates for each of our historically underserved groups:

African American: 74.0
 American Indian: 72.2
 English Learner: 72.1
 Students With Disabilities: 67.0
 Foster Youth: 57.1
 Homeless Youth: 59.2
 Socioeconomically Disadvantaged: 81.7

Of the students who did graduate, only 33.2% were deemed Prepared on the College and Career Indicator (CCI) resulting in a Low rating. Below are the respective college/career preparedness rates for each of our historically underserved groups:

African American: 12.6

American Indian: No baseline data reported on CA Dashboard
 English Learner: 12.3
 Students With Disabilities: 6.9
 Foster Youth: 0.0
 Homeless Youth: 9.8
 Socioeconomically Disadvantaged: 27.4

Our analysis of student outcomes has identified that individuals in the above student groups are historically underserved in our district. To promote equity and excellence in education, our plan prioritizes the achievement and success of these students, providing them with the support and resources they need to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate ALL: 83.8 African American (AA): 74.0 American Indian (AI): 72.2 English Learner (EL): 72.1 Students With Disabilities (SWD): 67.0 Foster Youth (FY): 57.1 Homeless Youth (HY): 59.2 Socioeconomically Disadvantaged (SED): 81.7 Source: Five-Year Graduation Rate in			2025-26 Graduation Rate ALL: 88.8 AA: 79.0 AI: 77.2 EL: 77.1 SWD: 72.0 FY: 62.1 HY: 64.2 SED: 86.7 Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27	

		California School Dashboard Released in 2023-24				
1.2	College/Career Indicator Prepared Rate (Dashboard)	<p>2022-23 College/Career Prepared Rate</p> <p>ALL: 33.2 African American (AA): 12.6 American Indian (AI): 11.8 English Learner (EL): 12.3 Students With Disabilities (SWD): 6.9 Foster Youth (FY): 0.0 Homeless Youth (HY): 9.8 Socioeconomically Disadvantaged (SED): 27.4</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 College/Career Prepared Rate</p> <p>ALL: 38.2 AA: 17.6 AI: 16.8 EL: 17.3 SWD: 11.9 FY: 5.0 HY: 14.8 SED: 32.4</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2026-27</p>	
1.3	A-G Completion Rate	<p>2022-23 A-G Completion Rate</p> <p>ALL: 51.1 African American (AA): 30.0 American Indian (AI): 25.0 English Learner (EL): 35.7</p>			<p>2025-26 A-G Completion Rate</p> <p>ALL: 56.1 AA: 35.0 AI: 30.0 EL: 40.7 SWD: 21.6 FY: 14.1 HY: 24.6 SED: 50.2</p>	

		<p>Students With Disabilities (SWD): 16.6 Foster Youth (FY): 9.1 Homeless Youth (HY): 19.6 Socioeconomically Disadvantaged (SED): 45.2</p> <p>Source: Four-Year Adjusted Cohort Graduation Rate Released in 2023-24 (No Charter Schools)</p>			<p>Source: Four-Year Adjusted Cohort Graduation Rate Released in 2026-27 (No Charter Schools)</p>	
1.4	Career Technical Education (CTE) Pathway Completion Rate	<p>2022-23 CTE Completion Rate</p> <p>ALL: 10.2 African American (AA): 6.9 American Indian (AI): 5.6 English Learner (EL): 8.8 Students With Disabilities (SWD): 9.6 Foster Youth (FY): 0.0 Homeless Youth (HY): 4.5 Socioeconomically Disadvantaged (SED): 10.4</p> <p>Source: TS Internal Analysis, April 2024</p>			<p>2025-26 CTE Completion Rate</p> <p>ALL: 15.2 AA: 11.9 AI: 10.6 EL: 13.8 SWD: 14.6 FY: 5.0 HY: 9.5 SED: 15.4</p> <p>Source: TS Internal Analysis, April 2027</p>	

1.5	A-G and CTE Completion Rate Combined	<p>2022-23 A-G and CTE Completion Rate Combined</p> <p>ALL: 5.3 African American (AA): 3.1 American Indian (AI): 5.6 English Learner (EL): 3.8 Students With Disabilities (SWD): 1.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.0 Socioeconomically Disadvantaged (SED): 5.1</p> <p>Source: TS Internal Analysis, April 2024</p>			<p>2025-26 A-G and CTE Completion Rate Combined</p> <p>ALL: 10.3 AA: 8.1 AI: 10.6 EL: 8.8 SWD: 6.5 FY: 5.0 HY: 5.0 SED: 10.1</p> <p>Source: TS Internal Analysis, April 2027</p>	
1.6	<p>On-Track Graduation Status</p> <p>Percentage of 9th-12th grade students on track for graduation considering course completion</p>	<p>2023-24 On-Track Graduation Status</p> <p>ALL: 58.6 African American (AA): 43.5 American Indian (AI): 56.5 English Learner (EL): 42.1 Students With Disabilities (SWD): 43.8 Foster Youth (FY): 25.0 Homeless Youth (HY): 26.5</p>			<p>2026-27 On-Track Graduation Status</p> <p>ALL: 63.6 AA: 48.5 AI: 61.5 EL: 47.1 SWD: 48.8 FY: 30.0 HY: 31.5 SED: 60.9</p> <p>Source: Graduation On-Track Status Indicator 6134</p>	

		<p>Socioeconomically Disadvantaged (SED): 55.9</p> <p>Source: Graduation On-Track Status Indicator 6134 Retrieved April 2024, from the PTAI Counseling Dashboard</p>			<p>Retrieved April 2027, from the PTAI</p>	
1.7	<p>On-Track A-G Status</p> <p>Percentage of 9th-12th grade students on track for A-G considering course completion</p>	<p>2023-24 On-Track A-G Status</p> <p>ALL: 55.0 African American (AA): 38.5 American Indian (AI): 43.5 English Learner (EL): 33.5 Students With Disabilities (SWD): 28.4 Foster Youth (FY): 22.9 Homeless Youth (HY): 28.0 Socioeconomically Disadvantaged (SED): 50.0</p> <p>Source: A-G On-Track Status Indicator 6148 Retrieved April 2024, from the PTAI Counseling Dashboard</p>			<p>2026-27 On-Track A-G Status</p> <p>ALL: 60.0 AA: 43.5 AI: 48.5 EL: 38.5 SWD: 33.4 FY: 27.9 HY: 33.0 SED: 55.0</p> <p>Source: A-G On-Track Status Indicator 6148 Retrieved April 2027, from the PTAI Counseling Dashboard</p>	
1.8	<p>AP Pass Rates (Percent of Assessments Which Received 3+)</p>	<p>2022-23 AP Pass Rate</p> <p>ALL: 30.0</p>			<p>2025-26 AP Pass Rate</p>	

		<p>African American (AA): 18.0 American Indian (AI): 0 English Learner (EL): 8.0 Students With Disabilities (SWD): 11.8 Foster Youth (FY): 0 Homeless Youth (HY): 0 Socioeconomically Disadvantaged (SED): 22.7</p> <p>Source: District TS Analysis based on CALPADS</p>			<p>ALL: 35.0 AA: 23.0 AI: 5.0 EL: 13.0 SWD: 16.8 FY: 5.0 HY: 5.0 SED: 27.7</p> <p>Source: District TS Analysis based on CALPADS</p>	
1.9	IB Pass Rates (Percent of Assessments Which Received 4+)	<p>2022-23 IB Pass Rate 23.0</p> <p>Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2023 IB Exams Reported in 2023-24 by GATE Office</p>			<p>2025-26 IB Pass Rate 28.0</p> <p>Source: SCI Analysis of Luther Burbank / Umoja IB Academy May 2026 IB Exams Reported in 2026-27 by GATE Office</p>	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Improve Career and Technical Education (CTE) pathways and programs. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation integrated projects aligned to cross-curricular standards within CTE pathways. The CTE Completer Rate and College/Career Prepared Rate are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.	\$4,339,824.29	Yes
1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	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. On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. Graduation and College/Career Rates Required Action. The activities in this action are consistent with	\$4,684,561.77	Yes

		recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, Student Advisory Council.		
1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Continue providing additional counseling supports to principally benefit students in the Unduplicated Pupil Count. Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. 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. On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.	\$586,065.00	Yes
1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Coordinate districtwide scheduling and direct support to school sites. Increase percentage of students graduating from high school college and career ready. Graduation and College/Career Rates Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Community Advisory Committee.	\$233,022.66	Yes
1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status, providing targeted access at individual high school sites as well as the district's central credit recovery program at Sacramento Accelerated Academy. Increase percentage of students graduating from high school and meeting A-G requirements. Graduation and College/Career Rates Required Action. The activities in this action are consistent with	\$372,798.75	Yes

	Through Credit Recovery	recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.		
1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy	Provide the Avant and ALTA World Language Placement Exam 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. 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, increasing college and career readiness for English Learners. Increase the percent of English Learner students who graduate and are prepared for College/Career. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$1,500.00	No
1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Provide support for International Baccalaureate (IB) Program	Provide personnel and materials support for International Baccalaureate (IB) Program, including continuing expanding access to the International Baccalaureate (IB) program at target schools, aimed at reducing disproportionality in college-going rates. This allocation requires IB Programs have: IB Site Coordinators (a requirement of the IB Program) at the three IB sites (Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary), IB specific professional learning, instructional materials, and membership fees. Increase the percent of students who pass college preparation exams and graduate college and career ready.	\$434,313.00	Yes
1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S -	Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation. Increase the percent of students who graduate college and career ready.	\$86,200.00	Yes

	Eliminate Financial Barriers for College Pathways			
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Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 is about improving academic outcomes as students move through the district. At least 80% of all students in grades 4-8 will demonstrate growth toward mastering standards in English Language Arts (ELA) and Mathematics as demonstrated by the Smarter Balanced Assessment (SBAC) Distance From Met (DMF) by 2026-27.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

To facilitate the achievement of the district's graduation and college/career preparedness outcomes, Goal 2 is designed to improve the academic performance outcomes of historically underserved students in the district as they move from grade to grade and from school to school. Improvement in student performance in English Language Arts (ELA) and Math is a critical focus of this goal, as is the growth of students on the California School Dashboard's academic indicators for these subjects.

A review of the 2022-23 Smarter Balanced Assessment (SBAC) ELA results revealed that 51.1% of students with matched scores improved their Distance From Met (DFM) from 2021-22 to 2022-23. Across all students, the ELA Distance From Met was -34.8. Below are the respective SBAC ELA DFM for each of our historically underserved groups:

- African American: -91.9
- American Indian: -76.1
- English Learner: -84.2
- Students With Disabilities: -111.8
- Foster Youth: -119.6
- Homeless Youth: -122.3
- Socioeconomically Disadvantaged: -61.0

A review of the 2022-23 SBAC Math results revealed that 47.1% of students with matched scores improved their DFM from 2021-22 to 2022-23. Across all students, the Math DFM was -67.3. Below are the respective SBAC Math DFM for each of our historically underserved groups:

African American: -132.0
 American Indian: -103.5
 English Learner: -106.5
 Students With Disabilities: -141.4
 Foster Youth: -138.9
 Homeless Youth: -162.6
 Socioeconomically Disadvantaged: -93.0

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of Students Improving SBAC ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM ALL: 51.1 African American (AA): 49.0 American Indian (AI): 42.9 English Learner (EL): 55.3 Students With Disabilities (SWD): 49.7 Foster Youth (FY): 42.9 Homeless Youth (HY): 42.9 Socioeconomically Disadvantaged (SED): 50.8 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)			2025-26 ELA Distance From Met ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0 Source: 2025-26 SBAC Results-May15th (Internal Analysis)	

2.2	Percent of Students Improving SBAC Math Distance From Met (DFM)	<p>2022-23 Percent of Students Improving Math DFM</p> <p>ALL: 47.1 African American (AA): 42.0 American Indian (AI): 52.1 English Learner (EL): 46.8 Students With Disabilities (SWD): 43.6 Foster Youth (FY): 42.9 Homeless Youth (HY): 34.1 Socioeconomically Disadvantaged (SED): 46.3</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>			<p>2025-26 Math Distance From Met</p> <p>ALL: 80.0 AA: 80.0 AI: 80.0 EL: 80.0 SWD: 80.0 FY: 80.0 HY: 80.0 SED: 80.0</p> <p>Source: 2025-26 SBAC Results-May15th (Internal Analysis)</p>	
2.3	Academic Indicator SBAC ELA Distance From Met (Dashboard)	<p>2022-23 ELA Distance From Met</p> <p>ALL: -34.8 African American (AA): -91.9 American Indian (AI): -76.1 English Learner (EL): -84.2 Students With Disabilities (SWD): -111.8</p>			<p>2025-26 ELA Distance From Met</p> <p>ALL: -24.8 AA: -81.9 AI: -66.1 EL: -74.2 SWD: -101.8 FY: -109.6 HY: -112.3 SED: -51.0</p>	

		<p>Foster Youth (FY): - 119.6 Homeless Youth (HY): - 122.3 Socioeconomically Disadvantaged (SED): - 61.0</p> <p>Source: ELA Academic Performance in California School Dashboard Released in 2023-24</p>			<p>Source: ELA Academic Performance in California School Dashboard Released in 2026-27</p>	
2.4	Academic Indicator SBAC Math Distance From Met (Dashboard)	<p>2022-23 Math Distance From Met</p> <p>ALL: -67.3 African American (AA): -132.0 American Indian (AI): -103.5 English Learner (EL): -106.5 Students With Disabilities (SWD): -141.4 Foster Youth (FY): -138.9 Homeless Youth (HY): -162.6 Socioeconomically Disadvantaged (SED): -93.0</p> <p>Source: Math Academic Performance in California School</p>			<p>2025-26 Math Distance From Met</p> <p>ALL: -57.3 AA: -122.0 AI: -93.5 EL: -96.5 SWD: -131.4 FY: -128.9 HY: -152.6 SED: -83.0</p> <p>Source: Math Academic Performance in California School Dashboard Released in 2026-27</p>	

		Dashboard Released in 2023-24				
2.5	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	<p>2022-23 English Learner Progress</p> <p>% of ELs are making progress towards proficiency: 43.2</p> <p>% of ELs Decreased in at Least 1 ELPI Level: 17.4</p> <p>% of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 38.6</p> <p>% of ELs who Maintained ELPI Level 4: 3.1</p> <p>% of ELs who Progressed at Least One ELPI Level: 39.5</p> <p>Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 English Learner Progress</p> <p>% of ELs are making progress towards proficiency: 53.2</p> <p>% of ELs Decreased in at Least 1 ELPI Level: 7.4</p> <p>% of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 48.6</p> <p>% of ELs who Maintained ELPI Level 4: 13.1</p> <p>% of ELs who Progressed at Least One ELPI Level: 49.5</p> <p>Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27</p>	

2.6	English Learner Reclassification Rate	2022-23 RFEP Rate 5.8 Source: District Multilingual Education Analysis based on Student Information System Records			2025-26 RFEP Rate 15.8 Source: District Multilingual Education Analysis based on Student Information System Records	
2.7	TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher	2023-24 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 55.1 African American (AA): 39.2 American Indian (AI): 47.8 English Learner (EL): 34.0 Students With Disabilities (SWD): 33.1 Foster Youth (FY): 31.7 Homeless Youth (HY): 30.2 Socioeconomically Disadvantaged (SED): 46.6 Source: DBDM Dashboard Retrieved April 2024			2026-27 TK/K-6 ELA Percent of Trimester 2 Grades of 3 or Higher ALL: 65.1 AA: 49.2 AI: 57.8 EL: 44.0 SWD: 43.1 FY: 41.7 HY: 40.2 SED: 56.6 Source: DBDM Dashboard Retrieved April 2027	
2.8	7-12 ELA Percent Semester 1 Grades of C or Higher	2023-24 Grades 7-12 ELA Percent of			2026-27 Grades 7- 12 ELA Percent of Semester 1	

		<p>Semester 1 Grades of C or Higher</p> <p>ALL: 81.0 African American (AA): 70.3 American Indian (AI): 71.9 English Learner (EL): 76.3 Students With Disabilities (SWD): 68.4 Foster Youth (FY): 58.5 Homeless Youth (HY): 62.7 Socioeconomically Disadvantaged (SED): 77.6</p> <p>Source: DBDM Dashboard Retrieved April 2024</p>			<p>Grades of C or Higher</p> <p>ALL: 91.0 AA: 80.3 AI: 81.9 EL: 86.3 SWD: 78.4 FY: 68.5 HY: 72.7 SED: 87.6</p> <p>Source: DBDM Dashboard Retrieved April 2027</p>	
2.9	TK/K-6 Math Percent Trimester 2 Grades of 3 or Higher	<p>2023-24 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher</p> <p>ALL: 54.6 African American (AA): 35.5 American Indian (AI): 43.0 English Learner (EL): 38.1 Students With Disabilities (SWD): 35.2 Foster Youth (FY): 34.3 Homeless Youth (HY): 27.0</p>			<p>2026-27 TK/K-6 Math Percent of Trimester 2 Grades of 3 or Higher</p> <p>ALL: 64.6 AA: 45.5 AI: 53.0 EL: 48.1 SWD: 45.2 FY: 44.3 HY: 37.0 SED: 56.0</p>	

		<p>Socioeconomically Disadvantaged (SED): 46.0</p> <p>Source: DBDM Dashboard Retrieved April 2024</p>			<p>Source: DBDM Dashboard Retrieved April 2027</p>	
2.10	7-12 Math Percent of Semester 1 Grades of C or Higher	<p>2023-24 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher</p> <p>ALL: 72.3 African American (AA): 56.5 American Indian (AI): 52.3 English Learner (EL): 63.2 Students With Disabilities (SWD): 58.0 Foster Youth (FY): 52.7 Homeless Youth (HY): 41.3 Socioeconomically Disadvantaged (SED): 67.6</p> <p>Source: DBDM Dashboard Retrieved April 2024</p>			<p>2026-27 Grades 7-12 Math Percent of Semester 1 Grades of C or Higher</p> <p>ALL: 82.3 AA: 66.5 AI: 62.3 EL: 73.2 SWD: 68.0 FY: 62.7 HY: 51.3 SED: 77.6</p> <p>Source: DBDM Dashboard Retrieved April 2027</p>	
2.11	i-Ready Reading Spring Results (Percent of Students Achieving Annual Typical Growth from January 1 thru March 31)	<p>2023-24 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31</p>			<p>2026-27 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31</p>	

		<p>ALL: 44.0 African American (AA): 39.0 American Indian (AI): 45.0 English Learner (EL): 40.0 Students With Disabilities (SWD): 39.0</p> <p>Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)</p>			<p>ALL: 54.0 AA: 49.0 AI: 55.0 EL: 50.0 SWD: 49.0</p> <p>Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)</p>	
2.12	i-Ready Math Spring Results (Percent of Students Achieving Annual Typical Growth from January 1 thru March 31)	<p>2023-24 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31</p> <p>ALL: 35.0 African American (AA): 31.0 American Indian (AI): 35.0 English Learner (EL): 36.0 Students With Disabilities (SWD): 32.0</p> <p>Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)</p>			<p>2026-27 Percent of Students Achieving Annual Typical Growth from January 1 thru March 31</p> <p>ALL: 45.0 AA: 41.0 AI: 45.0 EL: 46.0 SWD: 42.0</p> <p>Source: i-Ready Diagnostic Growth Custom Reports (January 1 - March 31)</p>	
2.13	Percent of Time Students With Disabilities are Served in	2021-22 Percent of Time Students With Disabilities are Served			2024-25 Percent of Time Students With Disabilities	

	a Least Restrictive Environment More Than 80%	in a Least Restrictive Environment More Than 80%			are Served in a Least Restrictive Environment More Than 80%	
		58.9%			68.9%	
		Source: 2021-22 Special Education Annual Performance Report, Retrieved from CDE November 2023			Source: 2024-25 Special Education Annual Performance Report, Retrieved from CDE November 2026	
2.14	Cognitive Abilities Test (CoGAT) Percent of Grade 1 and 3 Students With Age Percentile Rank >= 75% On At Least One Domain	2023-24 Percent of Students Passing CoGAT ALL: 27.0 African American (AA): 10.4 American Indian (AI): 10.5 English Learner (EL): 15.2 Students With Disabilities (SWD): 15.3 Foster Youth (FY): 8.6 Homeless Youth (HY): 7.0 Socioeconomically Disadvantaged (SED): 21.5 Source: SCI Internal Analysis, April 2024			2026-27 Percent of Students Passing CoGAT ALL: 37.0 African American (AA): 20.4 American Indian (AI): 20.5 English Learner (EL): 25.2 Students With Disabilities (SWD): 25.3 Foster Youth (FY): 18.6 Homeless Youth (HY): 17.0 Socioeconomically Disadvantaged (SED): 31.5	

