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
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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 is often included on lists identifying the 'most diverse cities' in the country. SCUSD's boundaries encompass most of the central and southern portions of the City of Sacramento. These areas, in particular south Sacramento, have historically been some of the most diverse in terms of race, ethnicity, culture, and language. SCUSD's 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 a significant percentages of English Learners (17.2%) and Students with Disabilities (15.3%). With more than 50 different languages represented, many SCUSD students speak a primary language other than English. Spanish, Hmong, Cantonese, Vietnamese, Russian, Marshallese, and Mandarin are the most frequently occurring primary languages other than English.

SCUSD is guided by its Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both address the 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:

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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 school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped to shine a light on the gaps that were already present. The learning loss experienced by students during the pandemic will require focused effort in the coming years to address. In responding to the challenges of school closures and distance learning, the district did accelerate its progress in providing technology to students and taking advantage of the opportunities available in the digital space. This growth in the use of digital resources happened in the areas of classroom instruction and for multiple types of district operations. The district intends to build upon this learning so that we can accelerate our progress 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 resolved in time and could result in state receivership/takeover. District staff are currently working in partnership with staff from the Sacramento County Office of Education (SCOE) to develop and implement plans to address the deficit. Collaboration and negotiation with bargaining group colleagues is an important step in this process. Given the scope of the district's fiscal challenges and the need to interrupt inequities, SCUSD finds itself in a position of having to 'do more with less.' SCUSD's commitment to equity-driven decision-making and resource allocation will be critical as the district strives to improve outcomes for all students and close the significant performance gaps between student groups.

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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. Overall, there are some key areas in which SCUSD has made progress and has successes to highlight. These include decreasing trends in Suspension Rate, decreases in Chronic Absenteeism where efforts have been targeted, increases in Graduation Rate, and the launch of training to install a Multi-Tiered System of Supports (MTSS) across all school sites. In highlighting any progress, it is important to note that significant performance gaps between student groups persist for all Dashboard indicators and other local metrics.

Suspension Rates

SCUSD's 2019 Dashboard results included several examples of progress that the district would like to build upon in the coming year and over the three-year LCAP timeline. One of these examples is the decrease in Suspension rate from the 2018 to 2019 Dashboard that continued into 2019-20. From 2017-18 to 2018-19, SCUSD's overall suspension rate decreased from 6.1% to 5.6%. More importantly, rates decreased for the student groups that were identified as having the most disproportionate suspension rates in the past. From the 2018 Dashboard (2017-18) to the 2019 Dashboard (2018-19), the suspension rate for African American students decreased 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 progress. Students with Disabilities remained at 10% after a small decrease of 0.3 and Foster Youth increased by 0.7 to 21.2%. These two results served as a reminder that a decrease for 'All' is does not mean that all student groups are moving in that same direction.

In the period of 2019-20 prior to school closures (August 2019 to February 2020), Suspension rates for all students and every student group were lower than those during the same time period in 2018-19. (Note: these 2019-20 results are *mid-year*, distinct from the 2017-18 and 2018-19 *end-of-year* results discussed in the previous paragraph.) The rate for all students had decreased from 3.8% to 3.1% and similar progress was made for target 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.

English Language Arts (ELA) Performance

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Note: The below results discuss the measure 'Distance from Standard.' This refers to the distance above or below the score for 'Standard Met' that was achieved by the given student group. For example: The lowest score to 'Meet Standard' on the fifth grade ELA assessment is 2,502. If the average of all fifth grade scores in the district is 2,492, then the 'Distance from Standard,' or DFS, would be -10 points.

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

Chronic Absenteeism

In the area of Chronic Absenteeism, SCUSD's 2019 Dashboard results showed a 0.2 increase to a 14.8% overall rate. The 0.2 increase was well below the 1.1 increase for the state of California and, given the loss of attendance days to both the northern California fires and a labor action during the 2018-19 school year, is cause for reflection. In an examination of local data, the efforts of the Be Here program demonstrated significant success. Of the 18 schools that were the focus of the program's efforts, 11 *reduced* their Chronic Absenteeism rates in 2018-19, even with the impacts of the fires and labor action. Overall, the 18 focus schools achieved a 0.81 decrease in their collective Chronic Absenteeism rate. To achieve this, the Be Here team has supported sites to implement best practices including regular meeting of site attendance teams, establishing data-based site attendance goals, developing attendance-specific MTSS structures and systems, regular data review, individual student case management, and participation in a monthly peer learning network to share across sites. SCUSD is excited to expand the focus efforts in the coming years with the awarding of renewed grant funds for the Be Here program.

In the period of 2019-20 prior to school closures, Chronic Absenteeism rates were on track to be near or below 2018-19 rates. The rate for all students through February 2020 was 11%. Following school closures and throughout distance learning, attendance was measured differently, making any end-of-year 2019-20 rate and 2020-21 rates less comparable to prior data. 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 UC 'A-G' Completion

Note: The following section references University of California/California State University (UC/CSU) 'A-G' requirements. These refer to the specific course requirements in History, English, Mathematics, Science, World Language, and Visual and Performing Arts that students must complete with a letter grade of 'C' or higher to be eligible for admission.

Graduation Rates and completion of UC/CSU 'A-G' requirements demonstrate 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%. Significant improvement occurred 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

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92.5%). However, there were also 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 persist for student groups. Completion of UC/CSU '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.

Multi-Tiered System of Supports (MTSS)

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 (the first cohort includes 25 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.

Examples of key professional learning topics during Year 1 of each school's training include:
- Leaders as Problem Solvers and Change Agents: Adaptive Leadership, Systems Change & Implementation Science
- Leaders as Coaches and Facilitators: Multiple Tiers & Building Capacity, Mapping Tier 1 Resources, Effective PD skills and coaching
- Leaders as Collaborators: Effective Teaming Practices, Family Engagement
- Leaders Engaging in Continuous Improvement: Data Evaluation, Tools for monitoring fidelity of problem solving
- Leaders who Build Future Leaders: Scaling up practices and planning for sustainability with school improvement context

SCUSD is committed to supporting effective MTSS implementation and sustainability for the long-term. 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.

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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 to improve significantly across multiple dashboard indicators and for many student groups. More recent outcomes from 2019-20 and to-date in 2020-21 reaffirm these needs.

As discussed in the previous section, the implementation of an effective **Multi-Tiered System of Supports (MTSS)** at all school sites was launched in the fall of 2020. The implementation and *sustainability* of an effective MTSS is a major area of need and serves as an overarching theme for the range of improvements needed across the district. Discussed below are improvements needed in the areas of chronic absenteeism, college/career preparedness, suspension, English Languages Arts, and Mathematics. All of these needs are aligned in the fact that they could be best approached through a cohesive and consistent MTSS. As stated by Katie Novack, "We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person." As the district is able to design and provide equitable, tiered, and universally designed systems of support, it is expected that a broad range of students needs can be met. This will support improved outcomes for all students, and in particular those student groups who have continued to experience persistent performance gaps.

California School Dashboard Results

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 discussion of each indicator follows the table. This includes additional results from 2019-20 and, where available, to-date 2020-21 data.

Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by RED, followed by ORANGE, YELLOW, GREEN, and BLUE as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a 'high' level.

Student Group	Chronic	Suspension	Graduation Rate	College/ Career	ELA	Math
All Students	ORANGE	YELLOW	YELLOW	YELLOW	YELLOW	ORANGE
English Learners	ORANGE	YELLOW	GREEN	ORANGE	ORANGE	ORANGE

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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)

Note: 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.

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.

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- Additionally, while Foster Youth (30.1% rate, 3.7 decrease) and American Indian or Alaska Native students (25.7% rate, 1.5 decrease) both decreased their Chronic Absenteeism rates enough to yield a YELLOW and ORANGE performance level, their rates were disproportionately high at a level similar to the three groups that were RED.
- All five of the student groups named above continued to have higher rates of chronic absenteeism in 2019-20 as measured up to the time of school closures (March 2020). This included rates that were almost double the 11% rate of all students for Foster Youth (21.4%) and African American students (20.2%) and almost four times as high for Homeless Youth (42.8%).

