

# Local Control and Accountability Plan

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

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## Plan Summary [LCAP Year]

### General Information

A description of the LEA, its schools, and its students.

Sacramento City Unified School District is a large, urban school district situated in the central and southern part of California’s capital city. SCUSD is the 13th largest district in the state and one of the oldest K-12 districts in the western United States. Established in 1854, SCUSD serves approximately 42,000 students at seventy-five schools spanning seventy square miles. These 75 schools include forty-two Elementary Schools, eight K-8 schools, six middle schools, eight high schools, two Grade 7-12 schools, one Grade 4-8 Community Day School, one Independent Study school, two Adult school locations, and five dependent charter schools. Preschool and early Kindergarten programs are operated within many of the district’s elementary school sites.

The City of Sacramento has previously been identified as one of ‘the most diverse cities’ in the country. A 2002 report by the Civil Rights Project at Harvard University named Sacramento ‘America’s most integrated city’ and it has continued to appear on lists of the country’s most diverse cities. SCUSD’s boundaries encompass most of the central and southern portions of the City of Sacramento. These areas, in particular south Sacramento, have historically been some of the most diverse in terms of race, ethnicity, culture, and language.

SCUSD’s 2020-21 student population is 40.8% Hispanic/Latino, 17.2% White, 17.7% Asian, 12.6% African American, 7.6% Multi-racial, 2.2% Native Hawaiian or Pacific Islander, 1.5% Filipino, and .5% American Indian or Alaska Native. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (71.6%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.7%). The student population also includes 17.2% English Learners and 15.3% Students with Disabilities. Many SCUSD students speak a primary language other than English. More than 50 different languages are represented with Spanish, Hmong, Vietnamese, Cantonese, Mandarin, and Russian among the most common.

SCUSD is guided by its Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both address the notion that ‘Every system is perfectly designed to get the results that it gets’ and acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all students and families.

**SCUSD Core Value:**

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

**SCUSD Guiding Principle:**

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

Performance results for SCUSD continue to demonstrate gaps in achievement for all students relative to their peers across the state and significant gaps within the district for multiple student groups. These gaps are discussed in detail within the 'Reflections' sections below and inform many of the target student outcomes set within the plan. SCUSD acknowledges that the persistent gaps in performance for Students with Disabilities, English Learners, Foster Youth, Homeless Youth, Low-Income students, African American students, Hispanic/Latino students, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students are unacceptable and that the system we have historically operated has perpetuated these outcomes.

The COVID-19 pandemic, closure of physical schools sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families including food and housing insecurity, access to technology/connectivity, unemployment, and access to health care have exacerbated existing inequities while also bringing them into clearer focus. The learning loss experienced by students during the pandemic will require focused effort in the coming years to address. In responding to the challenges school closures and distance learning, the district did accelerate its progress in providing technology to students and leveraging the opportunities available in the digital space. This happened both in instruction and other district operations. It is the hope of all that we will be able to build upon this learning in a way that allows us to leap forward and not return to 'business as usual' when schools fully reopen.

Prior to and throughout the pandemic, SCUSD has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture to one of data-based decision-making and equity-driven resource allocation. The implementation of an effective Multi-Tiered System of Supports at all school sites is a key part of this aim. In considering the implementation of specific actions, three key questions are asked (1) What specifically are we trying to accomplish? (2) What changes might we introduce and why? and (3) How will we know that a change is an improvement?

This lens is of particular importance as the district finds itself facing significant fiscal challenges in the current and coming years. As detailed in a December 2019 report by the California State Auditor and numerous other internal and external reports, SCUSD has a structural deficit that, if not addressed, could result in fiscal insolvency. Savings associated with the closure of schools and additional one-time funding during COVID have provided a temporary reprieve, but neither of these has addressed the underlying problems. A major concern of the district and community is that the structural deficit will not be solved in time and could result in state receivership/takeover. District staff are currently working in partnership with staff from the Sacramento County Office of Education (SCOE) to develop and implement plans to address the deficit. Collaboration and negotiation with bargaining group colleagues is an important step in this process. Given the magnitude of the district's fiscal challenges and the imperative to interrupt inequities, SCUSD finds itself in a position of having to 'do more with less.' SCUSD's commitment to equity-driven decision making and resource allocation are critical components for navigating this three-year LCAP cycle in a manner that improves outcomes for all students and closes the significant performance gaps between student groups.

## Reflections: Successes

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

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on SCUSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21.