					Source: SCI Internal Analysis, April 2027	
2.15	California Science Test (CAST) - Percent of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)	<p>2022-23 CAST Students Standards/Exceeded Met</p> <p>ALL: 25.5 African American (AA): 7.8 American Indian (AI): 13.7 English Learner (EL): 2.7 Students With Disabilities (SWD): 9.5 Foster Youth (FY): 0.0 Homeless Youth (HY): 10.2 Socioeconomically Disadvantaged (SED): 17.1</p> <p>Source: CAASPP Science, Non-Charter Schools Released in 2023-24</p>			<p>2025-26 CAST Students Standards/Exceeded Met</p> <p>ALL: 35.5 African American (AA): 17.8 American Indian (AI): 23.7 English Learner (EL): 12.7 Students With Disabilities (SWD): 19.5 Foster Youth (FY): 10.0 Homeless Youth (HY): 20.2 Socioeconomically Disadvantaged (SED): 27.1</p> <p>Source: CAASPP Science, Non-Charter Schools Released in 2026-27</p>	
2.16	Staff Connectedness - Percent of Positive Responses (Belongingness / Connectedness)	2023-24 Percentage of Staff With a Positive Perception of Belongingness / Connectedness			2026-27 Percentage of Staff With a Positive Perception of	

		69.7 Source: 2023-24 Spring School Climate Survey for Staff			Belongingness / Connectedness 75.7 Source: 2026-27 Spring School Climate Survey for Staff	
2.17	District English Learner Advisory Council (DELAC) Participation - Percentage of Schools with an English Learner Advisory Committee (ELAC) Sending a Representative to at Least One DELAC Meeting	2023-24 48.0 (30 of 62 schools) Source: Multilingual Education Internal Analysis, April 2024			2026-27 100.0 (62 of 62 schools) Source: Multilingual Education Internal Analysis, April 2027	
2.18	Percent of Teachers With Full Credential (Williams)	2021-22 Percent of Teachers With Full Credential Reported in 2023-24 87.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools			2024-25 Percent of Teachers With Full Credential Reported in 2026-27 92.3 Source: CDE Dataquest Teaching Assignment Monitoring Outcomes by Full-Time Equivalent (FTE) (With School Data), Non-Charter Schools	

2.19	Percent of Students With Required Textbooks (Williams)	2023-24 Percent of Students With Required Textbooks 100.0 Source: 2023-24 School Accountability Report Card			2026-27 Percent of Students With Required Textbooks 100.0 Source: 2026-27 School Accountability Report Card	
2.20	State Standards Survey Results Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability'	2023-24 Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 34.8 Source: Local Survey of Administrators			2026-27 Percentage of modal responses indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' 50.0 Source: Local Survey of Administrators	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families	Provide access to early childhood education for eligible students and families to build a strong foundation for academic success, social emotional development, early literacy skills, and school readiness. The operation of 42 classrooms across the district provides approximately 1,209 spaces available. Universal PreKindergarten Programs (UPK) offer a combination of state-funded and Head Start-funded programs, ranging from Infant/Toddler to School-Age. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites. Increase the percent of TK/K ELA Grades of 3 or Higher. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$19,431,390.23	No
2.2	EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students	Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility which uses a modified curriculum that is developmentally appropriate and aligns the PK Learning Foundations and the Kindergarten Content Standards. Students enroll in a full year of Early/Transitional Kindergarten programming to strengthen school readiness skills and build upon a strong learning foundation for success in elementary, secondary, and beyond. Increase the percent of	\$8,380,529.90	No

	who meet the state-defined age eligibility	students demonstrating academic success in ELA and Math. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.		
2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners	Update English Language Development support structure to provide direct services to engage and train parents of English Learner students. Support school sites with establishing operational English Language Advisory Committees, enhancing district and site parent communication, interpreting and translating (oral and writing) communication using specific home languages, coordinating services to assist families in obtaining access to school programs and resources, recruiting parents for site and district programs (ELAC, DELAC, SSC, LCAP PAC, etc.), and meeting with parents of students that are in need of additional tier 2 and 3 support. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.	\$876,136.00	Yes
2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners	Professional learning to support English Language Development services. Increase the percent of English Learner students progressing in English Language Development. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$667,169.00	Yes
2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan	Expand awareness of the English Learner Master Plan, including planning and coordinating with colleagues to implement the actions established within the English Learner Master Plan. This will include collaboration with school sites to understand the implications of the new plan and provision of guidance and support to implement. Increase the percent of English Learner students progressing in English Language Development and improve the English Learner Reclassification Rate. English Language Arts, Math, and English Learner Progress Indicators Required Action. The	\$667,169.00	Yes

		activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.		
2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners	Providing tutoring specific to English Learner and migrant students and interventions for secondary newcomer students, including professional learning in the new state standards, designated and integrated ELD, Universal Design for Learning, administrative and site teams, and on-going coaching. Increase the percent of English Learner students progressing in English Language Development and improve the English Learner Reclassification Rate. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$140,000.00	No
2.7	SPECIAL EDUCATION - School Psychologists	Provide school psychological services, including participation on Student Success Teams (SSTs). Increase the amount of time students receiving Special Education services are in a least restrictive environment. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee.	\$10,838,113.00	Yes
2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Provide students with disabilities specific instructional aide supports as identified in their Individualized Education Program (IEP). The percent of students who receive Special Education services and are served in a Least Restricted Environment (LRE) is one of the intended impacted areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee.	\$4,372,920.00	No

2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	School Site Council-determined, SPSA-based actions to improve ELA and Math performance. 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, including those teaching English Learner students. Increase the percent of students making progress in ELA and Math. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.	\$6,187,650.00	Yes
2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Secondary department-level data-based decision-making	Use student data for secondary department chairs to provide interventions for secondary students. Increase the percent of students making progress in ELA and Math secondary coursework. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.	\$506,347.00	Yes
2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Increase the percent of students making progress in ELA and Math. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$94,208.00	Yes

2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - English Language Development	School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Increase the percent of students making progress in English Language Development. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	\$1,349,302.00	Yes
2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Grade Level Readiness Intervention	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. Increase the percent of students making progress in ELA and Math, and increase the percent of students progressing in English Language Development. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$9,000,148.00	Yes
2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum	Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. Smaller class sizes allow for teachers and instructional staff to be better attuned to the unique needs of each learner. Although this strategy benefits all students, the targeted assistance that SCUSD provides to site leaders during the annual staffing and budget development process ensures that unduplicated pupils' needs are prioritized. 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. SCUSD is maintaining the use of supplemental and concentration funds to reduce class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. This action also provide additional staffing to high-needs sites where the percentage of students who are English Learner, Foster Youth, and/or Low Income	\$252,513,374.00	Yes

		comprise more than 55% of the student enrollment. Approximately \$32.6 million in Supplemental and Concentration funds are used to maintain higher staffing levels for these schools to ensure lower class sizes and increase academic engagement and targeted intervention services. Provide Full credential teacher recruitment and retention is one of the intended impacted areas of this action. There is community interest in maintaining the breadth and depth of program offerings.		
2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	Develop and implement pathways and pipelines for current employees and community members to acquire credentials and certifications (e.g. teaching credential). 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. Full credential teacher recruitment and retention is one of the intended impacted areas of this action.	\$874,642.00	No
2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. Increase State Standards Survey Results and the percent of students making progress in ELA and Math. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$7,442,068.00	Yes
2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	Develop and implement a district-wide Multi-Tiered System of Supports. This action includes coordinating a District MTSS Design Team to collaboratively define tiers of instruction and intervention; establish common teaming structures and assurances; and develop a comprehensive assessment, intervention, and progress monitoring system. Provide professional learning for teachers, site-based teams, and site/department leaders on MTSS principles and practices, including	\$683,800.00	No

		universal tier one instructional best practices, data-based decision-making, tiered instruction, and progress monitoring and intervention strategies. TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Scale Scores, i-Ready Math Spring Scale Scores, SBAC ELA Scores, SBAC Math Scores, California Science Test outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	To assess the effectiveness of standards implementation, staff will: coordinate and support the administration of district-wide universal screeners and common assessments; engage in ongoing progress monitoring of academic performance and growth of students, particularly those from traditionally underserved communities; and collect and analyze data related to academic performance, student demographics, and program effectiveness to identify trends and areas for improvement, measure the impact of actions, and design professional learning. i-Ready Reading Spring Scale Scores, i-Ready Math Spring Scale Scores, and Reclassification Rate outcomes for students are intended areas of this action. English Language Arts, Math, and English Learner Progress Indicators Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$277,000.00	No
2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Eliminate barriers to equitable identification for, and student receipt of, advanced learner services Grade 2-12. Administer the Cognitive Abilities Test (CogAT) to facilitate universal screening of all students for recommended access to advanced learner opportunities in Grades 2-6 and placement in advanced Middle School courses. Provide ongoing professional learning for elementary teachers providing GATE services in grades 2-6. The CoGAT pass rate for Age Percentile Rank for grade 1 and 3 students is one of the intended impacted areas of this action.	\$1,154,457.00	Yes

2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support	Provide professional learning and coaching support to new teachers and new administrators. Continuously improve and align the SCUSD Teacher Induction Program to address district priorities and support new teachers (those pursuing preliminary credentials, including clear single-subject, multiple-subject, or teacher-specialist credentials, intern credentials, short-term permits, and credentials outside of teachers) as they develop their proficiency to deliver High Quality Instruction in alignment with the California Standards for the Teaching Profession. Provide teachers and administrators new to SCUSD with a comprehensive orientation and support process aligned with district priorities. Establish and maintain alternative pathways for acquiring a teaching credential by way of teacher internship and residencies opportunities for grades TK-12. Increase retention of site and district administrators by providing them with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities as instructional leaders, including individual and small group mentoring and networking, site visits, new administrator training, and just in time supports. Full credential teacher recruitment and retention is one of the intended impacted areas of this action.	\$875,325.00	No
2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	Provide all students and staff sufficient instructional materials (print, manipulatives, and digital) for board-adopted curricula and library books for TK-12 aligned with District Academic Priorities: Culture & Climate, Literacy and Numeracy. Includes project-based learning opportunities utilizing school libraries. Includes newly adopted materials and replacement materials for lost/damaged items. The sufficiency of student textbooks is one of the intended impacted areas of this action.	\$7,115,834.00	No
2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support	Provide data analysis and program evaluation support to guide continuous improvement planning and decision making. District leadership will use data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, District English Learner Advisory Committee.	\$2,262,423.00	Yes

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Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 is about creating the same sense of being welcomed and safe for all students and families within the district. All students and families will feel safe and connected in their school community as measured by the annual LCAP School Climate and Culture survey and behavior data as a result of engaging all staff in professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The district and its education partners understand that the best learning happens when all students and families will feel safe and connected in their school community. To improve our district's culture and climate, Goal 3 is strategically designed to leverage professional learning on Anti-Bias/Anti-Racist/Trauma-Informed principles and practices to decrease the incidents that arise and result in students being suspended and removed from their learning environments.

More than 6 (6.1%) of every 100 students were excluded from their education via suspension, resulting in an Orange rating. Below are the respective suspension rates for each of our historically underserved groups:

- African American: 15.3
- American Indian: 9.0
- English Learner: 4.3
- Students With Disabilities: 9.3
- Foster Youth: 17.8
- Homeless Youth: 13.4
- Socioeconomically Disadvantaged: 7.4

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Suspension Rate Indicator (Dashboard)	<p>2022-23 Suspension Rate</p> <p>ALL: 6.1 African American (AA): 15.3 American Indian (AI): 9.0 English Learner (EL): 4.3 Students With Disabilities (SWD): 9.3 Foster Youth (FY): 17.8 Homeless Youth (HY): 13.4 Socioeconomically Disadvantaged (SED): 7.4</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 Suspension Rate</p> <p>ALL: 4.0 AA: 4.0 AI: 4.0 EL: 3.0 SWD: 4.0 FY: 4.0 HY: 4.0 SED: 4.0</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2026-27</p>	
3.2	Chronic Absenteeism Indicator (Dashboard)	<p>2022-23 Chronic Absenteeism Rate</p> <p>ALL: 29.2 African American (AA): 48.8 American Indian (AI): 44.5 English Learner (EL): 24.4</p>			<p>2025-26 Chronic Absenteeism Rate</p> <p>ALL: 20.0 AA: 20.0 AI: 20.0 EL: 20.0 SWD: 20.0 FY: 20.0 HY: 20.0 SED: 20.0</p>	

		<p>Students With Disabilities (SWD): 36.9 Foster Youth (FY): 42.4 Homeless Youth (HY): 72.1 Socioeconomically Disadvantaged (SED): 34.9</p> <p>Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24</p>			<p>Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27</p>	
3.3	Attendance Rate - Percentage of Students With 96%+ Attendance Rate	<p>2023-24 Percentage of Students With 96%+ Attendance Rate</p> <p>ALL: 45.0 African American (AA): 33.0 American Indian (AI): 31.0 English Learner (EL): 47.0 Students With Disabilities (SWD): 41.0 Foster Youth (FY): 37.0 Homeless Youth (HY): 21.0 Socioeconomically Disadvantaged (SED): 42.0</p> <p>Source: ABC Attendance Report Retrieved April 2024</p>			<p>2026-27 Percentage of Students With 96%+ Attendance Rate</p> <p>ALL: 55.0 African American (AA): 43.0 American Indian (AI): 41.0 English Learner (EL): 57.0 Students With Disabilities (SWD): 51.0 Foster Youth (FY): 47.0 Homeless Youth (HY): 31.0 Socioeconomically Disadvantaged (SED): 52.0</p>	

					Source: ABC Attendance Report Retrieved April 2027	
3.4	Percent of Students Expelled	<p>2022-23 Expulsion Rate</p> <p>ALL: 0.1 African American (AA): 0.2 American Indian (AI): 0.0 English Learner (EL): 0.0 Students With Disabilities (SWD): 0.1 Foster Youth (FY): 0.0 Homeless Youth (HY): 0.2 Socioeconomically Disadvantaged (SED): 0.1</p> <p>Source: CDE Dataquest Expulsion Rate Report Released in 2023-24, Non-Charter</p>			<p>2025-26 Expulsion Rate</p> <p>ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0 SED: 0.0</p> <p>Source: CDE Dataquest Expulsion Rate Report Released in 2026-27, Non-Charter</p>	
3.5	Student Safety Perception Positivity Rate - Percent of Positive Responses	<p>2023-24 Percent of Positive Responses (Safety)</p> <p>ALL: 63.0 African American (AA): 59.0 American Indian (AI): 58.3 English Learner (EL): 55.4</p>			<p>2026-27 Percent of Positive Responses (Safety)</p> <p>ALL: 69.0 AA: 65.0 AI: 64.3 EL: 61.4 SWD: 62.6 FY: 67.3</p>	

		<p>Students With Disabilities (SWD): 56.6 Foster Youth (FY): 61.3 Homeless Youth (HY): 54.5 Socioeconomically Disadvantaged (SED): 60.4</p> <p>Source: Spring 2023-24 School Climate Survey for Students</p>			<p>HY: 60.5 SED: 66.4</p> <p>Source: Spring 2026-27 School Climate Survey for Students</p>	
3.6	Student Connectedness Perception Positivity Rate - Percent of Positive Responses	<p>2023-24 Percent of Positive Responses (Belongingness/Connectedness)</p> <p>ALL: 67.0 African American (AA): 62.2 American Indian (AI): 65.8 English Learner (EL): 58.6 Students With Disabilities (SWD): 62.6 Foster Youth (FY): 67.7 Homeless Youth (HY): 64.3 Socioeconomically Disadvantaged (SED): 64.0</p> <p>Source: Spring 2023-24 School Climate Survey for Students</p>			<p>2026-27 Percent of Positive Responses (Belongingness/Connectedness)</p> <p>ALL: 73.0 AA: 68.2 AI: 71.8 EL: 64.6 SWD: 68.6 FY: 73.7 HY: 70.3 SED: 70.0</p> <p>Source: Spring 2026-27 School Climate Survey for Students</p>	

3.7	Family Safety Perception Positivity Rate - Percent of Positive Responses	<p>2023-24 Percent of Positive Responses (Safety)</p> <p>85.4</p> <p>Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians</p>			<p>2026-27 Percent of Positive Responses (Safety)</p> <p>88.4</p> <p>Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians</p>	
3.8	Family Connectedness Perception Positivity Rate - Percent of Positive Responses	<p>2023-24 Percent of Positive Responses (Belongingness/Connectedness)</p> <p>84.4</p> <p>Source: Spring 2023-24 School Climate Survey for Parents/Guardians N = 995 parents/guardians</p>			<p>2026-27 Percent of Positive Responses (Belongingness/Connectedness)</p> <p>87.4</p> <p>Source: Spring 2026-27 School Climate Survey for Parents/Guardians N = 1100 parents/guardians</p>	
3.9	Kelvin Student Voice Survey Positivity Rate - Percent of Positive Responses (Belonging)	<p>2023-24 Percent of Positive Responses (Belonging)</p> <p>ALL: 83.0 African American (AA): 77.0 American Indian (AI): 76.0</p>			<p>2026-27 Percent of Positive Responses (Belonging)</p> <p>ALL: 90.0 AA: 90.0 AI: 90.0 EL: 90.0 SWD: 90.0</p>	

		<p>English Learner (EL): 85.0 Students With Disabilities (SWD): 85.0</p> <p>Source: 2023-24 Kelvin Winter (December) Student Voice Survey</p>			<p>Source: 2026-27 Kelvin Winter (December) Student Voice Survey</p>	
3.10	Staff Safety Perception Positivity Rate - Percent of Positive Responses	<p>2023-24 Percent of Positive Responses (Safety)</p> <p>51.0</p> <p>Source: Spring 2023-24 School Climate Survey for Staff</p>			<p>2026-27 Percent of Positive Responses (Safety)</p> <p>54.0</p> <p>Source: Spring 2026-27 School Climate Survey for Staff</p>	
3.11	Middle School Dropout Rate	<p>2022-23 Middle School Drop-out Rate</p> <p>ALL: 0.3 African American (AA): 0.6 American Indian (AI): 0.0 English Learner (EL): 0.4 Students With Disabilities (SWD): 0.2 Foster Youth (FY): 0.0 Homeless Youth (HY): 1.8 Socioeconomically Disadvantaged (SED): 0.3</p>			<p>2025-26 Middle School Drop-out Rate</p> <p>ALL: 0.0 AA: 0.0 AI: 0.0 EL: 0.0 SWD: 0.0 FY: 0.0 HY: 0.0 SED: 0.0</p> <p>Source: TS Internal Analysis, April 2027</p>	