The effects of the pandemic and experience of students and families during distance learning has further reinforced the disparities in attendance/engagement. More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed in the previous section, the 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 for 'All' students and to address performance gaps for specific student groups. For this indicator, the state did publish the actual rates of preparedness for 2019-20 in the modified 2020 Dashboard, though no performance 'color' was assigned. The percentage of 'All' students that earned 'prepared' in 2019-20 was 41.7%. This was similar to levels in the previous two years and indicates a significant need for improvement given the district's goal that **All** students will graduate college and career ready. Further, unacceptable performance gaps persisted for several student groups. These included six student groups with preparedness levels near or less than half that of all students. These groups included English Learners (18.7%), Homeless Youth (12.3%), Students with Disabilities (8.1%), African American students (20.7%), American Indian or Alaska Native students (20%), and Native Hawaiian or Pacific Islander students (24.6%). Relative to their Asian (56.9%), Filipino (58.1%), White (53.5%) and multi-racial (51.7%) peers, the true gap is revealed to be even larger. The district's efforts to more closely monitor A-G progress, sustain Career and Technical Education (CTE) pathways, increase the number of students earning the State Seal of Biliteracy, and eliminate barriers to Advanced Placement (AP) enrollment and successful exam performance are all actions that seek to improve college and career readiness.

Graduation Rate

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%),

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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 UC/CSU 'A-G' counseling benchmarks, use of standard district criteria for enrollment into mathematics and science courses, and implementing standard course placement criteria for English Learners. The Director of Master Scheduling position continues to support the improvement of staffing allocations and alignment of courses across school sites and programs. This helps to ensure that students are enrolled in schedules that not only meet their basic graduation needs, but also prepare them for college and career. It is the district's goal that, as students pursue their UC/CSU coursework, enroll in Career Technical Education (CTE) pathways, challenge themselves with Advanced Placement (AP) coursework, receive appropriate English Language Development (ELD), and receive the specific supports defined by any Individual Education Plan (IEP) or 504 plan, they have complete and unobstructed access to the appropriate courses and a comprehensive system of supports to help them and their families make informed choices and address their individual needs.

Suspension

While Suspension Rate was highlighted in the previous section for overall 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.' The data for 2019-20 leading up to school closures is the last reference point that is based on the 'typical' in-person school context. Suspension rates during the remaining months of 2019-20 and 2020-21 are difficult to compare to prior data given the very different environment of distance learning. Suspension Rates for all students and all student groups from August 2019 through February 2020 had declined in comparison to the same time period during 2018-19. However, disparities remained for the identified student groups. 2019-20 mid-year rates for African American students (8.1%), Students with Disabilities (5.6%), Homeless Youth (5.2%), and Foster Youth (9.9%) were all well above the 3.1% rate for 'All' students.

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

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

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behavioral intervention and discipline is a key aspect of MTSS implementation. An effective MTSS will include the proactive addressing of identified behavioral needs, development of common language and practices, and holistic reviews that encompass a student's behavioral, academic, social, emotional, and other needs. Site leaders are supported by district leadership to set specific goals within their school plan to improve their school's culture and climate. These goals are set following a needs assessment process and, as appropriate, can include targeted reduction of Suspension and/or Chronic Absenteeism outcomes.

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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.'

More recent results from the District Common Assessments in both Math and ELA reaffirm these as areas requiring significant improvement. On both the beginning-of-year and interim assessments administered in 2020-21, performance (average percentage of correct answers) was near 50% for both Math and ELA, with the highest being 54% on the ELA interim and lowest being 48% on the Math interim. 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.

Assessment of Students Needs

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 one or more district common assessments in ELA and only 53% taking one or more in Math. The consistent implementation and use of common district assessments will allow for improved identification of specific student learning needs. This will enable schools and educators to more appropriately differentiate core instruction (Tier 1) and connect students to needed interventions (Tier 2 and/or 3 support). The ongoing use of assessments will also

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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 – student-to-student discourse (verbal or in writing) that is focused on the academic task and uses academic vocabulary.
2. Rigorous academic tasks – grade level appropriate tasks that are of high interest and challenge students to think, perform, and grow to a level they were not at previously.
3. Formative assessment practices – regular assessments during the course of instruction that help students to understand where they are in relation to the learning goal and help teachers adjust instruction to support student learning

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.

Summary

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 gap between the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across

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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.

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Additional Supports

On the Dashboard, the performance of three student groups over time - Students with Disabilities, Foster Youth, and Homeless Youth - has resulted in the district's identification by the state for additional support. This has included annual 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:

Students with Disabilities
- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Graduation, and College/Career
- 2019 Dashboard: ELA, Math, and Graduation

Foster Youth
- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Chronic Absenteeism, Suspension, and College/Career
- 2019 Dashbaord: ELA, Math, Graduation, and Suspension

Homeless Youth
- 2017 Dashboard: ELA, Math, and Suspension
- 2018 Dashboard: Chronic Absenteeism and Suspension
- 2019 Dashboard: ELA, Math, and Chronic Absenteeism

To address these persistent and significant gaps, the district will continue to implement specific supports for all three populations through the efforts of departments/programs including Foster Youth Services, Homeless Youth Services, and the Special Education Department. Equally as important, staff will collaborate with colleagues across the system – in other departments and with general education – to break down silos and ensure that support is provided to these students broadly. The implementation of an effective MTSS will integrate the academic, behavioral, and social-emotional instruction and intervention supports into a tiered system so that they can best be matched to student needs. This integration will be supported by a data-based decision-making process that includes regular review of student outcome data to assess needs and identification of the appropriate services and supports to meet those needs.

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

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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 used to address the identified needs. These include:

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

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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. 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 reflects the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 2 and 3 reflect the prioritization of effective Tier 1, 2 and 3 programs and a focus goal (Goal 6) is dedicated to the capacity building/training necessary to effectively install an MTSS. 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
Goal 1: College and Career Readiness 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, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.	• Sustain and expand Career and Technical Education (CTE) pathways and programs • Provide Academic and Career Counseling • Accelerate progress toward graduation through Credit Recovery Programming (Central and site-based) • Maintain funding for AP/IB/SAT exam fees • Provide additional support for International Baccalaureate (IB) program	• Graduation Rate • College/Career Preparedness • UC/CSU 'A-G' completion • CTE Pathway enrollment/completion • Certificates of Completion earned • State Seal of Biliteracy • On-track graduation and on-track UC/CSU 'A-G' status
This goal closely aligns to the district's Equity, Access, and Social Justice Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust,	• Provide Professional Development to support implementation of state standards • Expand access to Gifted and Talented Education (GATE) and Advanced Placement programs so that enrollment reflects district demographics	• State Math, English Language Arts (ELA), and Science Assessments • English Learner Progress and Reclassification Rate

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rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	• Maintain Early Childhood Education opportunities (preschool and early Kindergarten) • Provide English Learners Integrated and Designated English Language Development (ELD) and develop an English Learner Master Plan • Offer a range of Expanded Learning Programs to enhance students learning experiences inside and outside of the classroom	• GATE demographics (identification and enrollment) • Advanced Placement (AP) Enrollment and Exam Performance • District Common Assessments in Math and English Language Arts
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of a coherent and consistent Tier 1 instructional program.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 3: Integrated Supports 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, 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.	• Maintain and expand services specific to Foster and Homeless Youth • Provide individualized supports to students with disabilities (Instructional Assistants) • Provide intervention and supports for English Learners • Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program • Provide direct Health Services through the efforts of School Nurses • Reduce Chronic Absenteeism through direct supports to sites (Be Here Initiative) • Provide a range of integrated supports to students and families through site-based Student Support Centers and the central Connect Center	• Attendance Rate • Chronic Absenteeism Rate • Attendance and Chronic Absenteeism interventions • Provision of responsive student support services • High School drop-out rate • Middle School drop-out rate
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of Tier 2 and 3 supports to students based on assessed need.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 4: Culture and Climate - Dismantling Systems School and classroom learning environments will become safer, more inclusive, and more culturally	• Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices • Promote positive school climate and through Positive Behavioral Intervention and Supports (PBIS)	• Suspension Rate • Expulsion Rate • Perception of safety and belongingness (School Climate Survey results)

competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth.	• Prevent and Address Bullying through training, intervention, and response • Build anti-racist capacity and common staff understanding of systemic racism through Anti-bias/Anti-racism training	

This goals aligns to the district's Core Value and acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems.

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.