SCUSD's 2019 Dashboard results included several areas of progress that the district would like to build upon in the coming year and over the three-year LCAP timeline. One such area is the decrease in Suspension rate observed on the 2019 Dashboard and continued into 2019-20. From 2018 to 2019, SCUSD's overall suspension rate decreased by 0.4 to 5.6%. More importantly, there were decreased rates for groups that have been identified for disproportionate suspension rates in the past. The suspension rate for African American students decreased by 2.0 – notable progress - but at 14.6% was still significantly higher than any other student group. The rate for American Indian or Alaska Native students decreased by 1.0 to a rate of 8.0%. Similarly, Homeless Youth decreased by 3.0 to a rate of 12.2%. All of these results represent movement in the right direction while reaffirming the need for ongoing process. Students with Disabilities remained at 10% after a small decrease of 0.3 and Foster Youth increased by 0.7 to 21.2%. These two results served as a reminder that an overall reduction and specific instances of student group success do not mean that a decreasing trend is uniform across all groups.

In the period of 2019-20 prior to school closures, Suspension rates for all students and every student group were lower than the same point in time in 2018-19. The rate for all students had decreased from 3.8% to 3.1% and further progress was evident for focus student groups. The rate for African American students had decreased from 10.1% to 8.1%, the rate for students with disabilities from 7.2% to 5.6%, Foster Youth from 14.2% to 9.9%, and Homeless Youth from 8.5% to 5.2%. These decreasing rates are evidence of continued progress. However, multiple student groups still had suspension rates well above that of 'All' students and their peer student groups. With the move to distance learning and significant change in Suspension practices, data for the end of 2019-20 and 2020-21 is not comparable to that from the 2019 Dashboard and the first part of 2019-20. SCUSD looks forward to building upon the overall progress as in-person learning resumes and schools are reopened in full.

Though recent results are not available to evaluate a continued trend, initial progress within the English Language Arts (ELA) area of the Academic Indicator was observed on the 2019 Dashboard. Following full implementation of the ELA curriculum, an overall increase of 4.7 to a status of -22.1 points below standard (referred to as Distance from Standard (DFS)) occurred from 2017-18 to 2018-19. Significant increases were seen for Foster Youth (16.7 point increase to -82.5 DFS), Socioeconomically Disadvantaged students (5.3 increase to -44.3 DFS), Hispanic/Latino students (6.5 increase to -40.1 DFS), White students (8.0 increase to 33.3 DFS), and Multiracial students (7.1 increase to +2.8 DFS). As in the case of Suspension rate, increases were not achieved across all student groups, revealing areas of need within the overall improvement trend.

In the area of Chronic Absenteeism, SCUSD's 2019 Dashboard results showed a 0.2 increase to a 14.8% overall rate. The 0.2 increase was well below the 1.1 increase for the state of California and, given the loss of attendance days to both the northern California fires and a labor action during the 2018-19 school year, is cause for reflection. In an examination of local data, the efforts of the Be Here program demonstrated

significant success. Of the 18 schools that have been the focus of the grant work, 11 *reduced* their Chronic Absenteeism rates in 2018-19, even with the impacts of the fires and labor action. Overall, the 18 focus schools achieved a 0.81 decrease in their collective Chronic Absenteeism rate. To achieve this, the Be Here team has supported sites to implement best practices including regular meeting of site attendance teams, establishing data-based site attendance goals, developing attendance-specific MTSS structures and systems, regular data review, individual student case management, and participation in a monthly peer learning network to share across sites. SCUSD is excited to be expanding the focus efforts in the coming years with the awarding of renewed grant funds for the Be Here program.

In the period of 2019-20 prior to school closures, Chronic Absenteeism rates were on track to be near or below 2018-19 rates. The rate for all students through February 2020 was 11%. Following school closures and throughout distance learning, attendance was measured differently, making any end-of-year 2019-20 rate and 2020-21 rates less comparable to prior data. However, Chronic Absenteeism during 2020-21 does indicate the need to refocus efforts in this area and continue building upon the progress made in 2018-19 and leading into school closures during 2019-20. The 2020-21 rate for all students in 2020-21 (through March 2020) was 17.8%.