		Source: TS Internal Analysis, April 2024				
3.12	Percent of Schools With “Good” Facility Rating	2023-24 97.1 Source: LCAP Office Internal Analysis Based on 2023 SARC, April 2024 (No Charter Schools)			2026-27 100.0 Source: LCAP Office Internal Analysis Based on 2026 SARC, April 2027 (No Charter Schools)	
3.13	High School Dropout Rate	2022-23 High School Drop-out Rate: ALL: 10.0 African American (AA): 14.5 American Indian (AI): 23.5 English Learner (EL): 17.1 Students With Disabilities (SWD): 12.0 Foster Youth (FY): 23.8 Homeless Youth (HY): 31.1 Socioeconomically Disadvantaged (SED): 11.6 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)			2025-26 High School Drop-out Rate: ALL: 7.0 AA: 9.5 AI: 13.5 EL: 12.1 SWD: 7.0 FY: 13.8 HY: 16.1 SED: 6.6 Source: Four-Year Adjusted Cohort Outcome Released in 2026-27 (No Charter Schools)	

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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families. Improve student perception regarding their belongingness and connectedness to their school community. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$851,817.00	Yes

3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Provide services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic. Improve students' perception regarding their belongingness and connectedness to their school community. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee, Community Advisory Committee.	\$11,897,580.00	Yes
3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth	Continue to provide direct support for Homeless Youth and families in compliance with state and federal requirements. Continue to develop and refine procedures and policies for referral of students and families to be identified as Homeless, including data collection via the refined implementation of a universal housing survey administered twice annually. Families that indicate housing instability will be identified and offered supportive services for homelessness. Data collection and analysis enables Homeless Services staff to provide better direct support for Homeless Youth and families in compliance with state and federal requirements. On-Track Graduation status for students is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$691,087.00	No
3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Provide nursing services as a key component of the district's wrap-around health services. Reduce students' rates of chronic absenteeism and increase students' rates of attendance. Suspension and Chronic Absenteeism Rate Required Action.	\$10,678,807.00	Yes
3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	Provide expanded learning programs at 70 school sites, including before school, after school, summer, and intersession learning. At district high schools, integrated services implemented in collaboration with District staff, community partners and external providers also include including home visits, outreach, referral to resources, enrichments (music, arts, dance), small group instruction, tutoring, homework help, structured games and	\$26,214,409.00	No

		sports, and credit recovery/elective courses. Student Connectedness Perception is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee, Community Advisory Committee.		
3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	Address the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students via the American Indian Educational Program by providing tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. Family Connectedness Perception is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	\$31,911.00	No
3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA)	Provide leadership academy services to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments, empowering 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. Student Connectedness Perception is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$400,312.00	No
3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	Provide student advisory services that promote student voice and problem-solving, and introduce students to the concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. Student Advisory Council delegates work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. Student Connectedness Perception is one of the intended	\$250,000.00	No

		impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Student Advisory Council.		
3.9	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement	Continue implementation of State Seal of Civic Engagement (SSCE) program for students 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. Students interview participants, front line staff and management of expanded learning programs to assess needs in the area of continuous quality improvement. Once students assess the needs, they plan and propose program changes/improvements to YDSS management. Student Connectedness Perception is one of the intended impacted areas of this action.	\$200,000.00	No
3.10	SUMMER SCHOOL - Summer Programming	Provide summer programming to address learning loss to give students opportunities to reconnect in their learning environments in a way that lead to healing and accelerated classroom learning and academic success. In addition to the morning academic session, there is a strong emphasis on enrichment activities to promote connectedness. Activities include art, dance, music, and STEM programming held in the afternoon hours. At high schools, credit recovery and Bridge programming for incoming 9th graders are the prioritized. Summer programs are open for all students, however, English Learners, students from low socio-economic groups, Foster youth and unhoused students are prioritized in the program. Student Connectedness Perception is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee.	\$9,880,077.00	No
3.11	ENROLLMENT CENTER -	Provide centralized enrollment services as a gateway for families and students transitioning into the district or between school sites. In addition to	\$2,825,152.00	Yes

	Centralized Enrollment Services	enrollment support, available services include translation services, family services and referrals to support families in transition (e.g. students with disabilities, homeless youth, foster youth, and student immunizations). Facilitate open enrollment and enrollment in high-school specialty programs. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.		
3.12	ATTENDANCE - Attendance and Engagement Strategies	Support school sites in focused efforts to reduce chronic absenteeism, including promoting best practices (e.g. 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). Providing expanded supports to 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. Chronic Absenteeism is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.	\$1,134,972.68	No
3.13	ATTENDANCE - Family Communication Tools	Provide family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism, including the 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. Reduce students' rates of chronic absenteeism. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$181,110.00	No
3.14	STATE AND FEDERAL - Family	Provide a range of capacity-building and constituent service opportunities to families and guardians. Improve families' perception regarding their	\$799,988.70	Yes

	and Community Empowerment (FACE)	belongingness and connectedness to their school community. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.		
3.15	STATE AND FEDERAL - Parent Teacher Home Visits	<p>Provide parent and teacher home visits. Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, and Family Connectedness Perception are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.</p> <p>PTHV participating schools include: Albert Einstein, AM Winn, Bowling Green-Chacon, California, Camellia, Capital City Independent Study, Cesar Chavez, Earl Warren, Edward Kemble, Elder Creek, Ethel Phillips, Father Keith B Kenney, Fern Bacon, Golden Empire, HW Harkness, Health Professions, Hiram Johnson, Hollywood Park, Isador Cohen, John Cabrillo, John Sloat, Joseph Bonnheim, Leataata Floyd, Luther Burbank, Martin Luther King, McClatchy, Nicholas, Oak Ridge, Pacific, Parkway, Rosemont, Tahoe, The MET, Washington, Will C Wood, and Woodbine. The following schools will be included in PTHV beginning in the 2024-25 school year: Abraham Lincoln, Bowling Green-McCoy, Caroline Wenzel, and School of Engineering and Sciences.</p>	\$1,593,473.74	Yes
3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Develop and deliver training to school sites, providing direct response and intervention for bullying incidents, and collaborating with constituent services and the Student Hearing and Placement Department. Bullying Prevention staff 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. Suspension, Chronic Absenteeism, and Student Safety Perception are some of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action.	\$663,047.00	Yes

3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	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. The student Suspension Rate is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee.	\$2,376,738.00	No
3.18	SAFETY - Re-imagine School Safety	Building upon past learnings from Phase I for the effort to re-image school safety by using data to identify safety-based behavior concerns, continue providing safety evidence-based services that positively impact students, staff, and school campus safety and culture. Such services include conflict mediation and partnering with agencies to identify and address causation factors. Momentum from Phase II is moving the district quickly to Phase III, which includes a process to reduce suspensions at the middle and high school levels and address other equity concerns that contribute to the “school to prison pipeline” disproportionately impacting black and brown students. The district's strategy continues to emphasize and value the collaboration with community based organizations, grass roots organizations (lived experience), and other district partners to accomplish district wide school safety. The student Suspension Rate is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.	\$4,300,805.51	Yes
3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENT	Maintain a competitive salary and benefits package for certificated staff 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	\$14,334,890.00	Yes

	S - Restructured Salary Schedule	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. Improve teacher recruitment and retention.		
3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - Fingerprinting for Volunteers	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. Family Connectedness Perception is one of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	\$25,000.00	No
3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENT S - School Site Council-Determined, SPSA-Based School Climate Actions	School Site Council-determined, SPSA-based actions to improve school culture and climate. 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,	\$2,688,375.00	Yes

		expanded credit recovery options, and field trip experiences. Examples of actions/strategies in Goal 3 include staffing for Student Support Centers, programs and materials to incentivize positive attendance, enrichment experiences, Social Emotional Learning (SEL) programs, Positive Behavioral Interventions and Supports (PBIS) efforts, and professional development, family/community events, Parent Resource Center supports, and time/staff to engage in school-home outreach. Reduce students' rates of chronic absenteeism, increase students' rates of attendance, and reduce the percent of students suspended. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.		
3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	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. The percent of sites with a good facility rating is one of the intended impacted areas of this action.	\$52,630,125.00	No
3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices	Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Culture & Climate Priorities: Anti-Bias, Anti-Racist, Trauma-Informed Principles & Practices. Professional learning for all staff includes building internal training capability; structured, ongoing professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation. Staff Safety Perception is one of the intended impacted areas of this action. Suspension and Chronic Absenteeism Rate Required Action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Black African American Advisory Board.	\$1,991,132.00	Yes

<p>3.24</p>	<p>CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan</p>	<p>Increase arts K-8 staffing in dance, music, theater and visual arts, and high school CTE courses, including developing arts leads at all district schools. Utilize the expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing. Provide Adequate Facilities, Equipment, Materials/Supplies for visual and performing arts instruction. Enhance Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement by developing and expanding partnerships with professional and community organizations and inviting and engaging parents and families to actively participate in school site and district arts programs. Develop strategies and platforms to increase and enhance communication within the district about arts programs and events and with parents/guardians and families about available arts opportunities throughout the district. Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, and Family Connectedness Perception are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Black African American Advisory Board, American Indian Education Program Parent Committee.</p>	<p>\$7,569,635.00</p>	<p>Yes</p>
<p>3.25</p>	<p>CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces</p>	<p>Provide equitable and consistent access to arts opportunities for all students during the school day and through Expanded Learning. Develop standards-based curriculum, methodology, and instruction in music, visual arts, dance, theater arts, and media arts (collectively known as VAPA) in TK-12, and develop an integrated arts curriculum in TK-6. Provide arts teachers with high-quality and relevant professional learning opportunities, time for cross-district collaboration, incentives for advancement, and support for teachers in accessing professional conferences and workshops in their field. Student Suspension Rate, Chronic Absenteeism, and Student Connectedness Perception are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee.</p>	<p>\$1,098,415.00</p>	<p>No</p>

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By 2027 at American Legion for each Very Low performing student group on the 2023 California School Dashboard, the <ul style="list-style-type: none"> • Graduation rate will improve by 5 percent, • College and Career Prepared rate will improve by 5 percent, • SBAC ELA Distance From Met will improve by 10 scale score points, • SBAC Math Distance From Met will improve by 10 scale score points, and • Suspension rate will improve by 5 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at American Legion, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- Academic Indicators Math SBAC Distance From Met: ALL and Socioeconomically Disadvantaged students
- College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, and Hispanic students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate (Dashboard)	<p>2022-23 Graduation Rate</p> <p>ALL: 59.1 Socioeconomically Disadvantaged (SED): 58.5 Hispanic (H): 63.0</p> <p>Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24</p>			<p>2025-26 Graduation Rate</p> <p>ALL: 69.1 SED: 63.5 H: 68.0</p> <p>Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27</p>	
4.2	College/Career Indicator Prepared Rate (Dashboard)	<p>2022-23 College/Career Prepared Rate</p> <p>ALL: 0.0 Socioeconomically Disadvantaged (SED): 0.0 Hispanic (H): 0.0</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 College/Career Prepared Rate</p> <p>ALL: 5.0 SED: 5.0 H: 5.0</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2026-27</p>	
4.3	Academic Indicator ELA Distance From Met (Dashboard)	<p>2022-23 ELA Distance From Met</p> <p>ALL: -235.6</p>			<p>2025-26 ELA Distance From Met</p> <p>ALL: -225.6 SED: -230.2</p>	

		<p>Socioeconomically Disadvantaged (SED): -240.2</p> <p>Source: Academic Indicator in California School Dashboard Released in 2023-24</p>			<p>Source: Academic Indicator in California School Dashboard Released in 2026-27</p>	
4.4	Academic Indicator Math Distance From Met (Dashboard)	<p>2022-23 Math Distance From Met</p> <p>ALL: -248.7 Socioeconomically Disadvantaged (SED): -248.7</p> <p>Source: Academic Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 Math Distance From Met</p> <p>ALL: -238.7 SED: -238.7</p> <p>Source: Academic Indicator in California School Dashboard Released in 2026-27</p>	
4.5	Suspension Rate Indicator (Dashboard)	<p>2022-23 Suspension Rate</p> <p>ALL: 18.9 African American (AA): 26.6 Students With Disabilities (SWD): 28.6 Socioeconomically Disadvantaged (SED): 20.2 English Learner (EL): 12.5 Hispanic (H): 16.1</p> <p>Source: Suspension Indicator in California</p>			<p>2025-26 Suspension Rate</p> <p>ALL: 13.9 AA: 21.6 SWD: 23.6 SED: 15.2 EL: 7.5 H: 11.1</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2026-27</p>	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Resource Specialist	Hire a Resource Specialist to help accelerate the academic performance and progress of students who have fallen behind in their course work for 2024-25 and 2025-26 school years, and assist with professional learning for those teachers who do not yet have a full and clear credential. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 66.2 percent of teachers have full and clear credential.	\$271,800.00	No

4.2	Additional Section of English	Fund an Additional Section of English to the master schedule to assist students in recovering missing English credits towards graduation for the 2024-25 and 2025-26 school years.	\$29,247.00	No
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By 2027 at Bret Harte for each Very Low performing student group on the 2023 California School Dashboard, the <ul style="list-style-type: none"> • Percent of students improving their SBAC ELA Distance From Met will increase by 14 percent, • Percent of students improving their SBAC Math Distance From Met will increase by 28 percent, and • Suspension rate will improve by 5 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Bret Harte, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Academic Indicators Math SBAC Distance From Met: Students With Disabilities and Socioeconomically Disadvantaged students
- Suspension Indicator: ALL, African American, Students With Disabilities, Socioeconomically Disadvantaged, Hispanic, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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5.1	Percent of Students Improving ELA Distance From Met (DFM)	<p>2022-23 Percent of Students Improving ELA DFM</p> <p>Students With Disabilities (SWD): 58.3 Socioeconomically Disadvantaged (SED): 66.1</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>			<p>2025-26 Percent of Students Improving ELA DFM</p> <p>SWD: 72.3 SED: 80.1</p>	
5.2	Percent of Students Improving Math Distance From Met (DFM)	<p>2022-23 Percent of Students Improving Math DFM</p> <p>Students With Disabilities (SWD): 50.0 Socioeconomically Disadvantaged (SED): 52.4</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>			<p>2025-26 Percent of Students Improving Math DFM</p> <p>SWD: 78.0 SED: 80.4</p>	
5.3	Suspension Rate Indicator (Dashboard)	<p>2022-23 Suspension Rate</p> <p>ALL: 7.9 African American (AA): 12.2 Students With Disabilities (SWD): 7.0</p>			<p>2025-26 Suspension Rate</p> <p>ALL: 3.9 AA: 8.2 SWD: 3.0 SED: 4.6 H: 2.2 W: 2.5</p>	

		<p>Socioeconomically Disadvantaged (SED): 8.6 Hispanic (H): 6.2 White (W): 6.5</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2023-24</p>			<p>Source: Suspension Indicator in California School Dashboard Released in 2026-27</p>	
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Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
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5.1	Additional Clerk Hours	Extend Clerks hours by 2.5 (0.4375 FTE) to cover a 6 hour day. The goal for increasing the Clerk from a 3.5 hour day to a 6 hour day to decrease our school chronic absenteeism to less than 20%. If students are in school more often the more we can close the achievement gap.	\$50,000.00	No
5.2	Academic Coaching Support Services	Purchase Academic Coaching Support Services from the CORE in support of ELA and Math. Coaching and professional development supports will be focused on High Quality Instruction (HQI) practices, unpacking essential standards at each grade level, and improving teacher clarity in relation to instructional practices in 2024-25 and 2025-26. This coaching will support each teacher, especially those teachers who do not yet have a full and clear credential, discussing student data to make informed decisions about best practices and which essential standards to focus on with each student group in 2024-25 and 2025-26. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 87.3 percent of teachers have full and clear credential.	\$25,000.00	No
5.3	Teacher Release Time	Teacher Release Time for three academic conference and teacher collaboration meetings to analyze student data and create academic goals for student achievement in 2024-25 and 2025-26.	\$50,000.00	No
5.4	Whiteboards and Novel Studies to Support Instruction	Whiteboards and Novel Studies to Support Instruction. The whiteboards are a 3x2 fixed on trifold boards for storage. Students work in pairs on a problem presented by the teacher and students show their work on how they solved the problem. This is a high engaging activity learned through research based PD offered by SCOE.	\$5,000.00	No
5.5	Student Smart Tutors	Secure a contract with Study Smart Tutors to provide Intervention and Extended Day opportunity to students. Tutors will provide support with learning goals and to close the achievement gap for students. Tutoring services are 5 days a week with 10 hours of tutoring each day. Students may be supported in class, pulled out from class in small group, or seen during after school.	\$68,000.00	No

5.6	Noon Duty	Hire a Noon Duty to reduce Suspension rate. Additional staff will assist in securing play yard during recess and lunches will reduce the amount of student conflict as a result will lowering the school suspension rate.	\$36,000.00	No
5.7	Field Trips and Reverse Field Trips	Field Trips and Reverse Field Trips. Teachers will be provided funding to plan field trips/reverse field trips during the school year to provide their students will a connection to learning.	\$18,627.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	<p>By 2027 at Capital City for each Very Low performing student group on the 2023 California School Dashboard, the</p> <ul style="list-style-type: none"> • Graduation rate will improve by 5 percent, • College and Career Prepared rate will improve by 5 percent, • SBAC ELA Distance From Met will improve by 10 scale score points, and • SBAC Math Distance From Met will improve by 10 scale score points. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>In consultation with the educational partners at Capital City, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:</p> <ul style="list-style-type: none"> • Academic Indicators ELA SBAC Distance From Met: Asian students • Academic Indicators Math SBAC Distance From Met: ALL, English Learner, Asian, Hispanic, and White students • College/Career Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students • Graduation Indicator: ALL, Socioeconomically Disadvantaged, and Hispanic students
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation Rate (Dashboard)	2022-23 Graduation Rate			2025-26 Graduation Rate	

		<p>ALL: 59.5 Socioeconomically Disadvantaged (SED): 56.9 Hispanic (H): 63.5</p> <p>Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24</p>			<p>ALL: 64.5 SED: 61.9 H: 68.5</p> <p>Source: Five-Year Graduation Rate in California School Dashboard Released in 2026-27</p>	
6.2	College/Career Indicator Prepared Rate (Dashboard)	<p>2022-23 College/Career Prepared Rate</p> <p>ALL: 2.6 Socioeconomically Disadvantaged (SED): 2.9 Hispanic (H): 2.0</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 College/Career Prepared Rate</p> <p>ALL: 7.6 SED: 7.9 H: 7.0</p> <p>Source: College/Career Indicator in California School Dashboard Released in 2026-27</p>	
6.3	Academic Indicator ELA Distance From Met (Dashboard)	<p>2022-23 ELA Distance From Met</p> <p>Asian (A): -77.6</p> <p>Source: Academic Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 ELA Distance From Met</p> <p>A: -67.6</p> <p>Source: Academic Indicator in California School Dashboard Released in 2026-27</p>	

6.4	Academic Indicator Math Distance From Met (Dashboard)	<p>2022-23 Math Distance From Met</p> <p>ALL: -152.3 English Learner (EL): -146.2 Asian (A): -127.3 Hispanic (H): -167.2 White (W): -133.9</p> <p>Source: Academic Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 Math Distance From Met</p> <p>ALL: -142.3 EL: -136.2 A: -117.3 H: -157.2 W: -123.9</p> <p>Source: Academic Indicator in California School Dashboard Released in 2026-27</p>	
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implement Schools PLP	Purchase and Implement Schools PLP, an Independent Learning Technology-based K-12 curriculum uniquely designed for independent study. This curriculum includes related professional learning.	\$161,000.00	No
6.2	Response to Interventions (Rtl) Materials	Purchase Response to Interventions (Rtl) materials to assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math. This action includes SIPPs and planners/bullet journals to aid students in maintaining their goals and outcomes and to schedule weekly tasks to develop core life skills and exhibit good study/work habits as part of meeting the Student Learning Goals.	\$78,982.00	No
6.3	ELA Resource Specialist	Hire a 1.0 FTE ELA Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students eligible to graduate. The Resource Specialist will engage in literacy professional learning, especially for those teachers who do not yet have a full and clear credential, and strategies to support students needing additional literacy strategies to be successful. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 74.4 percent of teachers have full and clear credential.	\$340,000.00	No
6.4	Math Resource Specialist	Hire a 1.0 FTE Math Resource Specialist provide intervention support to identified students with learning and improving math number sense. The Resource Specialist will engage in math professional learning and strategies to support students needing additional assistance and	\$340,000.00	No

		understanding of the standards for mathematical practices (SMPs) for students' success.		
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Goals and Actions