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 5: Engagement/ Empowerment 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.	• Develop and offer capacity-building opportunities through the District Parent Resource Center • Build relationships between home and school through Parent Teacher Home Visits (PTHVs) • Provide information to parents in home languages through Translation and Interpretation services • Engage family members as partners in through Family Communication Tools • Promote student voice, advocacy, and action through the Student Advisory Council	• Number of Parent Teacher Home Visits • Participation/attendance in key district committees (DELAC, CAC) • Participation/attendance in Parent Leadership Pathway Workshops

This goal builds upon the district's former LCAP goal with the addition of students as a named group and identification of key activities that will lead to increased engagement and empowerment.

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 6: Implementation of MTSS/DBDM 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	• Sustain leadership to coordinate implementation activities • Provide professional learning for school site leadership teams • Develop and provide ongoing support for sites to maintain effective implementation	• Self-Assessment of MTSS (SAM) Implementation Tool • Implementation of regular MTSS team meetings • Implementation of regular use of site-determined data sources

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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.		
This goal is specific to the Multi-Tiered System of Supports (MTSS) training model that will build the capacity of site leadership teams to implement effective MTSSs at all SCUSD schools. Note: the district is using 'Data-based Decision-Making (DBDM)' as another name for the MTSS efforts in progress.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 7: Update the District Graduate Profile _SCUSD will revist and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2022-23._	• Convene stakeholder to revisit and revise Graudate Profile • Communicate out to stakeholders to build awareness of Graduate Profile • Provide sites support to align school-specific efforts to new Grdauate Profile	• Documentation of stakeholder convening • Board Adoption of Revised Graduate Profile • Awareness of Graduate Profile • Evidence of School Plan Alignment
This goal aligns with the stakeholder and district interest in establishing more coherence around a common vision of instruction and desired student outcomes.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 8: Basic Services and Districtwide Operations/Supports 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.	• Maintain sufficient facilities staffing and operations • Ensure access to all board-adopted instructional materials • Maintain base classroom staffing to deliver core instructional program • Provide support to new teacher so they can complete credentialing requirements	• Facilities Condition • Instructional Materials Sufficiency • Teacher Credentialing and Assignment

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> This goal identifies the core services necessary for maintaining basic learning conditions. The actions within this goal are foundational to the district's ability to achieve all other LCAP goals.

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 highlights the major recommendations that emerged across stakeholders groups. It also includes links to additional documents that provide expanded detail beyond what is included within this plan document. 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.

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.

Indicator Type	California Dashboard Indicator	State Priority	LCAP Goal
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

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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**

This LCAP represents the district's vision for the next three years to continue its efforts to level the playing field and provide opportunities for all students to learn, grow, and reach their greatness so that they can graduate with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision laid out in the core value and guiding principle, the district is committed to the deep and complex work of changing systems. The most important example of systems change that will occur over the next three years is the implementation of a Multi-Tiered System of Supports (MTSS) mentioned throughout this plan summary. MTSS is featured prominently in this LCAP because it is the foundation of the district's efforts to improve outcomes for all students and address performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective MTSS will also help the district continue to improve student outcomes as it navigates a path through fiscal challenges. And a cohesive, consistent approach to providing tiered supports based upon assessed needs will allow the district to measure and address learning loss in the years following the COVID-19 pandemic and time of school closures.

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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

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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 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

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- 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

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- 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.

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of stakeholders is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in SCUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included listening sessions, meetings with district committees/groups, district surveys, a virtual town hall, public comment on the posted draft, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process translated directly or supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-22 LCAP continued throughout 2020-21. The process included engagement with district committees/groups in their established meetings and special meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, opportunity to comment on the draft, and a public hearing. A key feature of engagement during 2020-21 was the sharing of key stakeholder recommendations earlier in the year to inform board and staff planning. During 2019-20 engagement, the LCAP Parent Advisory Committee (PAC) set an internal goal to advance initial recommendations earlier in the school year. This goal was achieved as the PAC provided initial recommendations to the board in December 2020 in the form of a Board Communication. The LCAP PAC later had the opportunity to present these recommendations to the board in February 2021. At this same meeting, members of the Student Advisory Council (SAC) presented their key recommendations to the board. To provide adequate time for consideration, the board scheduled a special meeting on 3.11.21 to engage directly with members of the PAC and SAC. This meeting also included a presentation by a representative from the California School Boards Association (CSBA) to discuss the role of the board with regard to the LCAP.

Building upon this priority to share stakeholder recommendations earlier, a summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with executive cabinet, departmental leadership, and the representative stakeholder groups. As in previous years, a summary of stakeholder input was presented to the board in late May.

The district's key stakeholder groups play a critical role in representing different parts of the SCUSD community. Key activities of groups during this year's engagement process included:

- African American Advisory Board (AAAB): The AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations. LCAP-specific meetings were held with the AAAB on 12.2.20 and 3.17.21.

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- American Indian Education Program Parent Committee (AIEP PC): The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families. An LCAP-specific session was held with the AIEP PC on 3.25.21.
- Community Advisory Committee (CAC): The CAC meets monthly and acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and supports individuals with exceptional needs and their families. LCAP-specific meetings were held with the CAC on 9.15.20, 12.2.20, and 3.2.21.
- District English Learner Advisory Committee (DELAC): The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success. LCAP-specific meetings were held with the full DELAC on 10.6.20, 2.24.21, and 4.14.21. Additional input was provided by DELAC leadership in meetings on 3.19.21 and 3.25.21.
- LCAP Parent Advisory Committee (PAC): The LCAP PAC meets monthly to receive information that helps them to understand student needs and how those needs are addressed by the goals, actions, services, and expenditures contained in the LCAP. The LCAP met monthly throughout 2020-21 beginning on 8.3.20 with an additional full meeting in both August 2020 and April 2021. Beginning in October 2020, the LCAP also held 'small group meetings' between each full meeting to debrief the previous meeting and plan for the following meeting. There were 1-2 of these small group meetings held between each full meeting. Additional meetings were held to prepare for board presentations and during the summer to allow members to provide individual input.
- Student Advisory Council (SAC): SAC meets weekly to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. LCAP-specific meetings were held with SAC on 11.18.20, 2.3.21, and 2.10.21.

Presentations to the board that provided opportunities for board member input and public comment included:

- LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- Presentation of LCAP Draft (5.6.21)
- Summary of Stakeholder Input (5.20.21)
- LCAP Public Hearing (6.10.21)

Several surveys were administered throughout the year to gather additional input from stakeholders. These included:

- Fall 2020 School Climate Survey (Student only)
- Spring 2021 School Climate Survey in March-April 2021 (Students, Staff, and Families)
- LCAP Stakeholder Survey in April-May 2021 (Students, Staff, Families, and Community Members) – also included questions specific to the Expanded Learning Opportunities process. Surveys were available in Spanish, Hmong, Chinese, and Vietnamese. Participants were able to complete the survey online (google forms) or via a hard copy picked up from their school site or the district office.

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A series of five listening sessions were held in April and May 2021 and were open to all students, staff, parents/caregivers, and community members. These provided a brief overview of the LCAP and provided attendees opportunity to share their input on how to best support students with the highest needs. Participants were invited to share what they thought was working and should be continued/expanded, what was missing and where improvements were needed, and what they felt was needed most with regard to learning recovery in the summer of 2021 and 2020-21 school year. Simultaneous interpretation was provided in Spanish, Hmong, Chinese, Vietnamese, and Russian. All sessions were held via zoom and were open to the public.

LCAP draft materials and resources were provided to bargaining group leadership via Human Resources staff along with an invitation to schedule specific engagement meetings.

In May 2021, a draft of the LCAP was posted online for general public input.

A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent Learning Continuity and Attendance Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas, and provides links to additional and more detailed stakeholder feedback documents.

Overarching Themes

Individualized Supports
A theme across stakeholder group input was the need for more individualized for students with a particular focus on those students with the highest needs. A recurring recommendation was that individualized learning plans be developed for unduplicated students (English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students), African American students, and other student groups with demonstrated needs. Related recommendations include the assignment of specific liaisons to provide a 1 to 1 source of support and advisory periods to provide each student a 1 to 1 teacher/staff connection for social and emotional as well as academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that students needs can be appropriately identified.