Graduation Rates and completion of University of California ‘A-G’ requirements have also shown some progress, though not universally across all student groups. From 2018-19 to 2019-20, the district’s graduation rate increased from 85.7% to 87.3%. Results varied by student group, with significant improvement occurring for Foster Youth (66.7% to 81.3%), Students with Disabilities (66% to 70.4%), African American students (77.1% to 82.4%), and White students (84.6% to 92.5%) and concerning decreases for English Learners (81.2% to 75.8%), Homeless Youth (75.3% to 72.9%), American Indian or Alaska Native students (81.8% to 73.3%), and Native Hawaiian or Pacific Islander students (87% to 71.9%). These results again demonstrate that, within the overall positive increase of the districtwide rate, significant needs are revealed for student groups. Completion of UC ‘A-G’ requirements, overall, demonstrated more consistent progress across student groups. The percentage of all graduates meeting UC ‘A-G’ requirements improved from 50.7% in 2018-19 to 54% in 2019-20. Almost all student groups improved from 2018-19 to 2019-20, though both Homeless Youth (24.6% to 20.9%) and American Indian or Alaska Native students (44.4% to 30%) showed concerning decreases. Overall, graduation rates and UC ‘A-G’ completion have improved significantly since 2016-17. This corresponds with focused counseling and academic planning supports. A key need that remains is the acceleration of progress for student groups whose outcomes remain disproportionately low relative to their peers. This will require more focused efforts in the coming years to ensure that not only can overall progress continue to be highlighted, but closure of gaps can also be celebrated.

An implementation success that is important to note is the recent launch of a multi-year effort to install and sustain an effective Multi-Tiered System of Supports (MTSS) districtwide. The urgent need for a coherent MTSS has been acknowledged for years by a range of stakeholders. During 2020-21, the district began training for the first of three cohorts of schools that will ultimately provide comprehensive training for all sites. Each cohort will go through three years of training with ongoing coaching and support throughout. The cohort timeline is shown below:

<b>MTSS Implementation</b>	<b>Year 1 (2020-21)</b>	<b>Year 2 (2021-22)</b>	<b>Year 3 (2022-23)</b>
<b>Cohort 1</b>	Explicit Instruction & Training	Technical Assistance & Coaching	Technical Assistance and Coaching
<b>Cohort 2</b>		Explicit Instruction & Training	Technical Assistance and Coaching

Cohort 3			Explicit Instruction & Training
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The key training activities during each cohort’s Year 1 trajectory will occur over a five-day period and include:

- Day 1: Leaders as Problem Solvers and Change Agents
  - Adaptive Leadership, Systems Change & Implementation Science
- Day 2: Leaders as Coaches and Facilitators
  - Multiple Tiers & Building Capacity, Mapping Tier 1 Resources, Effective PD skills and coaching
- Day 3: Leaders as Collaborators
  - Effective Teaming Practices, Family Engagement
- Day 4: Leaders Engaging in Continuous Improvement
  - Data Evaluation, Tools for monitoring fidelity of problem solving
- Day 5: Leaders who Build Future Leaders
  - Scaling up practices and planning for sustainability with school improvement context

SCUSD is committed to supporting effective MTSS implementation and sustainability for the long-term. This is a critical step for the district to not only improve outcomes for all students, but also to more effectively serve students with the highest needs. Building upon the initial successes in MTSS implementation will enable the district to address the many needs that exist, including those discussed in the section below. In addition, the district has focused on implementation of Universal Design for Learning (UDL) practices as a key pillar of the core program. In transitioning to Distance Learning, the district took the opportunity to provide UDL training to all staff. This supported a more effective implementation of Distance Learning instruction while also laying a foundation of training to build upon in future years.

**Reflections: Identified Need**

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

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. The areas of need described in this section are based on SCUSD’s 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21.

SCUSD’s performance on the 2019 Dashboard as well as the district’s outcomes on the previous dashboards (2017, 2018) demonstrate that the district needs significant improvement in many areas and for many student groups. More recent outcomes from 2019-20 and to-date in 2020-21 reaffirm the need for improvement. When discussing student group data, it is important to acknowledge the high degree of intersectionality that exists between groups. A student can be *both* an English Learner and have an identified disability. A student can be Homeless *and* White *and* Socioeconomically Disadvantaged. Most students are included in multiple groups and focused efforts to support one identified student group can often serve to support others.