Goal

Goal #	Description	Type of Goal
7	<p>By 2027 at Caroline Wenzel for each Very Low performing student group on the 2023 California School Dashboard, the</p> <ul style="list-style-type: none"> Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, Percent of students improving their SBAC Math Distance From Met will increase by 30 percent, and Suspension rate will improve by 2 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>In consultation with the educational partners at Caroline Wenzel, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:</p> <ul style="list-style-type: none"> Academic Indicators ELA SBAC Distance From Met: African American and Socioeconomically Disadvantaged students Academic Indicators Math SBAC Distance From Met: African American students Suspension Indicator: African American and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	Percent of Students Improving ELA Distance From Met (DFM)	2022-23 Percent of Students Improving ELA DFM			2025-26 Percent of Students Improving ELA DFM	

		<p>African American (AA): 41.7 Socioeconomically Disadvantaged (SED): 41.5</p> <p>Source: 20230717 2022-23 SBAC Results- May15th (Internal Analysis)</p>			<p>AA: 71.7 SED: 71.5</p>	
7.2	Percent of Students Improving Math Distance From Met (DFM)	<p>2022-23 Percent of Students Improving Math DFM</p> <p>African American (AA): 37.5</p> <p>Source: 20230717 2022-23 SBAC Results- May15th (Internal Analysis)</p>			<p>2025-26 Percent of Students Improving Math DFM</p> <p>AA: 67.5</p>	
7.3	Suspension Rate Indicator (Dashboard)	<p>2022-23 Suspension Rate</p> <p>African American (AA): 6.1 Socioeconomically Disadvantaged (SED): 6.4</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 Suspension Rate</p> <p>AA: 4.1 SED: 4.4</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2026-27</p>	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Resource Specialist (Intervention Lead)	Hire 1.0 FTE Resource Specialist (Intervention Lead) who will facilitate and implement a targeted and systematic school-wide intervention program for the 2024-25 school year. Resource Specialist will provide small group pull-out and lead staff, especially those who do not yet have a full and clear credential, in professional learning. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 71.4 percent of teachers have full and clear credential.	\$170,000.00	No
7.2	Resource Specialist (Intervention Support)	Hire a 0.2 FTE Resource Specialist (Intervention Support) who will support a targeted school-wide intervention program coach for the 2024-25 school	\$36,363.00	No

		year. The Resource Specialist will support targeted small group instruction in ELA and Math.		
7.3	FTE Instructional Aides	Hire three 0.375 FTE Instructional Aides to Support Primary Classes with academic content and target students who need additional support. This support will be provided for both 2024-25 and 2025-26 school years.	\$81,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	<p>By 2027 at Isador Cohen for each Very Low performing student group on the 2023 California School Dashboard, the</p> <ul style="list-style-type: none"> • Percent of students improving their SBAC ELA Distance From Met will increase by 16 percent, • Percent of students improving their SBAC Math Distance From Met will increase by 24 percent, • English Learner Progress rate will improve by 5 percent, • Suspension rate will improve by 2 percent, and • Chronic Absenteeism rate will improve by 10 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Isador Cohen, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: ALL, Students With Disabilities, Socioeconomically Disadvantaged, and Hispanic students
- Academic Indicators Math SBAC Distance From Met: ALL, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, and Hispanic students
- English Learner Progress Indicator: ALL
- Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students
- Chronic Absenteeism Indicator: ALL, Students With Disabilities, Socioeconomically Disadvantaged, English Learner, Asian, and White students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Percent of Students Improving ELA Distance From Met (DFM)	<p>2022-23 Percent of Students Improving ELA DFM</p> <p>ALL: 62.1 Students With Disabilities (SWD): 60.0 Socioeconomically Disadvantaged (SED): 61.2 Hispanic (H): 64.5</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>			<p>2025-26 Percent of Students Improving ELA DFM</p> <p>ALL: 78.1 SWD: 76.0 SED: 77.2 H: 80.5</p>	
8.2	Percent of Students Improving Math Distance From Met (DFM)	<p>2022-23 Percent of Students Improving Math DFM</p> <p>ALL: 48.5 Students With Disabilities (SWD): 35.0 Socioeconomically Disadvantaged (SED): 47.1 English Learner (EL): 39.3 Hispanic (H): 56.3</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>			<p>2025-26 Percent of Students Improving Math DFM</p> <p>ALL: 72.5 SWD: 59.0 SED: 71.1 EL: 63.3 H: 80.3</p>	

8.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	2022-23 English Learner Progress % of ELs are making progress towards proficiency: 23.6 Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24			2025-26 English Learner Progress % of ELs are making progress towards proficiency: 28.6 Source: English Learner Progress Indicator in California School Dashboard Released in 2026-27	
8.4	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 4.5 African American (AA): 11.7 Socioeconomically Disadvantaged (SED): 5.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24			2025-26 Suspension Rate ALL: 2.5 AA: 9.7 SED: 3.0 Source: Suspension Indicator in California School Dashboard Released in 2026-27	
8.5	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate Students With Disabilities (SWD): 36.7			2025-26 Chronic Absenteeism Rate SWD: 26.7 SED: 26.8 EL: 18.2	

		<p>Socioeconomically Disadvantaged (SED): 36.8</p> <p>English Learner (EL): 28.2</p> <p>Asian (A): 20.8</p> <p>White (W): 36.8</p> <p>Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24</p>			<p>A: 10.8</p> <p>W: 26.8</p> <p>Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27</p>	
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Resource Specialist	Hire a 1.0 FTE Resource Specialist to Support Identified Students' Improvement in learning to read and in using reading skills to access the core curriculum. The intervention support will include the coach assisting teachers and instructional aides in the grouping of students for intervention. The coach will also assist teachers, especially those who do not yet have a full and clear credential, and other instructional aides with the implementation of reading assessments, like DIBELS, SIPP and i-Ready. The coach will provide support to staff with literacy professional learning and strategies to support students needing additional literacy strategies to be successful. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 82.6 percent of teachers have full and clear credential.	\$340,000.00	No
8.2	Instructional Aide	Hire a 1.0 FTE Instructional Aide to Support Students needing additional interventions in reading as evidenced by their DIBELS, SIPP, and i-Ready scores.	\$76,834.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By 2027 at John Morse for each Very Low performing student group on the 2023 California School Dashboard, the <ul style="list-style-type: none"> Suspension rate will improve by 5 percent, and Chronic Absenteeism rate will improve by 5 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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An explanation of why the LEA has developed this goal.

<p>In consultation with the educational partners at John Morse, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:</p> <ul style="list-style-type: none"> Suspension Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students Chronic Absenteeism Indicator: ALL, Students With Disabilities, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 39.4 Students With Disabilities (SWD): 39.4			2025-26 Suspension Rate ALL: 34.4 SWD: 34.4 SED: 35.0	

		Socioeconomically Disadvantaged (SED): 40.0 Source: Suspension Indicator in California School Dashboard Released in 2023-24			Source: Suspension Indicator in California School Dashboard Released in 2026-27	
9.2	Chronic Absenteeism Indicator (Dashboard)	2022-23 Chronic Absenteeism Rate ALL: 62.5 Students With Disabilities (SWD): 62.5 Socioeconomically Disadvantaged (SED): 63.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2023-24			2025-26 Chronic Absenteeism Rate ALL: 57.5 SWD: 57.5 SED: 58.3 Source: Chronic Absenteeism Indicator in California School Dashboard Released in 2026-27	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Develop a School-wide Behavior Management Plan (SBMP)	Develop a School-wide Behavior Management Plan (SBMP), including Multi-tiered Systems of Support (MTSS) like Positive Behavior Intervention Strategies (PBIS), to specifically target students showing lagging skill development, disabilities, trauma, or any combination of the three, causing severe behavior and/or emotional concerns that manifest in absenteeism and disciplinary concerns. This action includes teacher per-diem for SBMP development, PBIS training for all staff (especially for teachers who have not yet received their full credential), Restorative Justice Training and Trauma Informed Practices Training, Trauma-Safe/Wellness Room. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 53.8 percent of teachers have full and clear credential	\$42,500.00	No
9.2	Teacher Per-Diem - Curriculum Development	Provide teacher per-diem for curriculum and development and start-up implementation. Develop a comprehensive short-term independent study program that increases student access to coursework while absent from school and decreases chronic absenteeism by counting those days as ADA-generating independent study days when the absent student completes the work.	\$7,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	<p>By 2027 at Martin Luther King, Jr. for each Very Low performing student group on the 2023 California School Dashboard, the</p> <ul style="list-style-type: none"> Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, and Suspension rate will improve by 2 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

<p>Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>In consultation with the educational partners at Martin Luther King, Jr., this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:</p> <ul style="list-style-type: none"> Academic Indicators ELA SBAC Distance From Met: African American students and Students With Disabilities Suspension Indicator: ALL, African American, and Socioeconomically Disadvantaged students
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Percent of Students Improving ELA Distance From Met (DFM)	<p>2022-23 Percent of Students Improving ELA DFM</p> <p>African American (AA): 36.0</p>			<p>2025-26 Percent of Students Improving ELA DFM</p> <p>AA: 66.0 SWD: 77.8</p>	

		Students With Disabilities (SWD): 47.8 Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)				
10.2	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 5.1 African American (AA): 10.9 Socioeconomically Disadvantaged (SED): 6.2 Source: Suspension Indicator in California School Dashboard Released in 2023-24			2025-26 Suspension Rate ALL: 3.1 AA: 8.9 SED: 4.2 Source: Suspension Indicator in California School Dashboard Released in 2026-27	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Resource Specialist	Hire a 1.0 FTE Resource Specialist to facilitate and implement a targeted and systematic school-wide intervention program approach to ELA, including providing small group pull-out and serve as a lead in professional learning in 2024-25 and 2025-26. There is a current tenured and fully credentialed veteran teacher interested in the position. All teachers on staff are fully credentialed. If a position arises that we must hire a new teacher, support will be provided for the staff in clearing his/her credential if needed with on-site Induction Support Provider. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 92.8 percent of teachers have full and clear credential.	\$340,000.00	No
10.2	Teacher Release Time	Provide Teacher Release Time and substitutes to assist teachers and the Resource Specialist with ELA assessments and small group instruction. Substitutes would take classes while teachers/specialist pulled students for assessments, assist with small group interventions, and assist with professional learning for teachers who do not have a full and clear credential. Release time would be 90 days in 2024-25 and 30 days in 2025-26.	\$42,600.00	No
10.3	i-Ready	Purchase i-Ready for ELA and Math to monitor student progress and assist in targeted intervention.	\$10,600.00	No

10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning	Positive Behavior and Intervention Support (PBIS) Professional Learning at the annual three-day PBIS conferences to continue growing a robust PBIS system and creating an environment of inclusion, safety, and connectedness to reduce student suspensions in 2024-25 and 2025-26.	\$14,440.00	No
10.5	California Association for Bilingual Education (CABE) Professional Learning	California Association for Bilingual Education (CABE) Professional Learning at CABE for site instructional leadership and Bilingual Aide/Family Liaison staff to accelerate English Learner progress in 2024-25.	\$9,194.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By 2027 at Success Academy for each Very Low performing student group on the 2023 California School Dashboard, the <ul style="list-style-type: none"> Suspension rate will improve by 5 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Success Academy, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023: <ul style="list-style-type: none"> Suspension Indicator: ALL and Socioeconomically Disadvantaged students
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Suspension Rate Indicator (Dashboard)	2022-23 Suspension Rate ALL: 54.2 Socioeconomically Disadvantaged (SED): 61.1 Source: Suspension Indicator in California			2025-26 Suspension Rate ALL: 49.2 SED: 56.1 Source: Suspension Indicator in California School Dashboard	

		School Dashboard Released in 2023-24			Released in 2026-27	
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Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Instructional Aide	Hire 0.14 FTE Instructional Aide to Support Data Literacy around ABC data collection and behavior plan implementation	\$17,500.00	No
11.2	Teacher Collaboration	Provide additional teacher pay (per diem) for additional time worked for 30 extra minutes of teacher collaboration every 3rd Thursday to allow for sufficient time for behavior data analysis and planning, as well as professional development for staff focused on trauma informed practices,	\$6,900.00	No

		SEL, restorative practices, and PBIS with a focus on teachers who do not yet have a full and clear credential. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 38.1 percent of teachers have full and clear credential.		
11.3	Student and Family Assemblies	Implement five (5) student and family engagement assemblies throughout the year to focus on effective communication, growth mindset, self-efficacy, and student voice.	\$16,540.00	No
11.4	Professional Development - Release Time	Provide 6 hours of pre-service professional development, especially for those teachers who do not yet have a full and clear credential, focused on school-wide restorative practices, trauma informed practice and anti-bias/anti-racism. Provide 5 substitution days for staff to use for collaboration or for visiting other community day school programs to improve our practice and systems.	\$6,316.00	No
11.5	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	Purchase books/materials for staff professional development. Purchase positive behavior intervention and support (PBIS) incentives.	\$3,269.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By 2027 at Woodbine for each Very Low performing student group on the 2023 California School Dashboard, the <ul style="list-style-type: none"> • Percent of students improving their SBAC ELA Distance From Met will increase by 30 percent, • Percent of students improving their SBAC Math Distance From Met will increase by 30 percent, • English Learner Progress rate will improve by 5 percent, and • Suspension rate will improve by 4 percent. 	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In consultation with the educational partners at Woodbine, this Equity Multiplier goal was created to improve the outcomes for student groups at the school with Very Low performance as indicated on the California School Dashboard released in December 2023:

- Academic Indicators ELA SBAC Distance From Met: ALL, English Learner, Hispanic, and Socioeconomically Disadvantaged students
- Academic Indicators Math SBAC Distance From Met: ALL and Hispanic students
- English Learner Progress Indicator: ALL
- Suspension Indicator: ALL, African American, Students With Disabilities, and Socioeconomically Disadvantaged students

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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12.1	Percent of Students Improving ELA Distance From Met (DFM)	<p>2022-23 Percent of Students Improving ELA DFM</p> <p>ALL: 39.4 English Learner (EL): 41.4 Hispanic (H): 39.5 Socioeconomically Disadvantaged (SED): 39.3</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>			<p>2025-26 Percent of Students Improving ELA DFM</p> <p>ALL: 69.4 EL: 71.4 H: 69.5 SED: 69.3</p>	
12.2	Percent of Students Improving Math Distance From Met (DFM)	<p>2022-23 Percent of Students Improving Math DFM</p> <p>ALL: 34.0 Hispanic (H): 27.5</p> <p>Source: 20230717 2022-23 SBAC Results-May15th (Internal Analysis)</p>			<p>2025-26 Percent of Students Improving Math DFM</p> <p>ALL: 64.0 H: 57.5</p>	
12.3	English Learner Progress Indicator (Dashboard) - Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)	<p>2022-23 English Learner Progress</p> <p>% of ELs are making progress towards proficiency: 35.2</p> <p>Source: English Learner Progress Indicator in California School</p>			<p>2025-26 English Learner Progress</p> <p>% of ELs are making progress towards proficiency: 40.2</p> <p>Source: English Learner Progress</p>	

		Dashboard Released in 2023-24			Indicator in California School Dashboard Released in 2026-27	
12.4	Suspension Rate Indicator (Dashboard)	<p>2022-23 Suspension Rate</p> <p>ALL: 7.2 African American (AA): 16.4 Students With Disabilities (SWD): 9.1 Socioeconomically Disadvantaged (SED): 7.8</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2023-24</p>			<p>2025-26 Suspension Rate</p> <p>ALL: 3.0 AA: 12.4 SWD: 5.1 SED: 3.8</p> <p>Source: Suspension Indicator in California School Dashboard Released in 2026-27</p>	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Resource Specialist	Hire a Resource Specialist to provide intervention support to identified students to improve learning to read skills and to improve reading skills to access curriculum to increase mastery of the content and number of students to be at grade level in reading and lead in professional learning efforts for those teachers without a full and clear credential. The Resource Specialist will provide support to students that prepares and/or organizes appropriate individualized instructional resources and materials for children's learning needs and strategies to support students needing additional literacy strategies to be successful. Per the 2021-22 CDE Teacher Assignment Monitoring Outcomes report, 76.0 percent of teachers have full and clear credential.	\$340,000.00	No
12.2	Supplemental Intervention Materials	Purchase SIPP's materials assess and support students in acquiring and developing study habits and skills to improve their access and academic performance in the Common Core ELA and Math.	\$25,256.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$92660393	\$8869401