Focus on Primary Grades
Feedback across stakeholder groups emphasized the need for a strategic focus on the elementary grades in a number of areas. A recurring strand of feedback indicated the importance of college and career readiness efforts at the elementary grade levels. Stakeholders affirmed the need for families and students to have an understanding of K-College pathways early on and to have support in developing a clear plan for K-12 and postsecondary goals. A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency by the 3rd grade as a key indicator for the district. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate

reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers.

Culture and Climate
Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

Coherence and Consistency
An overarching theme that relates to many aspects of the district was stakeholders' call for coherence and consistency in the district's Tier 1 program. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – they should be able to expect the same high-quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

Equitable Allocation of Resources
A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be utilized effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.

Accountability
Another theme that connects to a broad range of stakeholder interests is the importance of monitoring and accountability of district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the current 'opt-in' culture of the district as a limiting factor in effectively implementing programs and feedback emphasized the need to monitor how training is being provided and whether it is effective in meeting the stated goal. Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. And related to the above theme of coherence and consistency, stakeholder feedback specified the need to implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful.

Disruption of the Status Quo

Stakeholders expressed this theme in many ways, with 'disruption of the status quo' summarizing the general interest in taking the recent year as an opportunity for radical changes to programs and practices. This included feedback pointing to the opportunity to build upon key lessons from the distance learning experience and provide new instructional opportunities for students in the future. Also recurring as a theme in feedback was the idea that 'what we were doing before wasn't working, so we should think about how to do things differently.'

In addition to the overarching themes that emerged across stakeholder input strands, there were specific priorities and recommendations that recurred during stakeholder engagement. These have been organized below by LCAP goal area.

College and Career Readiness:

- The district needs to provide a coherent and consistent educational experience that ensure all students, regardless of school, program choice, or classroom, have access to standards-aligned instruction and robust and rigorous educational experiences.
- Students need increased access to counseling – academic, college advising, and mental health. Counselors need to provide targeted supports to meet the needs of specific student groups.
- College and career readiness needs to begin in the early elementary grades and all students need to have a clear plan that includes postsecondary goals and an understanding of the steps needed to achieve them
- Career Technical Education (CTE) pathways are critical for many student groups and overall awareness/support for trades/vocational programs need to be increased. More robust CTE offerings need to be provided at all school sites.
- Reduce the stigma associated with career/trades options
- Make scholarship opportunities more accessible
- More school-to-college and school-to-career experiences need to be provided, including targeted opportunities that are specific to student groups (e.g. inviting Black/African American college faculty to visit high schools, mentorship programs for American Indian and Alaska Native students)
- Support counselors to provide guidance for neurodiverse students in planning for colleges that have intensive supports
- Align course scheduling and placement to ensure appropriate course offerings by English Learner profile and develop master schedule that allows English Learners to take electives and ELD in addition to their core curriculum.
- Implement regular academic check-ins and progress monitoring to ensure that students stay on-track for graduation and college eligibility
- Support students in awareness and mindset specific to college-going – increase their belief that they can go to college

Foundational Educational Experience (Tier 1)

- Core academic instruction in an MTSS framework with differentiation of instruction in all classrooms
- Mandatory training with clear identification of which staff are required to complete and effectiveness of training measured by continuous improvement science

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- Develop and implement an English Learner Master Plan and effectively provide designated and integrated ELD
- Increase access for all to sports, music, arts, and after-school programs
- Integrate reading, writing and arithmetic across the curriculum – incorporate Math and ELA strategies into social science, Physical Education, science, and other electives.
- Implement district curriculum and programs with fidelity, including district common assessments. Implement additional assessments to provide data necessary to support students.
- Provide training and support to effectively implement Universal Design for Learning (UDL)
- Recruit and retain highly qualified staff with an emphasis on multilingual staff and staff that reflect our district's demographics.
- Develop more metrics that enable progress monitoring of district initiatives/actions (e.g. impact of professional learning, coaching, and other strategic actions)
- Increased access to GATE testing, training/certification, and instruction/programming

Integrated Supports (Tier 2 and 3)

- Prioritize mental health and wellness – implement regular mental health checks for students and explore integration of mental health training for staff and curriculum for students
- Individual student progress monitoring and support for students with high needs – examples of recommendations include liaisons/case managers, individualized student success plans, and advisory periods
- Increase the number of secondary ELD specialists and bilingual staff that serve English Learners
- Provide clear guidance and support to schools for the ongoing monitoring of reclassified students
- Support language maintenance – invest in heritage programs, provide professional learning to staff, provide enrichment opportunities in home language
- Professional development for instructional aids, and RSP teachers in instructional methods for dyslexia/learning disabilities
- Improve/address transition planning for older students with disabilities
- Dyslexia Intervention curriculum implemented for students with learning disabilities in reading
- Increased availability of academic supports to accelerate progress for students with learning gaps
- Increase the number of schools with student support centers that provide wrap-around services including access to a social worker and counselor
- Expand the capacity of AIEP to support youth and families – provide resources to enable staff to serve more American Indian and Alaska Native youth and also to support more accurate identification and completion of documentation to access services
- Professional development for staff across a range of areas including SEL, trauma-informed practices, and mental health

Culture and Climate

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- Provide focused support for Ethnic Studies – use curriculum developed by SCUSD teachers and focus on Ethnic Studies as more than just a graduation requirement
- Professional development for staff across a range of areas including culturally responsive teaching, anti-bias/anti-racist instruction, gender issues, and anti-bullying
- Address disproportionate suspension rates and practices
- Implement restorative practice and alternative behavioral intervention programs

Engagement and Empowerment

- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increased opportunities for students to provide authentic input. Opportunities for students to provide constructive feedback to staff.
- Engage students as primary agents in charge of their own education – implement a gradual release model. Students should receive all communications sent to parents/caregivers and, over time, become the primary recipient.
- Increase and improve translation and interpretation for families and students
- Include parents/caregivers in site and district decision-making processes

In addition to the overarching themes and summary of priorities and recommendations above, following are links to documents that include formal stakeholder recommendations and summaries of input:

- Recommendations developed by the African American Achievement Task Force (AAATF) / African American Advisory Board (AAAB)
- Summary of District English Learner Advisory Committee (DELAC) Input
- LCAP Parent Advisory Committee Recommendations
- Student Advisory Council Recommendations

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced the development of this LCAP significantly. With the transition to a new three-year plan coming after a one-year delay and building upon the experiences of school closures and distance learning, the voice of stakeholders shaped many aspects of the LCAP from the high-level plan goals to specific metrics.

Goal Statements

The evolution of goals from the prior LCAP to the goals in the 2021-22 LCAP is primarily due to stakeholder input. Building upon the input from 2019-20 and the Learning Continuity and Attendance Plan process, the 2021-22 goals reflect key priorities voiced by stakeholders and align to the overarching themes discussed in the previous section.

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Goal 1: Originally closer in form to the 2019-20 college and career readiness goal, stakeholders emphasized the need to (1) explicitly state that **100%** of students will meet the outcomes as an 'audacious' goal, (2) name the student groups who have the most disproportionate outcomes and require accelerated growth, and (3) specify that students will have a clear postsecondary plan as part of their college and career readiness. These suggestions have in turn influenced the way staff are working. Efforts are already underway by college readiness and counseling staff to implement a new course planning tools, provide additional college advising supports through partnerships with youth mentors, and increase collaboration with colleagues in departments such as Homeless Youth Services and Foster Youth Services to provide targeted supports.

Goal 2: This goal stems directly from the stakeholder call for more coherence and consistency across the district's Tier 1, or foundational, educational program. Stakeholders identified standards-alignment, fidelity to district programs and practices (as opposed to the 'opt in' culture cited), and robust and rigorous experiences inside and outside of the classroom as critical factors. This goal has established a key linkage to the district's efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all school sites, also a priority voiced by stakeholders.

Goal 3: The need for integrated supports at the Tier 2 and 3 levels has been a strong strand of feedback through the distance learning and the current LCAP input process. Stakeholders have reaffirmed the importance of each student being provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. Feedback also emphasized the need to establish a 'why', leading to the inclusion of student engagement in school and ability to access core instruction as identified purposes for providing targeted and integrated supports.