The table below summarizes SCUSD's 2019 Dashboard results. In cases where a student group's performance level is two or more levels below that of 'All Students' performance, the result has been shaded. Detailed descriptions of each indicator follows the table. This description includes additional reflection in cases where student group performance is disproportionately low relative to that of 'All Students,' regardless of the performance color difference.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/ Career	ELA	Math
All Students	ORANGE	YELLOW	YELLOW	YELLOW	YELLOW	ORANGE
English Learners	ORANGE	YELLOW	GREEN	ORANGE	ORANGE	ORANGE
Foster Youth	YELLOW	RED	RED	YELLOW	ORANGE	RED
Homeless Youth	RED	YELLOW	YELLOW	ORANGE	RED	RED
Socioeconomically Disadvantaged	ORANGE	YELLOW	YELLOW	YELLOW	YELLOW	ORANGE
Students with Disabilities	ORANGE	ORANGE	RED	ORANGE	RED	RED
African American	RED	YELLOW	ORANGE	YELLOW	ORANGE	ORANGE
American Indian or Alaska Native	ORANGE	YELLOW	N/A	N/A	ORANGE	RED
Asian	ORANGE	GREEN	GREEN	YELLOW	ORANGE	YELLOW
Filipino	ORANGE	GREEN	BLUE	GREEN	GREEN	YELLOW
Hispanic	ORANGE	ORANGE	ORANGE	YELLOW	YELLOW	ORANGE
Native Hawaiian or Pacific Islander	RED	ORANGE	GREEN	ORANGE	YELLOW	ORANGE
White	GREEN	YELLOW	ORANGE	GREEN	GREEN	GREEN
Two or More Races	YELLOW	YELLOW	GREEN	GREEN	GREEN	GREEN

Link: [California Department of Education \(CDE\) Dashboard Reporting Site \(SCUSD Student Group Report\)](#)

## Chronic Absenteeism

While examples of progress for Chronic Absenteeism rates were highlighted in the previous section, this is also an area in which significant improvement is needed. The most recent dashboard performance color (ORANGE) for Chronic Absenteeism indicated that significant improvement was needed across the district. Significant performance gaps among student groups on the 2019 Dashboard include:

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

The pandemic and experience during distance learning has further reinforced the disparities in attendance/engagement detailed above. More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed in the previous section, the Be Here grant program has demonstrated success at those sites where support has been concentrated. Efforts include direct support to site leadership teams to review data and coordinate actions as well as supporting/facilitating improved communication between home and school. These efforts will be continued and expanded with the recent awarding of a renewed grant to fund Be Here activities. The district's implementation of MTSS will also lead to increased coordination of services across school sites, supporting improved attendance and decreased chronic absenteeism.

## College/Career Preparedness

This is an area in which significant improvement is needed districtwide and to address performance gaps for specific student groups. For this indicator the state did release the actual levels of preparedness for 2019-20 on a reduced 2020 Dashboard, though no performance 'color' was assigned. The percentage of 'All' students that earned 'prepared' in 2019-20 was 41.7%. This was similar to levels in the previous two years and indicates a significant need for improvement given the district's goal that All students will graduate college and career ready. Further, unacceptable performance gaps persisted for several student groups. These included six student groups with preparedness levels near or less than half that of all students. These groups included English Learners (18.7%), Homeless Youth (12.3%), Students with Disabilities (8.1%), African American students (20.7%), American Indian or Alaska Native students (20%), and Native Hawaiian or Pacific Islander students (24.6%). Relative to their Asian (56.9%), Filipino (58.1%), White (53.5%) and multi-racial (51.7%) peers, the gaps are even larger.



The district's efforts to more closely monitor A-G progress, sustain Career and Technical Education (CTE) pathways, increase the number of students earning the State Seal of Biliteracy, and eliminate barriers to Advanced Placement enrollment and successful exam performance are all actions that seek to improve college and career readiness.

### **Graduation Rate**

Graduation Rate is another area that is noted for recent progress and is also identified for improvement. Despite the overall progress from 2018-19 to 2019-20 (85.7% to 87.3%), significant improvement is still needed. This is true for ALL students, as the district's goal is for EVERY student to graduate. This is also true for multiple student groups for whom performance gaps persist. In 2019-20, seven student groups had graduation rates 5 percentage points or more below that of 'All students.' These included English Learners (75.8%), Foster Youth (81.3%), Homeless Youth (72.9%), Students with Disabilities (70.4%), African American students (82.4%), American Indian or Alaska Native students (73.3%), and Native Hawaiian or Pacific Islander students (71.9%).

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

### **Suspension**

While Suspension Rate was noted for positive progress (a decreasing trend), the significant disparity in Suspension Rates across student groups still requires significant improvement. Cited in multiple iterations of the Capitol of Suspensions Report, the Suspension Rate for African American students has continued to be well above that of all students and other racial/ethnic groups. Students with Disabilities, Homeless Youth, and Foster Youth also have rates significantly higher than that of 'All students.' Similar to Chronic Absenteeism, the data for 2019-20 leading up to school closures is the last reference point that is based on the 'typical' in-person school context. Suspension rates during the remaining months of 2019-20 and 2020-21 are hard to compare to prior data given the very different environment of distance learning.