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
24.039%	0.000%	\$0.00	24.039%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs</p> <p>Need: Ensure that a greater number of students graduate with Career and Technical Education</p>	Provide CTE pathways and programs with rigorous coursework to prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Improvement efforts will include the implementation of Linked Learning at high schools with a focus on the implementation integrated	CTE Completer %, College/Career Prepared Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>(CTE) skills. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.</p> <p>Scope: LEA-wide</p>	<p>projects aligned to cross-curricular standards within CTE pathways.</p>	
<p>1.2</p>	<p>Action: COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling</p> <p>Need: On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee, Student Advisory Council.</p> <p>Scope: LEA-wide</p>	<p>Provide college and career exploration, inclusive of all college segments (Community College, CSU, UC, and Private universities) and utilizing the California College Guidance Initiative (CCGI) lessons. Staff are continuing to collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. Youth Development College Mentors are specifically targeting efforts for at-risk student populations and providing supplemental supports with the college application and financial aid (e.g. FAFSA) application processes.</p>	<p>On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports</p> <p>Need: On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate are some of the intended impacted areas of this action. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Community Advisory Committee.</p> <p>Scope: LEA-wide</p>	<p>Provide additional counseling supports, including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, and scholarship assistance. 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>On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate</p>
1.4	<p>Action: COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling</p> <p>Need: Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP</p>	<p>Coordinate districtwide master scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, support with building the infrastructure to provide in-classroom academic interventions, and maximize overall scheduling efficiency. Coordinate professional learning related to master scheduling policies and procedures for site instructional leaders and counselors.</p>	<p>On-Track Graduation Status, On-Track A-G Status, College/Career Prepared Rate, Graduation Rate, A-G Rate, and A-G and CTE Completer Combined Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Parent Advisory Committee, Black African American Advisory Board, Community Advisory Committee.</p> <p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery</p> <p>Need: Increase percentage of students graduating from high school college and career ready. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.</p> <p>Scope: LEA-wide</p>	<p>Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high school sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed within the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.</p>	<p>On-Track Graduation Status, On-Track A-G Status, Graduation Rate, A-G Rate</p>
<p>1.7</p>	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program</p> <p>Need:</p>	<p>Provide support for International Baccalaureate (IB) Program, including continuing expanding access to the International Baccalaureate (IB) program at target schools, aimed at reducing disproportionality in college-going rates. This allocation requires IB Programs have: IB Site Coordinators (a</p>	<p>AP Pass Rate, IB Pass Rate, On-Track A-G Status, A-G Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Increase the percent of students who pass college preparation exams and graduate college and career ready.</p> <p>Scope: LEA-wide</p>	<p>requirement of the IB Program) at the three IB sites (Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary), IB specific professional learning, instructional materials, and membership fees. Eliminate financial barrier for college pathway exam participation, including providing students access to Advanced Placement AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation.</p>	
<p>1.8</p>	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways</p> <p>Need: Increase the percent of students who graduate college and career ready.</p> <p>Scope: LEA-wide</p>	<p>Provide students access to Advanced Placement (AP), International Baccalaureate (IB), and SAT Suite of Assessments, removing financial barriers for participation.</p>	<p>Graduation Rate, College/Career Prepared Rate</p>
<p>2.9</p>	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results</p> <p>Need: Increase the percent of students making progress in ELA and Math. The district's</p>	<p>School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results, especially the performance of Socioeconomically Disadvantaged, English Learner and Foster Youth. Specific actions are identified in each school's SPSA and approved by each school site council.</p>	<p>TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, Student Advisory Council.</p> <p>Scope: LEA-wide</p>		<p>SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress</p>
<p>2.10</p>	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making</p> <p>Need: Increase the percent of students making progress in ELA and Math secondary coursework. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.</p> <p>Scope: LEA-wide</p>	<p>Use student data to provide interventions for struggling students as indicated on the site-specific California School Dashboard in order to maintain on-track status for graduation and a-g course completion, especially for student groups indicated in the "Red" benchmark. Funding provide stipends to department heads at district high schools to support their leadership of data use.</p>	<p>7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, Reclassification Rate</p>
<p>2.11</p>	<p>Action:</p>	<p>Provide one hour of time per week for teachers to collaborate with peers on approaches to improving</p>	<p>TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff</p> <p>Need: Increase the percent of students making progress in ELA and Math. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.</p> <p>Scope: LEA-wide</p>	<p>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 as measured by student grades.</p>	<p>of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress</p>
<p>2.13</p>	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention</p> <p>Need: Increase the percent of students making progress in ELA and Math, and increase the percent of students progressing in English Language Development.</p> <p>Scope: LEA-wide</p>	<p>Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency.</p>	<p>TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress</p>
<p>2.14</p>	<p>Action: HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum</p>	<p>Provide certificated and classified staffing at a level sufficient to provide the core curriculum to all students. This action also provide additional staffing to high-needs sites where the percentage</p>	<p>Percent of Teachers With Full Credential</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Increase the percent of fully credentialed teachers from 87.3%.</p> <p>Scope: LEA-wide</p>	<p>of students who are English Learner, Foster Youth, and/or Low Income comprise more than 55% of the student enrollment. Funds are used to maintain higher staffing levels for these schools to ensure lower class sizes and increase academic engagement and targeted intervention services.</p>	
<p>2.16</p>	<p>Action: CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy</p> <p>Need: Increase State Standards Survey Results and the percent of students making progress in ELA and Math. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.</p> <p>Scope: LEA-wide</p>	<p>Design and coordinate a comprehensive, multi-year Professional Learning Plan for classified, certificated and management staff anchored in the district's commitment High Quality Instruction and focused on the District's Academic Literacy & Numeracy Priorities: Foundational Reading Skills, Integrated ELD Across Disciplines and Mathematical Number Sense. This action includes coordinating and delivering professional learning and site-based, ongoing support to implement the California English Language Arts Standards and Mathematical Content and Practice Standards.</p>	<p>State Standards Survey Results, TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress</p>
<p>2.19</p>	<p>Action: CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services</p> <p>Need:</p>	<p>Administer the Cognitive Abilities Test (CogAT) to facilitate universal screening of all students for recommended access to advanced learner opportunities in Grades 2-6 and placement in advanced Middle School courses. Provide ongoing professional learning for elementary teachers providing GATE services in grades 2-</p>	<p>Percent of Students Passing CoGAT</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>The CoGAT pass rate for Age Percentile Rank for grade 1 and 3 students is one of the intended impacted areas of this action. The district's baseline data indicates achievement gaps across the district, which indicates the need for this action district-wide.</p> <p>Scope: LEA-wide</p>		
2.22	<p>Action: LCAP Office - Evaluation, Assessment, and Data Literacy Support</p> <p>Need: TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Scale Scores, i-Ready Math Spring Scale Scores, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate. The district's academic baseline data indicates achievement gaps across the district, which indicates the need for this supporting action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board, District English Learner Advisory Committee.</p> <p>Scope:</p>	<p>District leadership will use data to identify where schools are identifying low student achievement to focus the goals of school single plans for student achievement. Deepen data literacy across the district, including integrating the goals and actions within the LCAP and school SPSAs.</p>	<p>TK-6 ELA Grades of 3 or Higher, TK-6 Math Grades of 3 or Higher, 7-12 ELA Grades of C or Higher, 7-12 Math Grades of C or Higher, i-Ready Reading Spring Annual Typical Growth Results, i-Ready Math Spring Annual Typical Growth Results, SBAC ELA Distance From Met, SBAC Math Distance From Met, Reclassification Rate, English Learner Progress</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.2	<p>Action: STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services</p> <p>Need: Improve students' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): American Indian Education Program Parent Committee, Community Advisory Committee.</p> <p>Scope: LEA-wide</p>	Provide services that address a wide range of needs: social emotional, health, mental health, behavioral, attendance, and basic needs that can impact student outcomes through site-base Student Support Centers and the centralized Connect Center. Students and families served through the Connect Center are provided a centralized access point for support services that include, but are not limited to, counseling referrals, mental health/behavioral consultations, and basic needs referrals.	Student Connectedness Perception
3.4	<p>Action: STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic</p> <p>Need: Reduce students' rates of chronic absenteeism and increase students' rates of attendance. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide.</p>	Provide nursing services as a key component of the district's wrap-around health services to respond to the immediate health needs of individual students and to proactively identify physical and mental health needs, provide or connect students and families to the appropriate services and resources, and provide important health information and education to students and families.	Chronic Absenteeism, Attendance Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
3.11	<p>Action: ENROLLMENT CENTER - Centralized Enrollment Services</p> <p>Need: Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, Black African American Advisory Board.</p> <p>Scope: LEA-wide</p>	<p>The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include the immunization clinic, attendance and engagement, translation, family services, early learning care, credit recovery, and referrals to support families in transition.</p>	Family Connectedness Perception
3.14	<p>Action: STATE AND FEDERAL - Family and Community Empowerment (FACE)</p> <p>Need: Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for</p>	<p>Provide a range of capacity-building opportunities to families and guardians, including District Parent Resource Center, Parent Empowerment Pathway (PEP) Program, and Parent Information Exchange (PIE). The PEP engages parents/caregivers in a full schedule of workshops offered over the course of 10 weeks. Parents and guardians build their skills in supporting their child's education and their capacity to take on leadership roles at the site and district levels. Other capacity-building topics include</p>	Family Connectedness Perception

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.</p> <p>Scope: LEA-wide</p>	<p>Infinite Campus-Parent Portal, ELPAC Parent Workshops, and School Site Council training and support, and constituent services. The PIE is a monthly meeting that brings together key representatives from school parent groups, district staff, community organizations, city and county agencies, and business partners to discuss their programs and services for families.</p>	
<p>3.15</p>	<p>Action: STATE AND FEDERAL - Parent Teacher Home Visits</p> <p>Need: Improve families' perception regarding their belongingness and connectedness to their school community. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.</p> <p>Scope: LEA-wide</p>	<p>The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. PTHV services have expanded and will continue to include access to online visits implemented during the COVID pandemic in addition to in-person home visits.</p>	<p>Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, Family Connectedness Perception</p>
<p>3.16</p>	<p>Action: STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response</p>	<p>Bullying Prevention staff works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.</p>	<p>Suspension Rate, Chronic Absenteeism Rate, Student Safety Perception</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Suspension, Chronic Absenteeism, and Student Safety Perception are some of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide.</p> <p>Scope: LEA-wide</p>		
3.18	<p>Action: SAFETY - Re-imagine School Safety</p> <p>Need: The student Suspension Rate is one of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.</p> <p>Scope: LEA-wide</p>	Such services include conflict mediation and partnering with agencies to identify and address causation factors. Momentum from Phase II is moving the district quickly to Phase III, which includes a process to reduce suspensions at the middle and high school levels and address other equity concerns that contribute to the “school to prison pipeline” disproportionately impacting black and brown students. The district's strategy continues to emphasize and value the collaboration with community based organizations, grass roots organizations (lived experience), and other district partners to accomplish district wide school safety.	Suspension Rate
3.19	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule</p>	Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	Staff Connectedness Perception

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Improve teacher recruitment and retention. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide.</p> <p>Scope: LEA-wide</p>		
3.21	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions</p> <p>Need: Reduce students' rates of chronic absenteeism, increase students' rates of attendance, and reduce the percent of students suspended. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.</p> <p>Scope: LEA-wide</p>	Supplemental and Concentration Grant funding allocated to school sites based on their number of low-income students and English Learners to implement actions/strategies in their School Plan for Student Achievement (SPSA) to improve student group low performance (Red and Orange ratings) in Chronic Absenteeism and Suspensions as indicated on the California Dashboard.	Chronic Absenteeism, Attendance Rate, Suspension Rate
3.23	<p>Action:</p>	Professional learning for all staff includes building internal training capability; structured, ongoing	Staff Safety Perception

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices</p> <p>Need: Staff Safety Perception is one of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Black African American Advisory Board.</p> <p>Scope: LEA-wide</p>	<p>professional learning sessions; job-embedded coaching; and collaborative learning and improvement opportunities. District and Site Leadership Teams will analyze summative and progress monitoring Culture & Climate data to inform decision making and resource allocation.</p>	
3.24	<p>Action: CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan</p> <p>Need: Student Suspension Rate, Chronic Absenteeism, Student Connectedness Perception, and Family Connectedness Perception are some of the intended impacted areas of this action. The district's baseline data indicates social and emotional outcome gaps across the district, which indicates the need for this action district-wide. The activities in this action are consistent with recommendations and feedback received from the following</p>	<p>Utilize the expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing. Provide Adequate Facilities, Equipment, Materials/Supplies for visual and performing arts instruction. Enhance Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement by developing and expanding partnerships with professional and community organizations and inviting and engaging parents and families to actively participate in school site and district arts programs. Develop strategies and platforms to increase and enhance communication within the district about arts programs and events</p>	<p>Suspension Rate, Chronic Absenteeism Rate, Student Connectedness Perception, and Family Connectedness Perception</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>educational partner(s): Black African American Advisory Board, American Indian Education Program Parent Committee.</p> <p>Scope: LEA-wide</p>	and with parents/guardians and families about available arts opportunities throughout the district.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.3	<p>Action: MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners</p> <p>Need: Increase the percent of English Learner students progressing in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	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.	English Learner Progress Indicator, Family Connectedness Perception, District English Learner Advisory Council Participation

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.4</p>	<p>Action: MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners</p> <p>Need: Increase the percent of English Learner students progressing in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Professional learning to support English Language Development services, included: (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.</p>	<p>English Learner Progress Indicator, Reclassification Rate</p>
<p>2.5</p>	<p>Action: MULTILINGUAL EDUCATION - Implement English Learner Master Plan</p> <p>Need: Increase the percent of English Learner students progressing in English Language Development and improve the English Learner Reclassification Rate. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee, Student Advisory Council.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>This will include collaboration with school sites to understand the implications of the new plan and provision of guidance and support to implement.</p>	<p>English Learner Progress, English Learner Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	<p>Action: SPECIAL EDUCATION - School Psychologists</p> <p>Need: Increase the amount of time students receiving Special Education services are in a least restrictive environment. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): Community Advisory Committee, District English Learner Advisory Committee, American Indian Education Program Parent Committee.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Provide school psychological services for conducting special education assessments and Student Success Team (SST) meetings to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals.</p>	<p>Least Restrictive Environment</p>
2.12	<p>Action: INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development</p> <p>Need: Increase the percent of students making progress in English Language Development. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee, District English Learner Advisory Committee.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>School Site Council-determined, SPSA-based actions to improve English Language Development performance and progress. Specific actions are identified in each school's SPSA and approved by each school site council.</p>	<p>English Learner Progress Indicator, Reclassification Rate</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	<p>Action: STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth</p> <p>Need: Improve student perception regarding their belongingness and connectedness to their school community</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. The activities in this action are consistent with recommendations and feedback received from the following educational partner(s): LCAP Parent Advisory Committee.	Student Connectedness Perception

For any limited 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, as applicable.

Additional Concentration Grant Funding

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

In SCUSD, 7 schools have an Unduplicated Pupil Percentage (UPP) equal to or below 55%, and 61 schools have an Unduplicated Pupil Percentage (UPP) above 55% as of spring 2024, excluding charter schools. The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). The funds will primarily be used to provide additional certificated staffing (salaries/benefits), including maintenance of positions and additional staffing support as needs are identified. These funds have been aligned to LCAP Action 2.14 and are reflected in the projected expenditures for that action.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 73.8	1 to 48.9
Staff-to-student ratio of certificated staff providing direct services to students	1 to 20.9	1 to 18.2

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	385458604	92660393	24.039%	0.000%	24.039%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]						
Totals	\$389,610,258.62	\$79,087,367.69	\$2,450,115.34	\$33,669,876.58	\$504,817,618.23	\$436,646,929.43	\$68,170,688.80