Goal 4: This goal statement evolved significantly beyond the previous goal based on specific stakeholder feedback. Stakeholders indicated the need to (1) call out the inequity present in our system (consistent with the district's core value statement), (2) identify student groups most affected by inequitable and discriminatory systems, (3) state that active dismantling of systems will be required, and (4) emphasize inclusivity and cultural competence as elements of schools and classrooms that we are striving towards.

Goal 5: This goal builds directly upon the prior version, with some key changes following stakeholder feedback. The incorporation of students as one of the named groups to be engaged and empowered was made following stakeholder feedback that students need more support in becoming the primary agent in charge of their own learning. Communication, capacity building, and collaborative decision-making were also themes throughout stakeholder feedback as key elements of successful engagement and empowerment.

Goal 6: Implementation of an effective Multi-Tiered System of Supports (MTSS) has been a throughline in key stakeholder feedback and ties together many other strands of input. The call for effective systems to review data, identify student needs, and provide responsive services specific to those needs fully aligned to staff efforts to develop and implement a multi-year training effort to install and sustain an MTSS at each school site. The resulting goal focuses on this capacity-building aspect of the implementation efforts.

Metrics/Desired Outcomes

A number of metrics were modified or incorporated into the LCAP based upon stakeholder feedback. These included:

- **State Seal of Bilteracy (SSB):** This metric was added based upon stakeholder feedback emphasizing the need for aspects of the LCAP to demonstrate the value of multilingualism.
- **State Seal of Civic Engagement (SSCE):** This metric was added following engagement of the board and stakeholders in a special meeting. Results for this metric will become available when the district completes its first cycle of awarding the SSCE.
- **Certificate of Completion:** This metric was incorporated based on stakeholder feedback emphasizing the need to make visible the achievement and outcomes of all students, and not just those receiving a traditional high school diploma.
- **GATE Identification and Demographics:** These metrics were established and fully realize the intent in the previous LCAP to incorporate a metric focused on the representativity within the GATE population.
- **District Common Assessments:** Metrics for District Math and ELA assessment participation and performance were incorporated in alignment with significant stakeholder feedback regarding the critical need to implement these assessments with fidelity. While the ultimate path to implementation will require negotiation with labor partners, the metric will establish the district's goal of implementing the assessments districtwide to have a consistent and reliable means of assessing student needs.
- **Third Grade Reading Proficiency:** Stakeholder feedback emphasized the need to focus on third grade reading as a critical indicator of future academic success. Two related metrics have been incorporated; one aligned to the state English Language Arts assessment and the other to the District's benchmark assessments. 2021-22 work will include alignment of assessment items within the benchmark assessment to allow for reading-specific performance results.
- **Provision of Responsive Services:** Stakeholder feedback has emphasized the need to create more alignment between actions and metrics. This metric was developed in partnership with Student Support and Health Services staff based upon that interest. It is used by SS&HS staff as an internal measure of their own impact and will be incorporated into the LCAP for stakeholders to use as well.
- **Parent Teacher Home Visit Threshold:** Stakeholder feedback regarding Parent Teacher Home Visits (PTHVs) has been very supportive and, in general, identifies the need for more visits. In response to this emphasis, staff developed a metric that has set the goal of all participating sites to have at least 10% of students participate. The PTHV program has demonstrated that a 10% threshold at a site can have positive impacts beyond just the students who participated.
- **English Learner Advisory Council (ELAC) operation:** DELAC stakeholder feedback encouraged the need for a metric that shifted focus from the district level to the site level to encourage improvements in ELAC functioning and representation. This resulted in the development of a metric specific to the demonstrated outcomes of ELACs across sites.

Disaggregation of Data

Stakeholder feedback has consistently emphasized the need for more transparency with regard to performance gaps across student groups and more intentional target setting. To meet this interest, baseline data and target outcomes have been disaggregated by student group throughout the LCAP. This includes data, where available, for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and by race/ethnicity. This has already supported follow-up feedback and discussions with staff regarding how to best set targets that reflect accelerated growth for target student groups and how to use these targets to drive equitable allocation of resources.

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Actions and Services

Stakeholder feedback influenced both the incorporation of additional actions as well as expansion of continued action descriptions to more fully describe efforts to improve student outcomes. Examples of actions influenced by stakeholder feedback include:

- **Language Acquisition Programs for English Learners, Professional Learning specific to instruction for English Learners, Pathways to Multiliteracy, and Interventions specific to English Learners:** Formerly a single action that bundled all of the Multilingual Literacy department's efforts into a single action, staff have outlined several focus strands for the coming years.
- **Student Support: Central Connect Center and Site-based Student Support Centers:** This action aligns the collective efforts of Student Support & Health Services to provide wrap-around and integrated supports for students.
- **American Indian Education Program (AIEP):** An important program in the district for many years, this action elevates the visibility of the AIEP in the LCAP.
- **Anti-bias and Anti-racism Professional Learning:** Initiated in the current year with site leaders and key district leaders, this action seeks to expand the scope of training, ultimately reaching all SCUSD staff.
- **Student Advisory Council (SAC):** An ongoing program, inclusion of this action makes visible a key district effort to amplify student voice.

Additionally, several actions were separated out for more transparency, following feedback from stakeholders requesting that targeted funding be easily identifiable and distinct actions not be bundled together. These included:

- Social Emotional Learning (SEL) programs and Positive Behavioral Intervention and Supports (PBIS) are now distinct actions.
- School Psychologists and Counselors have each been split into base and supplemental components to clearly communicate their funding streams.
- The former LCAP action 1.1, which included base classroom staffing, class size reduction, targeted school assistance, collaboration time, and restructuring of the salary schedule have been separated out into their distinct components.
- Credit recovery options are now a distinct action. This action was previously blended into the counseling and master schedule action.
- Preschool programs and Transitional Kindergarten have been separated out as distinct actions.
- Tobacco Use Prevention Education (TUPE) programming has been made into a distinct action. It was previously blended into the Foster Youth Services action.

Maintenance of LCFF Supplemental and Concentration Grant Transparency

As noted previously, stakeholders placed a priority on maintaining and increasing transparency with regard to targeted funding in the LCAP. With the new LCAP's template not differentiating LCFF Base and LCFF Supplemental and Concentration grant funding in the expenditure tables, SCUSD is committed to providing that breakout of projected expenditures and will do so in an appendix.

Affirmation of Existing Prioritized Actions

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Across the breadth of stakeholder feedback, many of the district's continuing actions were reaffirmed and their importance underscored. Examples of continuing actions that were specifically affirmed by recent stakeholder feedback (detailed in the previous section) include:

- Health Services: School Nurses and Immunization Clinic
- Student Support: Connect Center and Student Support Centers
- Social Emotional Learning (SEL) programs
- Positive Behavioral Intervention and Supports (PBIS)
- Bullying Prevention Training, Intervention, and Response
- District Parent Resource Center
- Parent Teacher Home Visits (PTHV)
- Translation and Interpretation Services
- Career and Technical Education (CTE) Pathways and Programs
- Academic and Career Counseling
- Exam Fee Support
- Early Childhood Education: Preschool and Transitional Kindergarten
- Foster Youth Services
- Homeless Youth Services
- Be Here! Program to address Chronic Absenteeism

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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, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three California State Dashboards (2017-18 through 2019-20) shows that almost 60% of SCUSD graduates are not placing in the 'prepared' level for the College and Career Indicator. Data from the California Department of Education (CDE) shows that almost half of SCUSD graduates are not completing UC 'a-g' requirements and more than one third do not enroll in college at any point during the 12 months after graduating. Significant performance gaps between student groups exist in all three of these outcomes, with results for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students of particular concern.