As discussed in the previous section, Suspension Rates for all students and all students groups through February 2020 had declined from the prior year up to the same point (February 2019). However, disparities remained for the identified student groups. 2019-20 Mid-year rates for African American students (8.1%), Students with Disabilities (5.6%), Homeless Youth (5.2%), and Foster Youth (9.9%) were all well above the 3.1% rate for 'All' students.



The Capitol of Suspensions report, sponsored by the Community College Equity Assessment Lab (CCEAL) and commissioned by the Greater Sacramento National Association for the Advancement of Colored People (NAACP), has specifically called out SCUSD as a district in which African American students are suspended at rates vastly disproportionate to their peers across the state. Identified needs include the development of effective disciplinary/behavior management systems that are not reliant upon suspension, implementation of training on bias and culturally responsive instruction, and implementation of trauma-informed practices.

The ongoing work to address the identified needs has included focused data review of Suspension trends including specific reports on the disproportionality of suspension for African American students. The district's Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) staff have worked to support the implementation of best practices within classrooms and site-based efforts to implement Restorative Practices/Justice systems. More recently, school administrators and other district leaders have participated in anti-bias/anti-racism training and plans are in development to expand this effort to a wider range of staff. The development of systems to coordinate behavioral intervention and discipline is a key aspect of MTSS implementation. Implementation of MTSS will include the proactive addressing of identified behavioral needs, development of common language and practices, and holistic review of student needs that encompasses behavioral, academic, social, emotional, and other student needs. Site leaders are supported by district leadership to set specific goals within their school plan to improve their school's culture and climate. These goals are set following a needs assessment process and, as appropriate, can include targeted reduction of Suspension and/or Chronic Absenteeism outcomes.

### **English Language Arts (ELA) and Math**

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

Overall, SCUSD students who participated in the ELA State Assessment (Grades 3-8 and 11) achieved an average score of 21.5 points below the 'Standard Met' level. Student groups with scores significantly below this level included English Learners (-58), Foster Youth (-82.3), Homeless Youth (-88.1), Low Income students (-43.9), Students with Disabilities (-100.5), African American students (-72.5), American Indian or Alaska Native students (-61.2), Hispanic/Latino students (-39.7), Native Hawaiian or Pacific Islander students (-66.1), and English Learner Only students (-100). Note: 'English Learner Only' students represent a subset of the traditional 'English Learner' group that includes Reclassified students. The Reclassified Fluent English Proficient (RFEP) student group averaged 10.6 points *above* the 'Standard Met' level, demonstrating the vast range of performance within the 'English Learner' group.

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

Results from the District Common Assessments in both Math and ELA reaffirm these as areas requiring significant improvement. On both the beginning-of-year and interim assessments administered in 2020-21, performance (Average percentage of correct answers) was near 50% for both Math and ELA, with the highest being 54% on the ELA interim and lowest being 48% on the Math interim. These results, similar to the Dashboard results, included gaps in performance by student group. Taken together with the dashboard results, it is clear that Math and ELA performance need to be significantly improved to ensure that the district can meet the charge stated in its guiding principle – to provide students the greatest number of postsecondary options.

A significant need on its own is the consistent implementation of common assessments for Math and ELA. Participation rates in 2020-21 on the beginning-of-year and interim assessments were at or near 50% for both Math and ELA. This stems from the lack of a formal agreement on administration of the assessments. Participation rates in 2019-20 were also low, with only 43% of students taking 1 or more district common assessments in ELA and only 53% taking 1 or more in Math. The consistent implementation and use of common district assessments will allow for improved identification of specific student learning needs. This will enable schools and educators to more appropriately differentiate core instruction (Tier 1) and connect students to needed interventions (Tier 2 and/or 3 support). The ongoing use of assessments will also allow for the monitoring of progress following interventions/instruction and regular refinement of the approach for individual students based upon their needs.

This regular progress monitoring to identify and meet individual student needs is a core aspect of a functional Multi-Tiered System of Supports (MTSS). Within such a system, existing resources and supports at school sites can be used in ways that are more efficient and provide the most return on investment - both time and money - for those students who demonstrate the most urgent needs. Given SCUSD's current fiscal challenges, the efficient and effective use of existing resources is critical to the district's ability to continuously improve.