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	2024-25 thru 2026-27	\$4,258,252.29	\$81,572.00	\$3,516,976.96	\$822,847.33			\$4,339,824.29	
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	2024-25 thru 2026-27	\$4,684,561.77	\$0.00	\$3,698,691.33	\$985,870.44			\$4,684,561.77	
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	2024-25 thru 2026-27	\$0.00	\$586,065.00	\$426,065.00			\$160,000.00	\$586,065.00	
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	2024-25 thru 2026-27	\$233,022.66	\$0.00	\$233,022.66				\$233,022.66	
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	2024-25 thru 2026-27	\$0.00	\$372,798.75	\$372,798.75				\$372,798.75	
1	1.6	CURRICULUM AND INSTRUCTION - Pathways to Multiliteracy	All English Learner	No			All Schools Grades 7-12	2024-25 thru 2026-27	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary Grades 7-12	2024-25 thru 2026-27	\$434,313.00	\$0.00	\$434,313.00				\$434,313.00	
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12		\$0.00	\$86,200.00	\$86,200.00				\$86,200.00	
2	2.1	EARLY LEARNING AND CARE - Provide access to early childhood education for eligible students and families	All	No			All Schools Preschool	2024-25 thru 2026-27	\$15,508,032.18	\$3,923,358.05	\$327,579.97	\$10,299,252.92	\$298,901.34	\$8,505,656.00	\$19,431,390.23	
2	2.2	EARLY LEARNING AND CARE - Provide access to a two-year Transitional Kindergarten program for students who meet the state-defined age eligibility	All	No			All Schools Preschool	2024-25 thru 2026-27	\$8,380,529.90	\$0.00	\$8,380,529.90				\$8,380,529.90	
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 thru 2026-27	\$676,255.00	\$199,881.00	\$341,852.00			\$534,284.00	\$876,136.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 thru 2026-27	\$467,288.00	\$199,881.00	\$245,701.00			\$421,468.00	\$667,169.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$467,288.00	\$199,881.00	\$245,701.00			\$421,468.00	\$667,169.00	
2	2.6	MULTILINGUAL EDUCATION - Intervention and Supports specific to English Learners	All English Learner	No			All Schools	2024-25 thru 2026-27	\$40,000.00	\$100,000.00				\$140,000.00	\$140,000.00	
2	2.7	SPECIAL EDUCATION - School Psychologists	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	2024-25 thru 2026-27	\$10,838,113.00	\$0.00	\$5,596,917.00	\$3,989,107.00	\$291,873.00	\$960,216.00	\$10,838,113.00	
2	2.8	SPECIAL EDUCATION - Instructional assistance for Students with Disabilities	Students with Disabilities	No			All Schools	2024-25 thru 2026-27	\$4,372,920.00	\$0.00	\$3,975,000.00	\$194,886.00		\$203,034.00	\$4,372,920.00	
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$4,128,216.00	\$2,059,434.00	\$6,011,043.00			\$176,607.00	\$6,187,650.00	
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	2024-25 thru 2026-27	\$127,155.00	\$379,192.00	\$506,347.00				\$506,347.00	
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$94,208.00	\$0.00	\$94,208.00				\$94,208.00	
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-25 thru 2026-27	\$1,066,552.00	\$282,750.00	\$1,349,302.00				\$1,349,302.00	
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS -	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Schools	2024-25 thru 2026-27	\$7,035,228.00	\$1,964,920.00	\$125,241.00			\$8,874,907.00	\$9,000,148.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Grade Level Readiness Intervention	Low Income			Low Income	Receiving Title 1 Funds									
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$252,494,518.00	\$18,856.00	\$252,513,374.00				\$252,513,374.00	
2	2.15	HUMAN RESOURCES - Employee Pipelines and Recruitment / Retention	All	No			All Schools	2024-25 thru 2026-27	\$484,542.00	\$390,100.00		\$874,642.00			\$874,642.00	
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year Professional Learning Plan for Literacy & Numeracy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$5,975,071.00	\$1,466,997.00	\$2,783,687.00	\$981,765.00		\$3,676,616.00	\$7,442,068.00	
2	2.17	CURRICULUM AND INSTRUCTION - Design & Implement District-Wide Multi-Tiered System of Supports Framework	All	No			All Schools	2024-25 thru 2026-27	\$683,800.00	\$0.00	\$500,000.00	\$91,900.00		\$91,900.00	\$683,800.00	
2	2.18	CURRICULUM AND INSTRUCTION - Implement District-wide Common Assessments	All	No			All Schools	2024-25 thru 2026-27	\$0.00	\$277,000.00	\$259,000.00			\$18,000.00	\$277,000.00	
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1 and 3	2024-25 thru 2026-27	\$510,892.00	\$643,565.00	\$961,657.00			\$192,800.00	\$1,154,457.00	
2	2.20	CURRICULUM AND INSTRUCTION - Facilitate Teacher Induction Program & Provide Credential Support	All	No			All Schools	2024-25 thru 2026-27	\$871,525.00	\$3,800.00		\$875,325.00			\$875,325.00	
2	2.21	CURRICULUM AND INSTRUCTION - Provide Instructional Materials for Students and Staff	All	No			All Schools	2024-25 thru 2026-27	\$3,579,463.00	\$3,536,371.00	\$3,504,734.00	\$3,510,487.00		\$100,613.00	\$7,115,834.00	
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,579,953.00	\$682,470.00	\$2,262,423.00				\$2,262,423.00	
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	2024-25 thru 2026-27	\$713,975.00	\$137,842.00	\$462,146.00			\$389,671.00	\$851,817.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					s)											
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$11,524,110.00	\$373,470.00	\$2,190,406.00	\$7,374,577.00	\$1,267,170.00	\$1,065,427.00	\$11,897,580.00	
3	3.3	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Homeless Youth	All Homeless Youth	No			All Schools	2024-25 thru 2026-27	\$685,487.00	\$5,600.00				\$691,087.00	\$691,087.00	
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$10,080,720.00	\$598,087.00	\$7,029,143.00	\$3,074,033.00	\$575,631.00		\$10,678,807.00	
3	3.5	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Provide a range of Expanded Learning Programs	All	No			All Schools	2024-25 thru 2026-27	\$3,829,107.00	\$22,385,302.00		\$22,323,166.00		\$3,891,243.00	\$26,214,409.00	
3	3.6	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Address the Unique Needs of American Indian and Alaska Native students	All American Indian and Alaska Native students	No			All Schools	2024-25 thru 2026-27	\$7,630.00	\$24,281.00				\$31,911.00	\$31,911.00	
3	3.7	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Men's and Women's Leadership Academy (MWLA)	All African American, Socioeconomically Disadvantaged	No			All Schools Grades 7-12	2024-25 thru 2026-27	\$400,312.00	\$0.00		\$400,312.00			\$400,312.00	
3	3.8	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Student Advisory Council	All	No			Grades 9-12	2024-25 thru 2026-27	\$250,000.00	\$0.00		\$250,000.00			\$250,000.00	
3	3.9	YOUTH DEVELOPMENT AND SUPPORT SERVICES - Implement State Seal of Civic Engagement	All	No			Grades 9-12	2024-25 thru 2026-27	\$200,000.00	\$0.00		\$200,000.00			\$200,000.00	
3	3.10	SUMMER SCHOOL - Summer Programming	All	No			All Schools	2024-25 thru 2026-27	\$5,600,000.00	\$4,280,077.00		\$9,880,077.00			\$9,880,077.00	
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25 thru 2026-27	\$2,680,346.00	\$144,806.00	\$2,825,152.00				\$2,825,152.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.12	ATTENDANCE - Attendance and Engagement Strategies	All	No			All Schools	2024-25 thru 2026-27	\$839,972.68	\$295,000.00	\$264,394.54	\$448,294.00		\$422,284.14	\$1,134,972.68	
3	3.13	ATTENDANCE - Family Communication Tools	All	No			All Schools	2024-25 thru 2026-27	\$0.00	\$181,110.00		\$181,110.00			\$181,110.00	
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$780,888.70	\$19,100.00	\$554,205.00			\$245,783.70	\$799,988.70	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	2024-25 thru 2026-27	\$1,135,322.74	\$458,151.00	\$854,809.00			\$738,664.74	\$1,593,473.74	
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$663,047.00	\$0.00	\$663,047.00				\$663,047.00	
3	3.17	SPECIAL EDUCATION - Social, Emotional, and Mental Health Supports	Students with Disabilities	No			All Schools	2024-25 thru 2026-27	\$2,376,738.00	\$0.00	\$44,485.00	\$1,725,537.00		\$606,716.00	\$2,376,738.00	
3	3.18	SAFETY - Re-imagine School Safety	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$4,149,805.51	\$151,000.00	\$4,300,805.51				\$4,300,805.51	
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$14,334,890.00	\$0.00	\$14,334,890.00				\$14,334,890.00	
3	3.20	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Fingerprinting for Volunteers	All	No			Specific Schools: Schools Receiving Federal Title 1 Funds	2024-25 thru 2026-27	\$0.00	\$25,000.00				\$25,000.00	\$25,000.00	
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$2,366,252.00	\$322,123.00	\$2,688,375.00				\$2,688,375.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Based School Climate Actions														
3	3.22	FACILITIES SUPPORT SERVICES - School Facilities Maintenance	All	No			All Schools	2024-25 thru 2026-27	\$34,633,771.00	\$17,996,354.00	\$52,630,125.00				\$52,630,125.00	
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 thru 2026-27	\$1,788,720.00	\$202,412.00	\$906,612.00			\$1,084,520.00	\$1,991,132.00	
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$6,032,076.00	\$1,537,559.00	\$1,107,799.00	\$6,461,836.00			\$7,569,635.00	
3	3.25	CURRICULUM AND INSTRUCTION - Provide Visual and Performing Arts Opportunities in Expanded Learning Spaces	All	No			All Schools		\$0.00	\$1,098,415.00		\$1,098,415.00			\$1,098,415.00	
4	4.1	Resource Specialist	All	No			Specific Schools: American Legion	2024-25 and 2025-26	\$271,800.00	\$0.00		\$271,800.00			\$271,800.00	
4	4.2	Additional Section of English	All	No			Specific Schools: American Legion	2024-25 and 2025-26	\$29,247.00	\$0.00		\$29,247.00			\$29,247.00	
5	5.1	Additional Clerk Hours	All	No			Specific Schools: Bret Harte	2024-25 and 2025-26	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
5	5.2	Academic Coaching Support Services	All	No			Specific Schools: Bret Harte	2024-25 and 2025-26	\$0.00	\$25,000.00		\$25,000.00			\$25,000.00	
5	5.3	Teacher Release Time	All	No			Specific Schools: Bret Harte	2024-25 and 2025-26	\$50,000.00	\$0.00		\$50,000.00			\$50,000.00	
5	5.4	Whiteboards and Novel Studies to Support Instruction	All	No			Specific Schools: Bret Harte	2024-25	\$0.00	\$5,000.00		\$5,000.00			\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
5	5.5	Student Smart Tutors	All	No			Specific Schools: Bret Harte	2024-25	\$0.00	\$68,000.00		\$68,000.00			\$68,000.00	
5	5.6	Noon Duty	All	No			Specific Schools: Bret Harte	2024-25	\$36,000.00	\$0.00		\$36,000.00			\$36,000.00	
5	5.7	Field Trips and Reverse Field Trips	All	No			Specific Schools: Bret Harte	2024-25	\$0.00	\$18,627.00		\$18,627.00			\$18,627.00	
6	6.1	Implement Schools PLP	All	No			Specific Schools: Capital City	2024-25 and 2025-26	\$0.00	\$161,000.00		\$161,000.00			\$161,000.00	
6	6.2	Response to Interventions (Rtl) Materials	All	No			Specific Schools: Capital City	2024-25 and 2025-26	\$0.00	\$78,982.00		\$78,982.00			\$78,982.00	
6	6.3	ELA Resource Specialist	All	No			Specific Schools: Capital City	2024-25 and 2025-26	\$340,000.00	\$0.00		\$340,000.00			\$340,000.00	
6	6.4	Math Resource Specialist	All	No			Specific Schools: Capital City	2024-25 and 2025-26	\$340,000.00	\$0.00		\$340,000.00			\$340,000.00	
7	7.1	Resource Specialist (Intervention Lead)	All	No			Specific Schools: Caroline Wenzel	2024-25	\$170,000.00	\$0.00		\$170,000.00			\$170,000.00	
7	7.2	Resource Specialist (Intervention Support)	All	No			Specific Schools: Caroline Wenzel	2024-25	\$36,363.00	\$0.00		\$36,363.00			\$36,363.00	
7	7.3	FTE Instructional Aides	All	No			Specific Schools: Caroline Wenzel	2024-25 and 2025-26	\$81,000.00	\$0.00		\$81,000.00			\$81,000.00	
8	8.1	Resource Specialist	All	No			Specific Schools: Isador	2024-25 and 2025-26	\$340,000.00	\$0.00		\$340,000.00			\$340,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Cohen									
8	8.2	Instructional Aide	All	No			Specific Schools: Isador Cohen	2024-25 and 2025-26	\$76,834.00	\$0.00		\$76,834.00			\$76,834.00	
9	9.1	Develop a School-wide Behavior Management Plan (SBMP)	Students with Disabilities	No			Specific Schools: John Morse	2024-25 and 2025-26	\$0.00	\$42,500.00		\$42,500.00			\$42,500.00	
9	9.2	Teacher Per-Diem - Curriculum Development	Students with Disabilities	No			Specific Schools: John Morse	2024-25 and 2025-26	\$7,500.00	\$0.00		\$7,500.00			\$7,500.00	
10	10.1	Resource Specialist	All	No			Specific Schools: Martin Luther King, Jr.	2024-25 and 2025-26	\$340,000.00	\$0.00		\$340,000.00			\$340,000.00	
10	10.2	Teacher Release Time	All	No			Specific Schools: Martin Luther King, Jr.	2024-25 and 2025-26	\$42,600.00	\$0.00		\$42,600.00			\$42,600.00	
10	10.3	i-Ready	All	No			Specific Schools: Martin Luther King, Jr.	2024-25 and 2025-26	\$0.00	\$10,600.00		\$10,600.00			\$10,600.00	
10	10.4	Positive Behavior and Intervention Support (PBIS) Professional Learning	All	No			Specific Schools: Martin Luther King, Jr.	2024-25 and 2025-26	\$0.00	\$14,440.00		\$14,440.00			\$14,440.00	
10	10.5	California Association for Bilingual Education (CABE) Professional Learning	All	No			Specific Schools: Martin Luther King, Jr.	2024-25 and 2025-26	\$0.00	\$9,194.00		\$9,194.00			\$9,194.00	
11	11.1	Instructional Aide	All	No			Specific Schools: Success Academy	2024-25 and 2025-26	\$17,500.00	\$0.00		\$17,500.00			\$17,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
11	11.2	Teacher Collaboration	All	No			Specific Schools: Success Academy	2024-25 and 2025-26	\$6,900.00	\$0.00		\$6,900.00			\$6,900.00	0
11	11.3	Student and Family Assemblies	All	No			Specific Schools: Success Academy	2024-25 and 2025-26	\$0.00	\$16,540.00			\$16,540.00		\$16,540.00	00
11	11.4	Professional Development - Release Time	All	No			Specific Schools: Success Academy	2024-25 and 2025-26	\$6,316.00	\$0.00		\$6,316.00			\$6,316.00	0
11	11.5	Positive Behavior Intervention and Support (PBIS) Materials and Incentives	All	No			Specific Schools: Success Academy	2024-25 and 2025-26	\$0.00	\$3,269.00		\$3,269.00			\$3,269.00	0
12	12.1	Resource Specialist	All	No			Specific Schools: Woodbine	2024-25 and 2025-26	\$340,000.00	\$0.00		\$340,000.00			\$340,000.00	00
12	12.2	Supplemental Intervention Materials	All	No			Specific Schools: Woodbine	2024-25 and 2025-26	\$0.00	\$25,256.00		\$25,256.00			\$25,256.00	00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
385458604	92660393	24.039%	0.000%	24.039%	\$319,722,910.21	0.000%	82.946 %	Total:	\$319,722,910.21
								LEA-wide Total:	\$311,481,291.21
								Limited Total:	\$8,241,619.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	COUNSELING, COLLEGE, AND CAREER READINESS - Improve Career and Technical Education (CTE) Pathways and Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	\$3,516,976.96	
1	1.2	COUNSELING, COLLEGE, AND CAREER READINESS - Provide Academic and Career Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$3,698,691.33	
1	1.3	COUNSELING, COLLEGE, AND CAREER READINESS – Provide Supplemental / Enrichment College and Career Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$426,065.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	COUNSELING, COLLEGE, AND CAREER READINESS - Central Support for Aligned Master Scheduling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	\$233,022.66	
1	1.5	COUNSELING, COLLEGE, AND CAREER READINESS - Accelerate Progress Toward Graduation Through Credit Recovery	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 10-12	\$372,798.75	
1	1.7	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Provide support for International Baccalaureate (IB) Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Umoja International Academy, Luther Burbank High School, and Caleb Greenwood Elementary Grades 7-12	\$434,313.00	
1	1.8	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Eliminate Financial Barriers for College Pathways	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 9-12	\$86,200.00	
2	2.3	MULTILINGUAL EDUCATION - Engagement and Training for Parents of English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$341,852.00	
2	2.4	MULTILINGUAL EDUCATION - Professional Learning specific to instruction for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$245,701.00	
2	2.5	MULTILINGUAL EDUCATION - Implement English Learner Master Plan	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$245,701.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.7	SPECIAL EDUCATION - School Psychologists	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	\$5,596,917.00	
2	2.9	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-determined, SPSA-based actions to improve English Language Arts and Mathematics results	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,011,043.00	
2	2.10	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Secondary department-level data-based decision-making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 7-12	\$506,347.00	
2	2.11	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Weekly Collaboration Time for certificated staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,208.00	
2	2.12	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,349,302.00	
2	2.13	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Grade Level Readiness Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Schools Receiving Title 1 Funds	\$125,241.00	
2	2.14	HUMAN RESOURCES - Base and Supplemental Staffing in Support of Core Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$252,513,374.00	
2	2.16	CURRICULUM AND INSTRUCTION - Design & Implement a Multi-year	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,783,687.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Professional Learning Plan for Literacy & Numeracy						
2	2.19	CURRICULUM AND INSTRUCTION - Provide Equitable Access to Advanced Learner Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 1 and 3	\$961,657.00	
2	2.22	LCAP Office - Evaluation, Assessment, and Data Literacy Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,262,423.00	
3	3.1	STUDENT SUPPORT AND HEALTH SERVICES - Services and Support for Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$462,146.00	
3	3.2	STUDENT SUPPORT AND HEALTH SERVICES - Provide Student Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,190,406.00	
3	3.4	STUDENT SUPPORT AND HEALTH SERVICES - School Nurses and Immunization Clinic	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,029,143.00	
3	3.11	ENROLLMENT CENTER - Centralized Enrollment Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,825,152.00	
3	3.14	STATE AND FEDERAL - Family and Community Empowerment (FACE)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$554,205.00	
3	3.15	STATE AND FEDERAL - Parent Teacher Home Visits	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: PTHV Participating Schools Grades K-12	\$854,809.00	
3	3.16	STUDENT PLACEMENT AND HEARING OFFICE - Bullying Prevention Training, Intervention, and Response	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$663,047.00	
3	3.18	SAFETY - Re-imagine School Safety	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$4,300,805.51	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.19	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - Restructured Salary Schedule	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$14,334,890.00	
3	3.21	INSTRUCTIONAL ASSISTANT SUPERINTENDENTS - School Site Council-Determined, SPSA-Based School Climate Actions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,688,375.00	
3	3.23	CURRICULUM AND INSTRUCTION - Improve District and School Culture & Climate through Anti-Bias, Anti-Racist, Trauma-Informed Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$906,612.00	
3	3.24	CURRICULUM AND INSTRUCTION - Implement the District Visual and Performing Arts Strategic Arts Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,107,799.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	\$433,702,569.25	\$506,401,565.12

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	\$5,995,738.00	\$6,991,937.06
1	1.2	Provide Academic and Career Counseling (Base) (Continuing)	No	\$3,726,047.00	\$4,268,531.27
1	1.3	Academic and Career Counseling (Supplemental) (Continuing)	Yes	\$3,495,924.00	\$3,925,915.12
1	1.4	Central support for aligned master scheduling (Continuing)	Yes	\$388,695.00	\$252,220.80
1	1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	Yes	\$2,914,356.00	\$2,796,011.22
1	1.6	Eliminate financial barrier for exam participation (Continuing)	Yes	\$499,165.00	\$296,450.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	Yes	\$1,659,076.00	\$1,806,987.86
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	Yes	\$645,006.00	\$905,988.58
1	1.9	Department-level data-based decision-making (Continuing)	Yes	\$381,465.00	\$340,237.48
1	1.10	Transition Planning for Students with Disabilities (Modified)	No	\$10,000.00	\$2,600.00
1	1.11	Post-secondary Tracking of Students with Disabilities (New)	No	\$0.00	\$0.00
1	1.12	Establish college and career readiness labs at Middle Schools (New)	No	\$7,536.00	7536
1	1.13	Implement State Seal of Civic Engagement (SSCE) program for students (New)	No	\$0.00	\$0.00
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	\$4,536,174.00	\$5,661,371.34
2	2.2	Differentiated course and program options for advanced learners (Continuing)	Yes	\$286,254.00	\$341,453.75
2	2.3	Provide a range of Expanded Learning Programs (Modified)	No	\$37,995,966.00	\$35,295,401.98
2	2.4	Multisensory Reading Intervention: Curriculum and Training (Continuing)	No	\$7,680.00	\$2,072.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Language Acquisition Programs for English Learners (Modified)	Yes	\$406,575.00	\$436,417.62
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	Yes	\$406,575.00	\$436,417.62
2	2.7	Pathways to Multiliteracy (Continuing)	Yes	\$406,575.00	\$436,417.62
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	\$2,976,210.00	\$2,946,447.90
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	\$37,701,235.00	\$34,686,819.24
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	\$5,082,331.00	\$6,130,548.62
2	2.11	Restructured Salary Schedule (Continuing)	Yes	\$11,257,480.00	\$14,425,279.59
2	2.12	Early Childhood Education: Preschool Programs (Continuing)	No	\$14,998,391.00	\$14,886,169.58
2	2.13	Transitional Kindergarten (Continuing)	No	\$3,378,828.00	\$6,895,865.88
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	\$1,686,408.00	\$2,035,205.50
2	2.15	Theater Arts/Social Emotional Learning Program (Continuing)	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.16	Visual and Performing Arts Opportunities (Continuing)	Yes	\$826,801.00	\$992,691.86
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	Yes	\$1,243,789.00	\$1,099,112.79
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	Yes	\$1,120,870.00	\$1,074,827.72
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	Yes	\$543,463.00	\$522,322.68
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	Yes	\$3,531,271.00	\$3,832,462.08
2	2.21	Increase access to Extra and co-curricular opportunities (Modified)	Yes	\$1,117,604.00	\$1,016,398.29
2	2.22	Building Teacher Capacity to Teach Reading Districtwide (New)	No	\$361,273.00	\$55,580.00
2	2.23	Instructional Technology Professional Development and Support (New)	No	\$520,000.00	\$649,046.20
2	2.24	Create, Adopt, and Implement District Arts Master Plan (New)	No	\$21,357.00	\$3,149.27
3	3.1	Services and support for Foster Youth (Continuing)	Yes	\$1,513,798.00	\$1,087,083.20
3	3.2	Services and support for Homeless Youth (Continuing)	No	\$923,241.00	\$762,951.87

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	School Psychologists (Continuing)	Yes	\$8,443,430.00	\$11,429,553.50
3	3.4	Instructional assistance for Students with Disabilities (Continuing)	No	\$3,048,946.00	\$1,231,159.42
3	3.5	Social, Emotional, and Mental Health supports for Students with Disabilities (Continuing)	No	\$1,826,265.00	\$2,364,700.59
3	3.6	Adopt and Implement English Learner Master Plan (Modified)	Yes	\$406,575.00	\$436,417.62
3	3.7	Intervention and Supports specific to English Learners (Continuing)	Yes	\$478,009.00	\$436,417.62
3	3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	Yes	\$5,819,160.00	\$6,918,263.93
3	3.9	Attendance and Engagement Strategies (Modified)	No	\$0.00	\$0.00
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	Yes	\$5,390,589.00	\$8,163,170.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Enrollment Center (Continuing)	Yes	\$2,441,939.00	\$2,166,538.87
3	3.12	Summer programming to address learning loss (New)	No	\$8,695,671.00	\$20,837,388.67
3	3.13	Grade Level Readiness Intervention (Continuing)	No	\$1,396,500.00	\$2,832,114.49
3	3.14	Address the unique needs of American Indian and Alaska Native students (Continuing)	No	\$9,173.00	\$21,530.54
3	3.15	Tobacco Use Prevention Education (Continuing)	No	\$406,966.00	\$194,081.90
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	Yes	\$468,596.00	\$325,549.64
3	3.17	Data practices for Students with Disabilities (Continuing)	No	\$0.00	\$0.00
3	3.18	Site Assistance to improve supports for Foster and Homeless Youth (Continuing)	No	\$0.00	\$0.00
4	4.1	Integration of Social Emotional Learning (SEL) (Continuing)	Yes	\$1,147,041.00	\$1,534,805.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Continuing)	No	\$203,509.00	\$132,212.93
4	4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	No	\$0.00	\$186,225.00
4	4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	Yes	\$500,000.00	\$159,062.80
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	Yes	\$1,785,642.00	\$1,543,103.66
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	Yes	\$383,229.00	\$223,399.00
4	4.7	Behavior Interventions and Data Management (New)	No	\$0.00	\$0.00
4	4.8	Implement Safety Intervention and Response Plan (New)	No	\$0.00	\$0.00
5	5.1	Family and Community Empowerment (Continuing)	Yes	\$572,921.00	\$477,303.90
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	\$1,022,500.00	\$740,090.19
5	5.3	Translation and Interpretation Services (Continuing)	Yes	\$1,285,184.00	\$1,292,890.65