SCUSD's guiding principle states that *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.* Stakeholder input has informed the evolution from the prior LCAP Goal focused on college and career to this new version. Key input has included the following:

- Inequitable outcomes have persisted and student groups with the highest needs should be called out explicitly. Increasing the percentage of students who are graduating college and career ready cannot just be a result of improving outcomes for those groups who are already achieving at a higher level.
- It is not sufficient to state that the percent of students who are on-track to graduate college and career ready will increase. The district's goal should state that 100% of students will graduate college and career ready.
- It is important to acknowledge the importance of college AND career readiness as viable pathways to postsecondary success. Students need more support to understand and, as desired, pursue Career and Technical Education (CTE) as part of their studies and technical program/trades as postsecondary options.
- Students need to have a clear postsecondary plan in addition to a wide array of options. Readiness includes a defined multi-year plan and understanding of the steps and processes necessary to reach one's goals

As a broad goal, no specific date is set for the ultimate realization of the 100% target. The desired outcome for 2023-24 below projects a rate of growth that closes that gap by 10% each year for 'All students' and each student group. As systems and supports are improved, in

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particular the implemenation of an effective Multi-Tiered System of Supports (MTSS), it is expected that rates for secondary grade outcomes, including graduation rate and college and career readiness, can increase at higher rates. This will be due not only to improvements at the secondary level, but result from students entering high school having received more effective supports and preparation in the elementary and middle grades.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

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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			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		

1A Graduation Rate table:

	18-19	19-20
ALL	85.7	87.3
EL	81.2	75.8
FY	66.7	81.3
HY	75.3	72.9
SED	84.7	86.1
SWD	66	70.4
AA	77.1	82.4
AI/AN	81.8	73.3
A	93.7	93.5
F	100	95.2
H/L	84.2	84.6
PI	87	71.9
W	84.6	92.5
TOM	88.1	87.8

	23-24
ALL	91
EL	82
FY	86
HY	80
SED	90
SWD	78
AA	87
AI/AN	81
A	95
F	97
H/L	89
PI	80
W	95
TOM	91

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

To be reported in 2021-22 | To be reported in 2022-23 | To be reported in 2023-24

1B On-Track Graduation Status table:

	19-20	20-21
ALL	53.8	53.6
EL	43	41.2
FY	16	27.7
HY	21.9	28.8
SED	51.9	48.9
SWD	33.3	36.1
AA	43	39.7
AI/AN	48.2	40.7
A	68.5	70.3
F	67.3	68.6
H/L	48.3	47.4
PI	43.4	40.8
W	58.4	60.2
TOM	55.4	55.8

	23-24
ALL	70
EL	61
FY	53
HY	53
SED	66
SWD	58
AA	60
AI/AN	61
A	81
F	79
H/L	65
PI	61
W	74
TOM	71

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
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		**18-19** / **19-20**: ALL 40.5 / 41.7; EL 19.5 / 18.7; FY 11.1 / 30; HY 16 / 12.3; SED 36.2 / 37.6; SWD 7 / 8.1; AA 20 / 20.7; AI/AN 18.2 / 20; A 55.3 / 56.9; F 58.3 / 58.1; H/L 35.2 / 35.8; PI 21.6 / 24.6; W 51.2 / 53.5; TOM 51.1 / 51.7	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**: ALL 62; EL 47; FY 54; HY 42; SED 59; SWD 40; AA 48; AI/AN 48; A 72; F 73; H/L 58; PI 51; W 69; TOM 68
1D **A-G Completion** Percentage of graduating cohort who met UC/CSU Requirements **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		**18-19** / **19-20**: ALL 50.7 / 54; EL 35.9 / 37.7; FY 29.4 / 38.5; HY 24.6 / 20.9; SED 46.1 / 50.3; SWD 11.8 / 17.6; AA 32.5 / 36.5; AI 44.4 / 30; A 70.4 / 71.4; F 76.6 / 80; HL 41.9 / 45.5; PI 24.4 / 47.5; W 54.6 / 58.5; TOM 56.7 / 64.5	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**: ALL 70; EL 59; FY 60; HY 48; SED 67; SWD 46; AA 58; AI 54; A 81; F 87; HL 64; PI 66; W 73; TOM 77

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1E **On-Track A-G Status** Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress) **Source:** SCUSD Internal Dashboard *Note: 2020-21 data is to 4.5.21*		**19-20** **20-21** ALL 53.8 53.9 EL 34.3 36.8 FY 28 21.3 HY 25 17.8 SED 48.6 48.1 SWD 25.5 27.7 AA 37.4 37.1 AI/AN 39.3 33.3 A 73.7 71.9 F 70.5 69.1 H/L 45.2 46.3 PI 39.8 38.9 W 63.2 64.1 TOM 60.2 61.3	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24** ALL 70 EL 59 FY 48 HY 46 SED 66 SWD 53 AA 59 AI/AN 56 A 82 F 80 H/L 65 PI 60 W 76 TOM 75
1F **A-G AND CTE Completion** Percentage of graduating cohort completing UC/CSU Requirements **AND** completing a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)		**18-19** **19-20** ALL 5.8 6.4 EL 3.6 3.3 FY 0 0 HY 1.5 0 SED 4.2 6.5 SWD 1.3 0.7 AA 2.7 4.5 AI 0 0 A 6.3 7.8 F 2.1 6.4 HL 3.8 7.2 PI 7.1 9.1 W 3.7 3.9 TOM 4.6 7	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24** ALL TBD EL TBD FY TBD HY TBD SED TBD SWD TBD AA TBD AI TBD A TBD F TBD HL TBD PI TBD W TBD TOM TBD

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1G **CTE Pathway Completion** Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		**18-19** / **19-20** ALL 8.9 / 10.9 EL 7.5 / 9.1 FY 5.6 / 0 HY 12.3 / 0 SED 9.0 / 11.1 SWD 6.4 / 5.8 AA 8.8 / 8 AI 9.1 / 0 A 9.6 / 10 F 8.5 / 7.9 HL 9.0 / 13.3 PI 19.0 / 13.6 W 8.5 / 9 TOM 9.9 / 11.3	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24** ALL TBD EL TBD FY TBD HY TBD SED TBD SWD TBD AA TBD AI TBD A TBD F TBD HL TBD PI TBD W TBD TOM TBD
1H **CTE Pathway Enrollment** Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)		**19-20** / **20-21** ALL 23.3 / 24.3 EL 19.8 / 20.8 FY 15.4 / 18.0 HY 25.4 / 19.1 SED 23.5 / 24.7 SWD 19.3 / 22.2 AA 24.2 / 25.4 AI 23.1 / 17.5 A 20.1 / 21.6 F 16.3 / 16.3 HL 24.7 / 25.6 PI 28.6 / 28.4 W 21.8 / 23.9 TOM 26.1 / 24.8	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24** ALL TBD EL TBD FY TBD HY TBD SED TBD SWD TBD AA TBD AI TBD A TBD F TBD HL TBD PI TBD W TBD TOM TBD

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1I **FAFSA Completion** Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) **Source:** Internal District Reporting		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	68.6	77.8				**ALL**	85
	EL	58.6	69.7				**EL**	80
	FY	66.7	63.6				**FY**	76
	HY	N/A	54.5				**HY**	70
	SED	68.4	76.2				**SED**	84
	SWD	34.8	60				**SWD**	74
	AA	58.6	67.9				**AA**	79
	AI	61.5	53.8				**AI**	70
	A	83..5	86				**A**	91
	F	80.4	88.3				**F**	92
	HL	64.2	74.1				**HL**	83
	PI	70.2	78.6				**PI**	86
	W	63.9	79.1				**W**	86
	TOM	71.5	83.7				**TOM**	89

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1J **Certificate of Completion** Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	<table><tr><td></td><td colspan="2">**2019-20**</td></tr><tr><td>**ALL**</td><td>66</td><td>13.9</td></tr><tr><td>**SWD+EL**</td><td>63.6</td><td>18.7</td></tr><tr><td>**SWD+FY**</td><td>53.8</td><td>7.7</td></tr><tr><td>**SWD+HY**</td><td>50</td><td>8.3</td></tr><tr><td>**SWD+SED**</td><td>66.3</td><td>12.6</td></tr><tr><td>**SWD+AA**</td><td>67.6</td><td>11.8</td></tr><tr><td>**SWD+AI**</td><td>*</td><td>*</td></tr><tr><td>**SWD+A**</td><td>70.3</td><td>21.6</td></tr><tr><td>**SWD+F**</td><td>*</td><td>*</td></tr><tr><td>**SWD+HL**</td><td>65.7</td><td>9.5</td></tr><tr><td>**SWD+PI**</td><td>N/A</td><td>N/A</td></tr><tr><td>**SWD+W**</td><td>68.9</td><td>15.6</td></tr><tr><td>**SWD+TOM**</td><td>64.3</td><td>21.4</td></tr></table> *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>TBD</td></tr><tr><td>**EL**</td><td>TBD</td></tr><tr><td>**FY**</td><td>TBD</td></tr><tr><td>**HY**</td><td>TBD</td></tr><tr><td>**SED**</td><td>TBD</td></tr><tr><td>**SWD**</td><td>TBD</td></tr><tr><td>**AA**</td><td>TBD</td></tr><tr><td>**AI**</td><td>TBD</td></tr><tr><td>**A**</td><td>TBD</td></tr><tr><td>**F**</td><td>TBD</td></tr><tr><td>**HL**</td><td>TBD</td></tr><tr><td>**PI**</td><td>TBD</td></tr><tr><td>**W**</td><td>TBD</td></tr><tr><td>**TOM**</td><td>TBD</td></tr></table>