The Curriculum and Instruction (C&I) team is also aligning site efforts around key instructional practices that are common to all content areas. To support improved student outcomes and focus site planning efforts, C&I is recommending that sites focus on the following instructional practices to provide universal access to all students:

1. Student academic discourse
2. Rigorous academic tasks
3. Formative assessment practices

An overarching focus that unifies these is Academic Language Development for all students. The C&I team has identified the need to align efforts across content areas to address the academic needs observed. This includes emphasis on reading, writing, listening, and speaking across all content areas – including Math and Science.

When the results of the 2019 Dashboard and more recent data from 2019-20 and 2020-21 are reviewed as a whole, some clear trends emerge:

1. Seven student groups often perform below that of the 'All Students' level. Frequently this performance is significantly lower. These groups include English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.
2. Two student groups (Socioeconomically Disadvantaged students and Hispanic/Latino students) also demonstrate performance gaps. Their performance is usually below the 'All Students' level, but generally not as disparate as the student groups listed above.

3. Four student groups (Asian students, White students, Filipino students, and students of Two or more races) consistently perform above - and often significantly above - the 'All students' performance level.

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

These trends describe a performance landscape of student groups that exist in three clusters. Most notable is the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across all indicators. This performance embodies the acknowledgement made in the district's Core Value - that our system is inequitable by design - and is visible evidence of the presence of patterns that need to be interrupted.

On the Dashboard, the performance of three student groups over time - Students with Disabilities, Foster Youth, and Homeless Youth - has resulted in the district being identified by the state for additional support. This has included annual identification for Differentiated Assistance provided by the Sacramento County Office of Education (SCOE). As a result of persistent performance issues for these students groups over several years, the district became eligible in fall 2019 for Systemic Instructional Review (SIR) support from the California Collaborative for Education Excellence (CCEE). Below is a summary of the indicators in which these three student groups have not met performance standards from 2017-2019.

2017 Dashboard		2018 Dashboard		2019 Dashboard	
Student Group	Indicator	Student Group	Indicator	Student Group	Indicator
SWD	ELA, Math, Graduation and Suspension	SWD	ELA, Math, Graduation and College/Career	SWD	ELA, Math and Graduation
Foster	ELA, Math, Graduation and Suspension	Foster	ELA, Math, Chronic Absenteeism, Suspension and College/Career	Foster	ELA, Math, Graduation and Suspension
Homeless	ELA, Math and Suspension	Homeless	Chronic Absenteeism and Suspension	Homeless	ELA, Math and Chronic Absenteeism

To address these persistent and significant gaps, the district will continue to implement specific supports for all three populations through the efforts of departments/programs including Foster Youth Services, Homeless Youth Services, and the Special Education Department. Equally as important, these departments will collaborate with colleagues across the system – in other departments and with general education – to break down silos and ensure that support is provided to these students broadly. The implementation of an effective MTSS will integrate the academic, behavioral, and social-emotional instruction/intervention supports into a tiered system so that they can best be matched to student

needs. This integration will be supported by a data-based decision-making process that includes regular review of student outcome data to assess needs and identification of the appropriate services and supports to meet those needs.

Implementation of an effective Multi-Tiered System of Supports will improve outcomes for ALL students - something that SCUSD does need - but will particularly benefit those students who have historically lacked the necessary supports to achieve at their highest potential. Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and English Learners have historically been negatively impacted the most by the fundamental system inequities acknowledged in our district's core value. School site and district staff will be receiving the training, tools, and supports needed to better understand, identify, and meet the individual needs of all students - and specifically those student groups who have continuously demonstrated the most critical and urgent needs.

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

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

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

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

## LCAP Highlights

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

A key feature of this year's LCAP is its grounding in the district's core value and overarching Equity, Access, and Social Justice Guiding Principle. The recognition of the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals. In addition, the vision that all students will graduate with multiple postsecondary choices from a wide array of options is a key driver across the new LCAP goals.