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.4	Fingerprinting for Volunteers (Continuing)	No	\$25,000.00	\$4,512.00
5	5.5	Family Communication Tools (Continuing)	Yes	\$179,619.00	\$126,654.36
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	Yes	\$304,512.25	\$155,967.00
5	5.7	Student Advisory Council (Continuing)	No	\$155,000.00	\$155,996.88
5	5.8	Men's and Women's Leadership Academy (MWLA) (Continuing)	No	\$855,068.00	\$409,115.89
5	5.9	Special Education Adult Professional Learning (New)	No	\$3,500.00	\$0.00
6	6.1	Implementation leadership (Continuing)	No	\$190,053.00	\$189,890.28
6	6.2	Professional Learning for school site leadership teams (Continuing)	No	\$660,000.00	\$0.00
6	6.3	Ongoing support for sites to implement and sustain an effective MTSS (Continuing)	No	\$290,000.00	\$0.00
6	6.4	Peer Mentoring (Continuing)	No	\$150,000.00	\$0.00
7	7.1	Revision and Adoption of Graduate Profile (Continuing)	No	\$0.00	\$0.00
7	7.2	Develop Implementation Plan (Continuing)	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.3	Build Awareness of Graduate Profile (Continuing)	No	\$0.00	\$0.00
7	7.4	Support School Site Alignment (Continuing)	No	\$0.00	\$0.00
8	8.1	Facilities Support Services (Continuing)	No	\$46,254,874.00	\$47,742,358.76
8	8.2	Board-adopted Instructional Materials (Continuing)	No	\$2,149,828.00	\$1,878,771.10
8	8.3	Base Classroom Staffing (Continuing)	No	\$165,116,106.00	\$221,863,647.73
8	8.4	New Teacher Support (Continuing)	No	\$770,477.00	\$436,875.09
8	8.5	Employee Pipelines (Continuing)	No	\$179,700.00	\$116,255.46
8	8.6	Recruitment and Retention (New)	No	\$81,060.00	\$799,002.85
9	9.1	Preschool District Capacity Assessment (New)	No	\$10,000.00	\$0.00
9	9.2	Educational Technology for Students with Disabilities (New)	No	\$8,116,044.00	\$1,068,541.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
9	9.3	Expanded Special Education Staffing (New)	No	\$7,000,000.00	\$6,055,697.48
9	9.4	Team Engagement specific to the needs of Students with Disabilities (New)	No	\$2,501,726.00	\$4,421,366.11
9	9.5	California Commission on Teacher Credentialing (CCTC) Authorization Alignment (New)	No	\$5,000.00	\$0.00
10	10.1	Professional Development to Build Staff Capacity to Identify and Support Homeless Youth (New)	No	\$0.00	\$0.00
10	10.2	Increase and improve referral processes for homeless identification (New)	No	\$0.00	\$0.00
11	11.1	Tutoring Services for Foster Youth (New)	No	\$400,000.00	\$25,000.00
11	11.2	Individualized Case Management (New)	No	\$0.00	\$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
93,907,097	\$95,057,260.25	\$130,606,215.94	(\$35,548,955.69)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	\$2,810,428.00	\$6,991,937.06		
1	1.3	Academic and Career Counseling (Supplemental) (Continuing)	Yes	\$3,361,833.00	\$3,925,915.12		
1	1.4	Central support for aligned master scheduling (Continuing)	Yes	\$201,486.00	\$252,220.80		
1	1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	Yes	\$2,226,627.00	\$2,796,011.22		
1	1.6	Eliminate financial barrier for exam participation (Continuing)	Yes	\$499,165.00	\$296,450.90		
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	Yes	\$1,659,076.00	\$1,806,987.86		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	Yes	\$645,006.00	\$905,988.58		
1	1.9	Department-level data-based decision-making (Continuing)	Yes	\$381,465.00	\$340,237.48		
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	\$415,074.00	\$5,661,371.34		
2	2.2	Differentiated course and program options for advanced learners (Continuing)	Yes	\$188,198.00	\$341,453.75		
2	2.5	Language Acquisition Programs for English Learners (Modified)	Yes	\$141,138.00	\$436,417.62		
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	Yes	\$141,138.00	\$436,417.62		
2	2.7	Pathways to Multiliteracy (Continuing)	Yes	\$141,138.00	\$436,417.62		
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	\$2,976,210.00	\$2,946,447.90		
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	\$37,701,235.00	\$34,686,819.24		
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	\$5,082,331.00	\$6,130,548.62		
2	2.11	Restructured Salary Schedule (Continuing)	Yes	\$11,257,480.00	\$14,425,279.59		
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	\$1,686,408.00	\$2,035,205.50		
2	2.16	Visual and Performing Arts Opportunities (Continuing)	Yes	\$826,801.00	\$992,691.86		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	Yes	\$1,243,789.00	\$1,099,112.79		
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	Yes	\$1,120,870.00	\$1,074,827.72		
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	Yes	\$543,463.00	\$522,322.68		
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	Yes	\$3,531,271.00	\$3,832,462.08		
2	2.21	Increase access to Extra and co-curricular opportunities (Modified)	Yes	\$1,117,604.00	\$1,016,398.29		
3	3.1	Services and support for Foster Youth (Continuing)	Yes	\$538,052.00	\$1,087,083.20		
3	3.3	School Psychologists (Continuing)	Yes	\$4,555,114.00	\$11,429,553.50		
3	3.6	Adopt and Implement English Learner Master Plan (Modified)	Yes	\$141,138.00	\$436,417.62		
3	3.7	Intervention and Supports specific to English Learners (Continuing)	Yes	\$141,138.00	\$436,417.62		
3	3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	Yes	\$2,248,288.00	\$6,918,263.93		
3	3.10	Student Support: Central Connect Center and Site-	Yes	\$837,323.00	\$8,163,170.81		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		based Student Support Centers (Modified)					
3	3.11	Enrollment Center (Continuing)	Yes	\$1,390,169.00	\$2,166,538.87		
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	Yes	\$468,596.00	\$325,549.64		
4	4.1	Integration of Social Emotional Learning (SEL) (Continuing)	Yes	\$392,102.00	\$1,534,805.95		
4	4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	Yes	\$500,000.00	\$159,062.80		
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	Yes	\$1,785,642.00	\$1,543,103.66		
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	Yes	\$383,229.00	\$223,399.00		
5	5.1	Family and Community Empowerment (Continuing)	Yes	\$401,776.00	\$477,303.90		
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	\$206,387.00	\$740,090.19		
5	5.3	Translation and Interpretation Services (Continuing)	Yes	\$714,941.00	\$1,292,890.65		
5	5.5	Family Communication Tools (Continuing)	Yes	\$149,619.00	\$126,654.36		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	Yes	\$304,512.25	\$155,967.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
397,818,710	93,907,097	1.59%	25.196%	\$130,606,215.94	0.000%	32.831%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

- Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
- Indicate the school year to which the baseline data applies.
- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

Action Tables

Complete the Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA’s current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. 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 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **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

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **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).

California Department of Education
November 2023

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Sacramento City Unified School District

CDS code:

34 67439 0000000

Link to the LCAP:

(optional)

<https://www.scusd.edu/draft-lcap-19-20>

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

TITLE I, PART A

TITLE II, PART A

TITLE III, PART A

TITLE IV, PART A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The SCUSD reviews and analyzes data to determine the percentage of students meeting and not meeting grade level standards. Data is also utilized to monitor the district's progress toward our LCAP goals and to ensure the academic achievement of our students. Funds are allocated based on the needs of our schools, community and students. Federal funds are used to supplement the overall goals found in the LCAP.

In general, Title I funds are utilized to supplement funds used to support students in meeting challenging academic standards. All schools receiving Title I funds are Schoolwide programs in SCUSD. A comprehensive need assessment that is based on State and local data is utilized to determine the appropriate use of funds. The needs assessment is included in SCUSD's process for the Cycles of Continuous Improvement.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The SCUSD will use federal funds to supplement LCAP goals and priorities funded with state funds. Activities funded with Title I are based on the needs of our students, school sites and community. The following are supplemental services that will be offered in an effort to support students in meeting challenging academic standards:

- Intervention services to students identified as low performing or at risk of failing.
- Professional learning opportunities to support teachers with standards implementation and ELD instruction.

- Designated teacher collaborative time focused on standards, lesson design, examination of student work and address implications for teaching.
- Parent engagement opportunities to strengthen partnerships between parents, school and District.
- Multi-tiered Systems of Support
- Student Support Center
- Parent Resources Centers

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to identify disparities that result in low-income and minority students being taught at higher rates than other students by ineffective/misassigned, inexperienced, or out-of-field teachers we conducted a local equity gap analysis as described by CDE's LCAP Addendum guidance. Below are the findings from the local equity gap analysis.

- Elementary schools with low-income student enrollment less than the elementary school minority student enrollment average have lower percentage of inexperienced teachers.
- The two K-8 schools with low-income student enrollment percentages that are higher than the district also have two of the lowest percentages of inexperienced teachers.
- There is no clear pattern of inexperienced teacher distribution relative to low-income student enrollment in our middle schools. The only exception is one school that has the highest low-income student enrollment and the highest percentage of inexperienced teachers.
- 3 schools with low-income student enrollment percentages lower than the district average have a higher percentage of inexperienced teachers than the district average. 4 schools with low-income student enrollment percentages greater than the district average have lower percentage of inexperienced teachers.
- Of the 14 schools with minority student enrollment less than the district average, 11 schools had lower percentage of inexperienced teachers than the district average. Of the 17 elementary schools with 95% of greater minority student enrollment, 2 schools had no inexperienced teacher and 5 schools had the highest percentage of inexperience teachers.
- 2 of the three K-8 schools and 3 of the 4 middle schools with minority student enrollment lower than the district average had the lowest inexperienced teacher percentages. Most of the other K-8 schools with above district average enrollment of minority students have similar percentage of inexperienced teachers.

- Most high schools with minority student enrollment above the district average had lower percentage of inexperienced teachers than the district average.
- More elementary schools with low-income student enrollment less than the district low-income student enrollment average percentage (73.0%) have lower percentage of ineffective teachers. More schools with enrollment of 90% or more low-income students have higher percentage of ineffective teachers.
- Schools with lower percentage of low-income students had lower percentage ineffective teachers. 2 of the schools with the lowest percentage of low-income student enrollment had no ineffective/misassigned teacher.
- 2 high schools with low-income student enrollment greater than the district average had ineffective/misassigned teacher percentages greater than the district average.
- Of the 14 elementary schools with minority student enrollment less than the district average, ten schools had no ineffective/misassigned teacher.
- Except two schools, one with less minority student enrollment less than the district average and one more than the district average, most schools had one or fewer ineffective/misassigned teachers.
- There are very few out-of-field teachers in the school district to make a valid conclusion about the relationship between out-of-field teacher distribution and low-income and minority student enrollment. However, one K-8 schools had three of the four-out-field teachers.

A major method we have for providing extra support to ineffective teachers, out-of-field teachers and inexperienced teachers is through our content specific training specialists. SCUSD employs eleven math-training specialists, nine ELA/ELD training specialists, 2 science training specialists, and four social emotional learning training specialists. Training specialists assist classroom teachers with lesson design and formative assessment practices, and help improve teaching by modeling lessons, co-teaching, observing instruction and providing coaching and feedback. The biggest source of funding for our training specialists is Title 1, and Title 1 funded training specialists work exclusively in Title 1 designated schools, as supplemental assistance to teachers. Our ELA/ELD training specialists are also funded by Title 3, so they can give supplemental assistance to all teachers of EL students. These positions are included in the LCAP as well as the annual stakeholder engagement process for input and feedback.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD Family and Community Empowerment (FACE) offers school site training to members of each School Site Council. Training covers School Site Council (SSC) responsibilities; school site finding and linking expenditures to student achievement data; the School Plan for Student Achievement (SPSA); compositions and election of School Site Council; SSC roles and running an effective meeting and SCUSD and state School Site Council reporting requirements.

SCUSD has several schools eligible for Comprehensive Support and Improvement (CSI). The LEA hosts ongoing CSI/ATSI district level meetings for principals to receive technical assistance in creating their improvement plans as well as guidance on how to engage stakeholders in the plan

development process. SCUSD requires that all current as well as planned stakeholder meeting dates be included in the SPSA.

Each year, the Family and Community Empowerment (FACE) Department presents the existing parent engagement policy to SCUSD parents involved in a variety of district and school site parent groups and committees including: the LCAP Parent Advisory Council; the Community Advisory Council; the District English Learner Advisory Committee and Parent Leadership Pathway workshop participants. Translation of materials is provided in all represented languages. Parent participants are given an opportunity through these meetings to provide input on the Parent Engagement policy which is approved by the SCUSD Board of Education and included as part of the Parent Handbook, which is distributed to all families at the beginning of each school year.

The FACE Department, with input from SCUSD parents, developed and implemented the Parent Leadership Pathways Program. This workshop series was created to provide parents with the knowledge and tools that they need to become equal partners in decisions affecting both their child's education and district funding priorities. All classes are taught in the representative languages of the parent participants and free childcare is also provided to eliminate any challenges. Each weekly class is 2 hours in length and, in total, parents receive 65 hours of training throughout the school year. Topics include: District Structure and Tools; Common Core Standards; Understanding Report Cards; Data Analysis; Building Home-School Communication; Attendance and Academic Achievement etc. Parent participants in the Parents Leadership Pathways classes are introduced to social media and safe use for students and taught how to use Infinite Campus to monitor their child's assignments and progress.

The FACE Department provides training and technical assistance to school sites in developing effective parent engagement strategies and activities.

While the FACE Department does not currently integrate with public pre-school programs, FACE does assist school sites in creating parent developed and led Parent Resource Centers upon request.

The FACE Department has established strong connections with all SCUSD departments. SCUSD departments send their parent presentations to FACE for review and input, so that language is accessible and "parent friendly". All parent materials are translated into represented languages by the SCUSD Matriculation and Orientation Department. For certain presentations and surveys, FACE staff walk parents through the materials verbally to ensure understanding where there are literacy challenges.

The FACE Department provides ongoing support to all district parent advisory committees including: Community Advisory Committee (Special Education); District English Learner Advisory Committee; PTA/PTO; and LCAP Parent Advisory Committee. In addition, FACE conducts workshop for parents on creating an action plan and implementing family engagement activities at their school sites.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living

in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In general, Title I funds are utilized to supplement funds used to support students in meeting challenging academic standards. All schools receiving Title I funds are Schoolwide programs in SCUSD. A comprehensive need assessment that is based on State and local data is utilized to determine the appropriate use of Title I funds. The needs assessment is included in SCUSD's process for the Cycles of Continuous Improvement. This process includes the following elements:

- Analyzing data from the California Dashboard and local assessments
- Identification of a problem of practice
- Identifying a root cause to resolve the problem of practice
- Identifying evidence-based highest priority actions/strategies to impact student outcomes
- Operationalizing the identified actions/strategies in the SPSA
- Identifying measurable outcomes as a means to evaluate progress toward accomplishing the goal.

It is important to differentiate support for our students. As a result, SCUSD's expectation is that all school plans identify the gaps in performance across student groups, allowing for the narrowing of gaps and to accelerate academic performance. Strategies include:

- Opportunities for low performing students to meet academic standards, such as, before and after school tutoring services, extended day/school year, credit recovery and other evidence based intervention programs.
- Strategies to meet the needs of all students in the school with a specific focus on the lowest achieving students and student groups who are at risk of not meeting grade level proficiency. These strategies may include counseling, additional teacher PD, parent engagement opportunities and supplemental curricular materials.
- Ongoing parent involvement opportunities;
- Ongoing teacher PD during the schools year and summer
- MTSS

All school site plans are:

- Developed in collaboration with stakeholder groups
- Based on the needs of students and analysis of the prior year's goals and strategies.
- Reviewed by the district twice a year for Title I allowability, the use of effective evidence-based strategies and effective analysis of student outcomes.
- Developed to ensure effective and timely interventions to students and student groups who are identified as low performing
- Written in language that all stakeholder can understand

In addition, SCUSD provides several programs that support our most vulnerable students, including Foster Youth Services, the district-wide Connect Center, and Student Support Centers. Foster Youth Services (FYS) is a group of school professionals that are experts in the educational and social service systems. Established in 1973, the FYS program is designed to serve the unique educational, social and emotional needs of children in foster care by building assets to support resilience and success. Foster Youth Services supported 200+ students through a variety of services including school placement/re-entry meetings, case management, academic counseling, college and career

readiness, tutoring, mentoring, school site support, school site meetings (SST, IEP, 504), Child Family Team Meetings and county child welfare meetings. Foster Youth Services also provides supports for students who have been victims of or are at-risk of commercial sexual exploitation and services for tobacco and other substance use prevention and education. They provide support which includes academic support in the form of the following: making sure students are in the right classes; working with school counselors to change classes when needed; providing support in the classroom. We also provide tutoring. We have a tutoring contract with an outside agency that can provide small group tutoring afterschool for all eligible students.

Commercial Sexual Exploitation of Children (CSEC):

Students who have been victims of Commercial Sexual Exploitation (CSE) face additional challenges in the school setting. Our work is informed by survivor and youth voice with the goal of providing prevention and intervention services so that no student falls through the cracks. Using trauma informed practices, all at-risk or identified CSEC students within SCUSD have access to the following supports:

- Advocacy
- Case Management
- Crisis Assessment
- Mentoring
- Peer Mentoring
- Referrals to community providers
- Safety Planning
- School-based support services - School Re-Entry Support
- Small Group Sessions
- Training

Student Support Centers and the Connect Center:

SSHS operates 28 Student Support Centers (SSCs) at schools throughout the district to provide support to students who are struggling socially, emotionally, behaviorally and/or academically. At each center, a coordinator works closely with school staff to identify students in need of assistance. Once identified, staff assess both the student and family's needs and strengths, employing available assets in planning interventions. Social workers, interns, and community partners work collaboratively with students and their families to address issues that are of concern to them, drawing on other resources for additional support.

The Connect Center is a centralized Student Support Center that serves as a "gateway" to critical supports for students and families whose schools do not offer an SSC. This central hub is designed to increase coordination of services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students. The Connect Center also houses the district's LGBTQ support programs, and serves as a gateway to health insurance enrollment for all SCUSD students.

LGBTQ Support Services provides mentoring support to individual students and their families, technical assistance to school-site Gender & Sexualities Alliance (GSA) Clubs; facilitates the LGBTQ Task Force, comprised of staff, students, parents, and community members; plans and facilitates the student conference "Be Brave Be You," and a bi-annual professional development opportunity for staff and community members entitled "No Time to Lose."

Health Insurance Enrollment is provided onsite in partnership with Sacramento Covered on Tuesdays at the Connect Center, and Thursdays during Immunization Clinic hours.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In coordination with services provided under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), SCUSD provides services for homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support 1) Enrollment: Identification of homeless students; enrollment support services for parents and students; direct referrals and coordination with the Enrollment Center; continuation in school of origin; immediate enrollment; records retrieval; referrals to immunization clinics & other local services; collaboration with shelters and community agencies; information dissemination in SCUSD and community agencies; dispute resolution related to school selection/placement; other related services; 2) Attendance: Outreach services to parent/students to promote attendance and reduce chronic absenteeism; coordination with schools, parents, and students on attendance issues; transportation to school of origin; 3) Success of homeless children and youths: Access and referrals to Title 1 services and other state and federal programs; coordination with schools and district offices to ensure students are receiving comparable services and services for which they are eligible; coordination with schools, parents, and students to address attendance, academic, and behavior issues; outreach services and referrals for basic needs and community resources; school and hygiene supplies; and other education support services. 4) A new early warning system (EIS - Early Identification and Intervention System) is being utilized by school sites to identify students who are off-track or at-risk in attendance, behavior and course performance (ABCs). By providing interventions to students/families experiencing homelessness who are also struggling with attendance, behavior and/or course performance, we can help mitigate the impact to school performance.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Over the last year middle school and high school Counselors have diligently worked on providing services to students that would ease the transition from middle to high school and from high school to which ever post-secondary path students decided to take.