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1K **State Seal of Biliteracy (SSB)** Percentage of graduates earning the State Seal of Biliteracy (SSB) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		

Baseline table:

	18-19	19-20
ALL	12.7	14.4
EL	6.9	5.9
FY	5.9	0
HY	1.6	4.7
SED	12	13.8
SWD	1.4	0
AA	2.8	3
AI/AN	0	20
A	15.5	14.5
F	12.8	26.7
H/L	16.8	17
PI	2.4	2.5
W	10.1	13.5
TOM	10	19.4

Desired Outcome for 2023–24 table:

	23-24
ALL	30
EL	30
FY	30
HY	30
SED	30
SWD	30
AA	30
AI	30
A	30
F	30
HL	30
PI	30
W	30
TOM	30

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1L **State Seal of Civic Engagement (SSCE)** Percentage of graduates earning the State Seal of Civic Engagement (SSCE) **Source:** TBD *Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.*	<table><tr><td></td><td>**20-21**</td></tr><tr><td>**ALL**</td><td>0</td></tr><tr><td>**EL**</td><td>0</td></tr><tr><td>**FY**</td><td>0</td></tr><tr><td>**HY**</td><td>0</td></tr><tr><td>**SED**</td><td>0</td></tr><tr><td>**SWD**</td><td>0</td></tr><tr><td>**AA**</td><td>0</td></tr><tr><td>**AI/AN**</td><td>0</td></tr><tr><td>**A**</td><td>0</td></tr><tr><td>**F**</td><td>0</td></tr><tr><td>**H/L**</td><td>0</td></tr><tr><td>**PI**</td><td>0</td></tr><tr><td>**W**</td><td>0</td></tr><tr><td>**TOM**</td><td>0</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>15</td></tr><tr><td>**EL**</td><td>15</td></tr><tr><td>**FY**</td><td>15</td></tr><tr><td>**HY**</td><td>15</td></tr><tr><td>**SED**</td><td>15</td></tr><tr><td>**SWD**</td><td>15</td></tr><tr><td>**AA**</td><td>15</td></tr><tr><td>**AI**</td><td>15</td></tr><tr><td>**A**</td><td>15</td></tr><tr><td>**F**</td><td>15</td></tr><tr><td>**HL**</td><td>15</td></tr><tr><td>**PI**</td><td>15</td></tr><tr><td>**W**</td><td>15</td></tr><tr><td>**TOM**</td><td>15</td></tr></table>
1M **IB Exam Performance** Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7) **Source:** School Site Reporting	<table><tr><td></td><td>**18-19**</td><td>**19-20**</td></tr><tr><td>**ALL**</td><td>15.4</td><td>23.8</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>36</td></tr></table>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1N **IB Diploma Completion** Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma **Source:** School Site Reporting		18-19	19-20
ALL	3.3	7.5		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			23-24
ALL	24	
1O **ELA Early Assessment Program (EAP)** Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment **Source:** CAASPP Reporting Note: Results do not include Charter Schools		18-19	19-20	 ALL 21.4 N/A EL 0.3 N/A FY N/A N/A HY 0 N/A SED 15.5 N/A SWD 3.4 N/A AA 7.7 N/A AI 25 N/A A 23.3 N/A F 29.3 N/A HL 16 N/A PI 5.8 N/A W 37.3 N/A TOM 39 N/A	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	23-24 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

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1P **Math Early Assessment Program (EAP)** Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment **Source:** CAASPP Reporting Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	10	N/A				**ALL**	34
	EL	1.3	N/A				**EL**	28
	FY	N/A	N/A				**FY**	27
	HY	0	N/A				**HY**	27
	SED	6	N/A				**SED**	31
	SWD	0.9	N/A				**SWD**	28
	AA	1.5	N/A				**AA**	28
	AI	0	N/A				**AI**	27
	A	14.9	N/A				**A**	38
	F	12.1	N/A				**F**	36
	HL	5.3	N/A				**HL**	31
	PI	0	N/A				**PI**	27
	W	21	N/A				**W**	42
	TOM	16.5	N/A				**TOM**	39

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Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career and Technical Education (CTE) Pathways and Programs	Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Engineering & Design, Building Trades & Construction, Health & Medical Sciences, and Information Technology. Build a CTE pipeline at the middle school level beginning with a pilot program at Rosa Parks that articulate to Luther Burbank. Expanded efforts will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Partnership with Youth Development Support Services will continue to provide college mentors and after school staff support to implement the California College Guidance Initiative (CCGI) modules. These support students in their postsecondary preparation activities. Additional college mentors will be hired to provide targeted support to CTE students to strengthen engagement and develop post-secondary transition plans. *Scope/Logistics TBD*	TBD	Y
1.2	Academic and Career Counseling (Base)	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. Staff will collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. *FTE TBD*	TBD	N

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Action #	Title	Description	Total Funds	Contributing
1.3	Academic and Career Counseling (Supplemental)	Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery. *FTE TBD*	TBD	Y
1.4	Central support for aligned master scheduling	Coordinate districtwide scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles which lead to tracking, support pre-registration, and maximize overall scheduling efficiency. Implemented by 1.0 FTE Director of Master Scheduling.	TBD	Y
1.5	Credit Recovery Options	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 schools sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed with the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	TBD	Y
1.6	Exam Fee Support	Provide students access to Advanced Placement, International Baccalaureate (IB), PSAT, and SAT exams to ensure that no financial barriers prevent full participation.	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
1.7	International Baccalaureate (IB) Program Support	Continue providing expanded access to the International Baccalaureate (IB) program at target schools, particularly for low-income students, English Learners, and underrepresented students. Coursework in IB is designed to foster critical thinking, international mindedness, intellectual curiosity, and a love of learning. The rigor of the IB program also prepares students for post-secondary studies. This allocation funds Site instruction coordinators at Kit Carson and Luther Burbank High School, Resource teachers, professional learning, and supplemental instructional materials. *FTE TBD*	TBD	Y
1.8	*Needs-based Scholarships for students*	*TBD*	TBD	Y
1.9	Site-determined, SPSA-based actions to support Goal 1	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y
1.10	Department-level data-based decision-making	Use student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income students and English Learners. Funding provide stipends to department heads at district high schools to support their leadership of data use.	TBD	Y

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goal

Goal #	Description
2	Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

An explanation of why the LEA has developed this goal.

Analysis of student data from the most recent state assessments (2018-19) show that only 43% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is only 33%. Results from the Dashboard show that on average, students scored 21.5 points below the 'Standard Met' level in ELA and 48.8 points below the 'Standard Met' level in Math. Significant performance gaps exist for multiple student groups including English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students.