The revised goal structure also reflects the district’s alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 2 and 3 reflect the focus on effective Tier 1, 2 and 3 programs and a focus goal (Goal 6) is specific to the capacity building/training necessary to effectively install an MTSS. Following is a brief overview of the new LCAP goals and examples of key actions and metrics that are aligned to each:

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 1: College and Career Readiness</b></p> <p>Every SCUSD student 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, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.</p>	<ul style="list-style-type: none"> <li>• Career and Technical Education (CTE) pathways and programs</li> <li>• Academic and Career Counseling</li> <li>• Credit Recovery Programming (Central and site-based)</li> <li>• Support for student exam fees</li> <li>• International Baccalaureate (IB) program support</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation Rate</li> <li>• College/Career Preparedness</li> <li>• UC ‘a-g’ completion</li> <li>• CTE Pathway enrollment/completion</li> <li>• Certificates of Completion earned</li> <li>• State Seal of Biliteracy</li> <li>• On-track graduation and on-track UC ‘a-g’ status</li> </ul>
<p>This goal closely aligns to the district’s Equity, Access, and Social Justice Guiding Principle.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students</b></p> <p>All students are provided a high-quality education with equitable access to standards-aligned instruction, instructional fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom.</p>	<ul style="list-style-type: none"> <li>• Professional Development to support implementation of state standards</li> <li>• Gifted and Talented Education (GATE) and Advanced Placement programs</li> <li>• Early Childhood Education (preschool and early Kindergarten)</li> <li>• English Language Development</li> <li>• Expanded Learning Programs</li> </ul>	<ul style="list-style-type: none"> <li>• State Math, English Language Arts (ELA), and Science Assessments</li> <li>• English Learner Progress and Reclassification Rate</li> <li>• GATE demographics (identification and enrollment)</li> <li>• Advanced Placement (AP) Enrollment and Exam Performance</li> <li>• District Common Assessments</li> </ul>
<p>This goal aligns to the district’s MTSS framework and focuses on the district’s Tier 1 program.</p>		

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 3: Integrated Supports</b></p> <p>Students are provided 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,</p>	<ul style="list-style-type: none"> <li>• Services for Foster and Homeless Youth</li> <li>• School Psychologists and Instructional Assistants</li> <li>• Intervention and supports for English Learners</li> <li>• American Indian Education Program</li> <li>• Health Services</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Rate</li> <li>• Chronic Absenteeism Rate</li> <li>• Attendance and Chronic Absenteeism interventions</li> <li>• Provision of responsive student support services</li> <li>• High School drop-out rate</li> </ul>

American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need.	<ul style="list-style-type: none"> <li>Chronic Absenteeism reduction initiative</li> <li>Student Support Centers and Connect Center</li> </ul>	<ul style="list-style-type: none"> <li>Middle School drop-out rate</li> </ul>
This goal aligns to the district's MTSS framework and focuses on the district's Tier 2 and 3 programs.		

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 4: Culture and Climate - Dismantling Systems</b></p> <p>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, and Homeless Youth.</p>	<ul style="list-style-type: none"> <li>Social Emotional Learning (SEL) integration</li> <li>Positive Behavioral Intervention and Supports (PBIS)</li> <li>Bullying Prevention – training, intervention, and response</li> <li>Anti-bias/Anti-racism training</li> </ul>	<ul style="list-style-type: none"> <li>Suspension Rate</li> <li>Expulsion Rate</li> <li>School Climate Survey</li> </ul>
This goal aligns to the district's Core Value and acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems.		

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 5: Engagement/ Empowerment</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>District Parent Resource Center</li> <li>Parent Teacher Home Visit (PTHV) Program</li> <li>Translation and Interpretation services</li> <li>Family Communication Tools</li> </ul>	<ul style="list-style-type: none"> <li>Number of Parent Teacher Home Visits</li> <li>Participation/attendance in key district committees (DELAC, CAC)</li> <li>Participation/attendance in Parent Leadership Pathway Workshops</li> </ul>
This builds upon the district's prior goal with the addition of students as a named group and identification of key activities that will lead to increased engagement and empowerment.		

LCAP Goal	Examples of Actions	Examples of Metrics
<p><b>Goal 6: Implementation of MTSS/DBDM</b></p> <p>Implement an effective Multi-Tiered System of Supports (MTSS) to facilitate the elimination of barriers and improvement of outcomes for all students - and particularly for English Learners, Students with Disabilities, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, low-income students, Foster Youth, and Homeless Youth - by providing all school sites three-years of training, coaching, and ongoing central support, with the first cohort beginning in 2020-21 and third cohort finishing in 2024-25 and progress of each school and cohort measured with the Self-Assessment of MTSS (SAM) Implementation tool.</p>	<ul style="list-style-type: none"> <li>Implementation Leadership</li> <li>Professional Learning for school site leadership teams</li> <li>Ongoing support for sites to sustain effective implementation</li> </ul>	<ul style="list-style-type: none"> <li>Self-Assessment of MTSS (SAM) Implementation Tool</li> <li>Implementation rate of regular MTSS team meetings</li> <li>Implementation rate of regular use of site-determined data sources</li> </ul>



This goal is specific to the MTSS training model that will build the capacity of site leadership teams to implement effective MTSSs at all SCUSD schools.