In the 7th grade, Counselors have developed a series of modules that are designed to support students navigate middle school by empowering students to leverage and access their resources, understand the concept of credits, understand the importance of grades, understand a different grading structure ie., quarters vs. semesters, and the importance of getting engaged, getting involved in clubs etc. In the spring 7th grade students take a career interest inventory using the CCGI platform and begin exploring their personal interests, careers, universities, and end the year by learning what the different systems of higher education are in the state of California.

In the 8th grade, students are introduced to the different high school specialty programs in the district and are encouraged to apply, leveraging the results from their career interest inventory. The idea is that students will apply to high schools that will either support their post high school goals or allow them to learn about programs that are of interest to them and will guide them towards the development of post high school goals. It is through this process where students learn about the different pathways at the high schools, some of which include dual enrollment courses. Enrollment in a pathway is not the only option for taking community college courses, students have the opportunity to take community college courses via the Advanced Education Program which is hosted by all of the Los Rios Community Colleges. The 8th grade students end the year by selecting courses for high school and middle school counselors walk them through once again the differences between grading structures in middle and high school, the importance of GPA, and the implications of not taking A-G courses. During the last session students engage in process of developing SMART goals to ensure their success in the 9th grade. Middle School Counselors utilize growth mindset strategies during this collaborative small group activity.

In grades 9th-12th High School Counselors continue with the implementation of modules designed to support students in the areas of time/task management, success in school, researching careers, understanding financial aid, applying for scholarships, and ultimately solidifying a college list in preparation for the college application cycle which begins in October of their 12th grade year. All seniors receive assistance submitting their CCC, CSU, UC, or private college application. They are invited to attend information sessions about different systems of higher education and financial aid. They also receive hands on support submitting their FAFSA application as we understand this is a critical component in the matriculation process.

In reference to collaborative efforts with partners, over the last year we have hosted a couple of meetings where we have shared with our college access partners our vision as a district and shared our interest to strengthen our working relationship. During the last meeting we were able to map what services were provided by grade level from all respective programs. This allowed a very healthy conversation about how to expand services without incurring additional costs and really leverage each other's resources. This also allowed us to identify areas where we could certainly

increase efficiencies and eliminate any duplication of services. We have agreed to meet quarterly to further identify areas of potential collaboration as all parties felt the time was well spent.

Additionally, SCUSD will provide supplemental support to underrepresented student groups in the areas of college advising, financial aid, mentorships, leadership development, and career preparation. Additional outreach and support to students and parents outside of the school day by individuals that are uniquely equipped and understand the needs of the community will positively impact graduation, A-G, and ultimately college and career attainment levels.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement

THIS ESSA PROVISION IS ADDRESSED BELOW:

- (a) SCUSD conducts universal screening to identify students across the district in grades 1 and 3 for eligibility for GATE services. Currently the district serves approximately 5000 students who have been GATE identified. Approximately 76 teachers have participated in and received GATE certification, provided by SCUSD. The district also provides a GATE coordinator and GATE training specialist who assist teachers with lesson design, formative assessment practices, and improving teaching by modelling lessons, co-teaching, observing instruction, and providing coaching and feedback.
- (b) High schools and middle schools in the district have teacher librarians whose role it is to develop effective library programs and to teach digital literacy to students. Teacher librarians also support teachers in the teaching of digital literacy. Elementary schools in the district have library media technicians who run library programs. SCUSD will be hiring a district librarian whose role will include providing guidance and professional learning to teacher librarians and library media technicians.
- (c) The following high needs schools will engage in a partnership with City Year, INC: Earl Warren, Father Keith B. Kenny, Fern Bacon, Leataata Floyd, Oak Ridge, Rosa Parks. The goals of this partnership are to increase attendance, provide support for behavior and social emotional development of students, provide coaching a support realted to behavior, support school instructional goals in ELA and math in the after school space. Student level performance data will be used to monitor program progress and evaluate the efficacy of City Year's suite of services described above.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD does not receive Title I, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers: The district provides professional learning opportunities to support teachers with standards implementation. SCUSD currently employs a cadre of (10) math, (9) ELA/ELD, (2) science, (1) Gifted and Talented Education (GATE) and (4) social emotional learning (SEL) training specialists. The training specialists provide coaching and feedback, conduct demonstration lessons, and work with teachers on lesson/unit and assessment planning. Much of the work of the training specialists has been around supporting teachers with the use of high quality tasks/texts and questions, academic discourse, and formative assessment practices. In addition, all teachers are provided early release time on Thursdays, for them to collaborate with their colleagues. This designated collaborative time is for teachers to learn more about the standards, design lessons, examine student work and address implications for teaching. Collaborative time is run by teachers and develops meaningful teacher leadership. The district adopted a new ELA/ELD curriculum in the 2019/20 school year, and has made available professional learning on the new curriculum available to all teachers. Moreover, professional learning modules based on the new curriculum were offered to all elementary schools and lesson study opportunities based on the new materials were offered to secondary teams of teachers. For NGSS implementation, the district has developed a mentor model, whereby teacher leaders based at school sites become science mentors. We have 12 science mentors who collaborate regularly with our science coordinator and 2 science training specialists on NGSS implementation at their individual school sites and across the district. For Social Emotional Learning (SEL) implementation, the district supports teacher's professional learning on creating a positive classroom culture, implicit bias, trauma informed practices, and restorative practices. Moreover, support is provided to teachers for explicit SEL curriculum instruction and the integration of social emotional learning with academics. Through school staff meetings, every teacher in the district has been provided with professional learning for meeting the needs of students with disabilities.

Induction: In SCUSD, all new teachers holding a preliminary credential are enrolled in our two-year job-embedded Induction Program. All new teachers holding an intern credential or Short-Term Staff Permit (STPS) are assigned a Support Provider through our Induction Office to provide support to meet the MOU with the intern program or until the Participating Teacher is enrolled in an intern program. The district currently has 125 support providers providing support to 312 Participating Teachers. The Support Provider creates opportunities to discuss and reflect on the teachers' instructional practice in relation to the California Standards for the Teaching Profession (CSTP). The Participating Teacher collaborates, develops and creates an Individual Learning Plan (ILP) with the support provider including a SMART Goal and CSTP standard which they will focus on to show growth towards mastery. In addition to working with the support provider, the ILP is shared with the

current administrator for input and feedback regarding the goals and focus standard. The ILP is revisited and revised as needed at the end of each quarter after the initial submission. Participating Teachers participate in four Teaching Cycles a year (1 per quarter) to collaborate and receive feedback on lesson plans and lesson delivery from their assigned support provider in addition to the opportunity to reflect on their instructional practice formally. Interns complete two Teaching Cycles a year (1 per semester). The support provider provides opportunities for the activities above, the opportunity to reflect on day-to-day practices and struggles, a safe space to share and be heard during weekly support meetings. The support providers also attend seven support provider meetings throughout the year to receive Mentoring Matters professional learning, networking opportunities with other support providers, to reflect and improve on their practice as a support provider and receive support to best meet the needs of our new teachers. At the end of the two-year Induction Program, upon completion of the required activities, Participating Teachers holding a preliminary credential may be recommended for a clear credential. Those participating as an intern will have met their Intern Program requirements at the completion of the two-year program and may be recommended for a preliminary credential by their intern program. Those holding a STPS will have support while working towards enrolling in an intern program. SCUSD Induction Program provides our beginning teachers with support and opportunities to be reflective and participate in continuous improvement of their instructional practice in their first couple of years teaching, which allows us to build capacity and retain our teachers for years to come.

At the end of each quarter, participating teachers complete a Google Form Survey providing feedback about the program, the meetings, support and their experience in regards to their progress towards mastery of the CSTPs and professional growth. We also have our support providers complete a Mid-Year Survey regarding the experience with their PTs for that year to help us understand areas we are successful in providing support and areas that may need to be addressed and/or revised to best meet the needs of our teachers. The results of the surveys are analyzed and compiled to share the feedback with the support providers as a large group and to share with our Advisory Committee. This information and feedback from support providers and the Advisory drive changes, adjustments and edits to our program to meet and support our teacher's needs.

School Leaders: SCUSD's capacity building for site leaders has occurred primarily through bi-monthly principals meetings. These meetings have been focused on the implementation of improvement science to improve student outcomes, professional learning on the new ELA/ELD curriculum, and professional learning on meeting the needs of students with disabilities. The academic office also supports site administrators individually with standards implementation in content areas such as math, ELA/ELD, science, PE and VAPA. Site leaders are also supported in the implementation of school climate initiatives such as positive behavior interventions and supports, trauma informed practices, restorative practices and schoolwide SEL. This individualized support and professional learning is designed to help school leaders improve school climate, reduce chronic absenteeism and reduce suspensions.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title II funded activities are provided to all schools within the LEA, which includes schools that are eligible for CSI and ATSI.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD is involved in the implementation of improvement science across the district. Through the professional learning for teachers described above, both site leaders and training specialists are working with groups of teachers using improvement science methods and tools. Through the use of improvement science, teams of teachers, training specialists and site leaders are essentially answering three questions:

1. What is it that you are trying to accomplish? (How much, for whom, by when)
2. What changes might you try and why?
3. How will you know if a change is an improvement?

In answering these three questions, teams of teachers are setting up their own metrics of success for continuous improvement. Each team identifies data sources for the short, medium and long term. As an example, a long term measure could be SBAC results, a medium term measure could be a unit assessment, and a short term measure could be the specific change idea that teachers decided to try, such as how many students are drawing a picture to help solve a math problem. Each of these measures are decided upon locally by the teacher team trying out the change. The teacher team can then use the data to adapt their plans as needed.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD will provide ongoing, EL-specific professional learning opportunities to district leadership, principals and teachers. These opportunities are followed with job-embedded coaching, a research-based practice that increases the implementation of new learning.

Professional learning for teachers and instructional support staff will focus on the effective classroom implementation of integrated and designated ELD, using the newly adopted, standards-based ELA/ELD materials as a resource.

Teachers have the opportunity to learn new information on standards-based instruction and making core instruction comprehensible for ELs in a variety of ways: district professional learning; collaborative planning time with training specialists (coaches), watching model lessons, engaging in lesson study, etc. However, new information is followed by job-embedded support, expectations for progress and some measurement of implementation. Teachers are also receiving ongoing professional learning on Universal Design for Learning (UDL) as a framework for tier 1 instruction for all students. UDL is designed to meet the needs of diverse students with diverse learning needs, including EL students.

Professional learning for principals will also focus on the effective implementation of ELD and UDL, but through a leader's lens:

- developing an understanding of integrated and designated ELD and UDL as tier 1 instruction.
- knowing what both types of ELD look like in the classroom
- supporting teachers to provide effective ELD and effective tier 1 instruction using UDL.
- monitoring progress in implementation

and will include opportunities for instructional walkthroughs, video discussions, training specialist (coaches) collaborative observations, etc. Once evidence is collected, principals, instructional assistant superintendents and other district leadership participate in structured role-alike discussions, in which they review the evidence, discuss possible change ideas and implement improvement science to support continuous improvement.

District leadership will engage in professional learning that focuses on supporting principals in making ELD and UDL implementation more effective at their sites. This includes providing content that is parallel to the principals' and understanding the expectation of site administrators under EL law.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our focus is on providing secondary newcomers (immigrants) with an increasing course selection that contains courses tailored to their needs. All secondary immigrant students receive access to the core by virtue of being scheduled into standards-based core courses taught by teachers who are authorized to differentiate instruction for ELs and to teach ELD. All newcomers will have a beginner ELD class or classes and may be enrolled in one or more of the specialized ELD courses. The specialized newcomer pathway courses meet content graduation and A-G requirements. They include: ELD Geography, ELD Ethnic Studies, ELD US History, ELD World History, ELD Government, ELD Economics, ELD Biology, ELD Chemistry, ELD Physics, and ELD Integrated Math 1 and 2.

Title III funding is also used to support additional tutoring for newcomers by classroom teachers.

The Matriculation and Orientation Center is specifically designed to support the parents of English learners through interpretation and translation of district-wide and school-wide documents, participation in the open enrollment process, participation in board meetings, DAC, CAC, DELAC, etc. for eight languages (Spanish, Hmong, Cantonese, Vietnamese, Russian, Ukrainian, Pashto, and Dari). Many newcomers speak languages other than our top spoken languages, so Title III funding is used to provide oral and written interpretation and translation. Title III funds also support the translation and interpretation of foreign transcripts, so students can maximize the classes they've already completed in their country of origin.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

SCUSD provides a comprehensive educational program for English learners. Our systems for identifying, assessing, assigning instructional programs, monitoring, and reclassifying are all in place. Therefore, Title III provides supplemental funding to enrich students' core programs. The goals and activities of the EL program result from the needs assessment, which is based on the analysis of multiple sources of data, predominantly student achievement data, by a variety of education partners. For example, the last time we were able to assess ELs' progress on CA's annual language proficiency exam, only 51% of SCUSD's ELs met their expected progress. This led to our current focus, a coherent program of English language development using new, standards-based ELA/ELD materials. Providing professional development on using effective ELD pedagogy with their new materials to classroom teachers in grades K–6 and English/ELD teachers in grades 7-12 is a primary focus. This professional development effort is carried out largely with Title III-funded instructional coaches who provide job-embedded coaching for teachers and principals in schools with high EL populations. The results of the ELPAC, the district's interim, curriculum-embedded assessments, teacher and principal surveys, and ELD implementation rubrics will be used to measure the effectiveness of our supplemental support for EL's educational programs. This is one example of how our district implements, administers, monitors, and assesses supplemental services provided by Title III.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and

(B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district's focus for English learners is on the effective classroom implementation of integrated and designated ELD, using the newly adopted standards-based ELA and ELD materials as a resource. Our new adoption provides standards-based materials for the first time since the Common Core and CA ELD Standards were adopted.

In order to support adults in making the positive change for EL students outlined above, the majority of our Title III funding is focused on adult professional development—for teachers, principals, district leadership, and parents. Professional development is ongoing; nearly all occurs in a cycle in which a new practice is implemented, reviewed (based on data), revised, and implemented again.

Our coaching model is rooted in the Quality Professional Learning Standards for Coaching. SCUSD Training Specialists (TS) lead the professional development and professional learning work for identified school sites. They are instructional experts who guide and support adult learning at each identified site to support their Student Plan for Student Achievement goals. The goal is to engage in meaningful content, active learning, support for collaboration, models for effective practice, coaching and expert support, and a sustained duration of the learning. Training specialists (coaches) use research-based practices to plan and coordinate teacher and principal professional development. This approach also involves analyzing student performance, artifacts such as writing samples, and other data to drive professional learning. The structure for collaboration involves one-to-one learning, small groups, or whole groups (Vigotsky, 1978). TSs model effective instructional practices that include lesson videos, media presentations, or co-teaching in conjunction with the curriculum that aligns with the standards. A cycle of coaching involves observing and collecting data at the identified schools. The data will be analyzed with the entire ELD/ELA team. Based on the collected and analyzed data, the TS team will develop a professional learning plan tailored specifically for each school site. The TS will model the learning plan using research-based instructional strategies and create opportunities to debrief the training and/or classroom observations with school teams led by the principals. TSs create reflection and feedback processes to continue learning and improving as a team, with the goal of implementing continued cycles of learning as professional development is implemented at each site.

Additionally, all content area initiatives include English learner needs from the onset because the Academic Office has aligned their efforts to support this important group.

In grades TK-12, the focus is on supporting classroom teachers and principals with the ELD materials for integrated and designated ELD from the adoption and providing job-embedded coaching to support effective implementation using Title III-funded instructional coaches.

In grades 9-12, an additional focus is on providing newcomer courses, designed especially to support their language learning needs while providing core instruction that will allow them to earn credits and graduate from high school, A-G ready.

Title III also supports our State Seal of Biliteracy recipients and younger students enrolled in bilingual pathways. The number and percent of English learners that earned the Seal of Biliteracy for the last three years:

2020-21- 14.50% (57)

2021-22- 4.50% (15)

2022-23-4.0% (14)

We expect the percentage of our students making the expected annual progress in English language proficiency to rise by 10 percentage points. A total of 1,993 students or 31% moved up at least one ELP level as measured by ELPAC 2022-23. We expect the percentage of students reclassified to rise by 9 percentage points. We expect to establish the baseline percentage of students performing at grade level based on ELA interim assessments when they are first administered next year.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Title IV application and plan was developed in consultation with SCUSD stakeholders. SCUSD staff met with parents and community members, including the District English Learner Advisory Committee, Community Advisory Committee, Principals, Teachers and various departments to review the requirements of Title IV as well as seek feedback on how to best utilize the funds. As a result, stakeholder groups provided guidance on the Title IV program activities and suggestions for revision of the finalize plan.

Our needs assessment indicates that in the Sacramento City Unified School District (SCUSD), there is a need to develop systems and supports for students who are identified as academically low performing, chronically absent or who are in need of additional supports to be successful in school and beyond.

The following programs will be supported by our allocation of Title IV funds:

Access to well-rounded education approximately

To increase student attendance rates and student engagement, Title IV funds will supplement existing expanded learning programs. In conjunction with long-standing supplemental providers and community partners, our Youth Development department will increase student access to the follow programs across 62 of our elementary to high school sites:

- Arts and music programs
- Attendance promotion and incentives
- American Indian Education Program
- STEM

To further decrease the number of students who are at risk of dropping out of school our Youth Development department has instituted a Men's and Women's Leadership Academy. The Academy focuses on bringing together teachers, students, parents and community businesses and partners to provide the encouragement needed for 9th-12th graders to complete high school and enroll in college. We will evaluate the effectiveness of this program by tracking the attendance rates as well as the summative assessment data of the students who participate in the program to ensure that students have the widest array of options after graduation.

Additionally, the SCUSD will support the development of a Multi-Tiered System of Support (MTSS). This will include hiring an outside school climate consultant to memorialize the SCUSD MTSS work team's efforts to produce resource documents, support schools in developing process and procedures and help create district wide policy related to MTSS and intervention programs for low performing students. We will also provide staff with Positive Behavioral Interventions and Supports (PBIS) professional learning opportunities, as well as support the development of a Multi-Year plan to increase attendance. The objective is to increase students' academic achievement through timely interventions and services. This is be evaluated using multiple measures, which include attendance rate data, state and local assessment data and student/school level behavior reports generated by our Early Identification and Intervention System (EIS).

In addition to developing systems to support students who are at risk of failing, chronically absent or students with behavior issues, we feel it vital to provide additional services to our students who are identified as foster youth or homeless. The district annually serves approximately 477 foster youth (currently 281 students) and 500 homeless (currently 257) students. As a result, Title IV funds will be used to supplement our targeted foster and homeless student case management program and academic interventions.

Support safe and healthy students approximately

In conjunction with long-standing supplemental providers and community partners, our Youth Development and student support services departments will increase student access to the follow programs across 62 of our elementary to high school sites:

- Social Emotional Learning
- Bullying Prevention
- Mental Health services

The objective is to assist students in acquiring the skills necessary to understand and manage their own emotions and cope with adverse situations. We will evaluate the effectiveness of this program by tracking the attendance rates, pre and post survey data from participating students and

student/school level behavior reports generated by our Early Identification and Intervention System (EIS).

Improve the use of technology approximately

To improve the use of technology, SCUSD will provide additional summer professional learning opportunities that are focused on increasing our teachers' capacity to integrate social emotional learning as well as technology into the core curriculum. This professional learning opportunity deeply aligns to the needs of our students as well as the goals of our Local Control and Accountability Plan (LCAP). The objective is to build teachers' capacity in these areas. This will be evaluated through lesson plan collection, feedback from site leaders and state/local data assessment data.