LCAP Goal	Examples of Actions	Examples of Metrics
<b>Goal 7: Update the District Graduate Profile (In development)</b>  TBD	<ul style="list-style-type: none"> <li>TBD</li> </ul>	<ul style="list-style-type: none"> <li>TBD</li> </ul>

LCAP Goal	Examples of Actions	Examples of Metrics
<b>Goal 8: Basic Services and Districtwide Operations/ Supports</b>  SCUSD will maintain sufficient instructional materials, safe and clean facilities, classroom staffing, and other basic conditions to support the effective implementation of actions to achieve the stated broad and focus goals.	<ul style="list-style-type: none"> <li>Facilities staffing and operations</li> <li>Board-adopted instructional materials</li> <li>Base classroom staffing</li> <li>New teacher support</li> </ul>	<ul style="list-style-type: none"> <li>Facilities Condition</li> <li>Instructional Materials Sufficiency</li> <li>Teacher Credentialing and Assignment</li> </ul>

This goal identifies the core services necessary for maintaining basic learning conditions.

Another area of this year's LCAP to highlight is the increased disaggregation of data. Baseline data and target outcomes have been disaggregated - where applicable - so that the district can clearly articulate the expectation that performance gaps close over time. Transparently showing the gaps that exist is an important part of acknowledging the inequities in the district's current system. Following this acknowledgement, the district has committed to targets that require accelerated growth to close the gaps.

This year's LCAP also includes more detailed actions specific to English Learners and Students with Disabilities. This is part of an ongoing effort to more fully articulate the efforts occurring in the district on behalf of these student groups. This effort will continue in the years ahead and additional alignment will occur as the English Learner Master Plan is updated and ongoing collaboration with Special Education occurs.

The Stakeholder Engagement section features key links to expanded documents that provide additional detail beyond what is included within this plan document. This additional detail includes a summary of the recommendations provided by key stakeholder groups and through specific engagement processes. The impact of stakeholder engagement on the 2021-22 LCAP has been substantial, with input playing a major role in driving goal development and reframing multiple metrics.

SCUSD is also committed to maintaining the level of fiscal transparency valued by the district's stakeholders. This includes continuing the practice of specifically reporting the allocations by action within the Supplemental and Concentration grant funding resource. The SCUSD



stakeholder community has a particular interest in this level of detail. While the state's focus on how actions are increasing/improving services for unduplicated pupils (regardless of resource) is acknowledged, the district will continue to provide Supplemental and Concentration grant details in addition to the reporting required by the Expenditure Summary Tables in the new LCAP template.

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Overall, SCUSD's 2020-21 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. The following table briefly summarizes the alignment of SCUSD's LCAP goals to the California Dashboard State and Local Indicators and the LCFF State Priorities.

<b>Indicator Type</b>	<b>California Dashboard Indicator</b>	<b>State Priority</b>	<b>LCAP Goal</b>
Local	Basic Conditions	1: Basic Services	8
Local	Implementation of Academic Standards	2: CCSS Implementation	2
Local	Parent and Family Engagement	3: Parent Engagement	5
State	English Learner Progress	4: Pupil Achievement	2
State	Academics		2, 3
State	Graduation Rate	5: Pupil Engagement	1
State	Chronic Absenteeism		2,3
State	Suspension Rate	6: School Climate	4
Local	School Climate		4
State	Access to a Broad Course of Study	7: Course Access	1, 2
Local	College and Career	8: Pupil Outcomes	1

# Comprehensive Support and Improvement

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

## Schools Identified

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

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

Graduation Rate average is less than 68% over two years

- American Legion High School
- Capital City Independent Study

Low-Performing Criteria

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

## Support for Identified Schools

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

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

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

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

Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, Graduation Rate, and College/Career) and select those areas of greatest need. With the absence of 2020 Dashboard data, sites were provided with support to consider what other state and local data they might consider in their needs assessment and goal-setting processes.

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

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

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

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned 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 the Continuous Improvement and Accountability team, which includes State and Federal Programs and Research and Strategy, departmental staff from Academics, Student Support and Health Services, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader 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.

In the 2020-21 school year SCUSD continued to use a SPSA Mid-Year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

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

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

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

- Detail how identified student groups were impacted by the strategy

Describe the level of implementation

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

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

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

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