Stakeholder input has emphasized the need for coherence and consistency across the district and the expectation that all students, regardless of school site, program participation, or classroom, should have equitable access to a high-quality educational experience. This includes fidelity to district programs and practices. A particular emphasis in stakeholder input has been the consistent implementation of district common assessments. This is currently an issue being discussed with labor partners. Participation rates in the beginning of year and interim assessments during 2020-21 for both Math and ELA have been near 50% districtwide.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of a high-quality Tier 1 instructional program for all students. This is the foundation upon which an effective MTSS is built. With a strong and effective Tier 1 program in place, the district will be able to more accurately assess the full range of needs that exist.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

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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			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		

Baseline detail:

	18-19	19-20
ALL	-21.5	N/A
EL	-58	N/A
ELO	-100	N/A
RFEP	10.6	N/A
FY	-82.3	N/A
HY	-88.1	N/A
SED	-43.9	N/A
SWD	-	N/A
AA	-72.5	N/A
AI	-61.2	N/A
A	-5.4	N/A
F	22.6	N/A
HL	-39.7	N/A
PI	-66.1	N/A
W	34.1	N/A
TOM	3.3	N/A

Desired Outcome for 2023–24 detail:

	23-24
ALL	-15.6
EL	-42.3
ELO	-72.9
RFEP	16.6
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

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2B **Math State Assessment** Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 **Source:** California School Dashboard Note: Results do not include Charter Schools			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		
		18-19	**19-20**					**23-24**
	ALL	-48.8	N/A				ALL	-35.6
	EL	-75.1	N/A				EL	-54.7
	ELO	-112.5	N/A				ELO	-82
	RFEP	-13.9	N/A				RFEP	-10.1
	FY	-116.4	N/A				FY	-84.9
	HY	-122.3	N/A				HY	-89.2
	SED	-70.5	N/A				SED	-51.4
	SWD	-129.1	N/A				SWD	-94.1
	AA	-107	N/A				AA	-78
	AI	-98.6	N/A				AI	-71.9
	A	-19.8	N/A				A	-14.4
	F	-3.2	N/A				F	-2.3
	HL	-69.8	N/A				HL	-50.9
	PI	-91.9	N/A				PI	-67
	W	5.1	N/A				W	18.4
	TOM	-21.4	N/A				TOM	-15.6

(The table above is a single metric row 2B; values are organized as: left sub-table with columns 18-19 and 19-20, and right sub-table with column 23-24.)

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2C **California Science Test (CAST)** Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	

	18-19	**19-20**		**23-24**
ALL	24.8	N/A	ALL	45
EL	1.5	N/A	EL	28
FY	N/A	N/A	FY	33
HY	8.5	N/A	HY	33
SED	17.7	N/A	SED	40
SWD	6.5	N/A	SWD	32
AA	9.4	N/A	AA	34
AI	20	N/A	AI	42
A	31.4	N/A	A	50
F	36.2	N/A	F	53
HL	16.6	N/A	HL	39
PI	10.9	N/A	PI	35
W	45.6	N/A	W	60
TOM	35.5	N/A	TOM	53

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2D **English Learner Progress Indicator (ELPI)** Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) **Source:** California School Dashboard Note: Results do not include Charter Schools		**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 55.6% of ELs will progress at least 1 ELPI Level AND 59.1% of ELs overall will make progress
	% 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**				
	% Making Progress	**44.1**				
2E **Reclassification Rate** Percentage of English Learners reclassified to Fluent English Proficient (RFEP) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	2018-19: 9.73% 2019-20: 10.3%		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: Reclassification rate will be within .5% of the state reclassification average Rate will be at least 13.3% based on 2019-20 state rate of 13.8%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2F **Long Term English Learners (LTELs)** Percentage of English Learners that have been classified as ELs for 6+ years **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	

Baseline table (LTELs):

Grade	19-20
6th	26
7th	22
8th	21
9th	17
10th	19
11th	15
12th	28

Desired Outcome table (LTELs):

Grade	19-20
6th	18
7th	17
8th	15
9th	13
10th	15
11th	11
12th	14

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2F **Advanced Placement (AP) Pass Rate 1** Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more **Source:** CALPADS Reporting (District Analysis) *Note: Spring 2020 AP Exams were modified and administered online due to COVID-19*		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	

Baseline table (AP Pass Rate):

	18-19	19-20
ALL	10.6	5.7
EL	4.4	2.1
FY	0	0.0
HY	1.4	0.0
SED	8	4.2
SWD	0.4	0.7
AA	2.4	1.6
AI	1.5	0.0
A	16.8	9.3
F	17.6	8.7
HL	8.9	4.4
PI	1.8	1.6
W	15.7	8.3
TOM	15.1	6.9

Desired Outcome table (AP Pass Rate):

	23-24
ALL	TBD
EL	TBD
FY	TBD
HY	TBD
SED	TBD
SWD	TBD
AA	TBD
AI	TBD
A	TBD
F	TBD
HL	TBD
PI	TBD
W	TBD
TOM	TBD

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2G **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 *Note: Spring 2020 AP Exams were modified and administered online due to COVID-19*	2018-19: 43.4% 2019-20: 49.9%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 67%
2H **Advanced Placement (AP) Enrollment** Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes **Source:** CALPADS Reporting (District Analysis)	<table><tr><td></td><td>19-20</td><td>20-21</td></tr><tr><td>ALL</td><td>25.5</td><td>25.4</td></tr><tr><td>EL</td><td>9.2</td><td>7.2</td></tr><tr><td>FY</td><td>3.4</td><td>2.5</td></tr><tr><td>HY</td><td>7.9</td><td>4.2</td></tr><tr><td>SED</td><td>20.1</td><td>19.7</td></tr><tr><td>SWD</td><td>2.7</td><td>2.7</td></tr><tr><td>AA</td><td>12.4</td><td>12.9</td></tr><tr><td>AI</td><td>15.7</td><td>9.6</td></tr><tr><td>A</td><td>37.5</td><td>38.9</td></tr><tr><td>F</td><td>39.1</td><td>39.6</td></tr><tr><td>HL</td><td>19.9</td><td>18.7</td></tr><tr><td>PI</td><td>11.4</td><td>11.8</td></tr><tr><td>W</td><td>34.1</td><td>35</td></tr><tr><td>TOM</td><td>33.8</td><td>33.5</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ALL</td><td>TBD</td></tr><tr><td>EL</td><td>TBD</td></tr><tr><td>FY</td><td>TBD</td></tr><tr><td>HY</td><td>TBD</td></tr><tr><td>SED</td><td>TBD</td></tr><tr><td>SWD</td><td>TBD</td></tr><tr><td>AA</td><td>TBD</td></tr><tr><td>AI</td><td>TBD</td></tr><tr><td>A</td><td>TBD</td></tr><tr><td>F</td><td>TBD</td></tr><tr><td>HL</td><td>TBD</td></tr><tr><td>PI</td><td>TBD</td></tr><tr><td>W</td><td>TBD</td></tr><tr><td>TOM</td><td>TBD</td></tr></table>

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2I **GATE Identification** Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group **Source:** SCUSD Advanced Learning Department	1st Grade	18-19		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	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.
		All	GATE				
	ALL	N/A	12.6				
	EL	21.2	11.2				
	FY	0.3	0.0				
	HY	0.7	0.0				
	SED	69.0	43.2				
	SWD	14.3	6.8				
	AA	13.8	2.9				
	AI	0.7	0.7				
	A	18.7	23.1				
	HL	39.9	24.7				
	PI	2.1	1.1				
	W	17.3	34.1				
	TOM	7.6	13.4				

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2J **GATE Demographics** Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group **Source:** Advanced Learning Department	(see table below)	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Percentage of students within each student group who are identified as GATE will be comparable to each group's proportion of the overall student population (grades 2-12).

Grades 2-12	18-19 All	18-19 GATE
ALL	N/A	15.0
EL	18.0	4.0
SED	60.3	8.0
SWD	15.6	5.0
AA	13.2	4.7
AI	0.5	7.6
A	19.2	18.4
HL	40.7	9.4
PI	2.2	5.6
W	16.7	29.9
TOM	7.4	23.7

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2K **State Standards Implementation Survey** Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain **Source:** Local Survey of Administrators	**19-20** Providing Professional Learning: 25 Identifying Professional Learning Needs: 18 Providing Standards-Aligned Materials: 40 Implementing Standards: 26 Implementing Policies or Programs to help staff identify areas of improvement: 9	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**23-24** Providing Professional Learning: 100 Identifying Professional Learning Needs: 100 Providing Standards-Aligned Materials: 100 Implementing Standards: 100 Implementing Policies or Programs to help staff identify areas of improvement: 100
2L **District Common Assessment Participation Rate (Math)** Percentage of students completing the second Interim District Common Assessment (Math) **Source:** District Analysis	**20-21** ALL: 24 EL: 30 FY: TBD HY: TBD SED: 24 SWD: 18 AA: 17 AI: 18 A: 31 HL: 23 PI: 22 W: 23 TOM: 23	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL: 95 EL: 95 FY: 95 HY: 95 SED: 95 SWD: 95 AA: 95 AI: 95 A: 95 F: 95 HL: 95 PI: 95 W: 95 TOM: 95

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2M **District Common Assessment Participation Rate (ELA)** Percentage of students completing the second Interim District Common Assessment for English Language Arts (ELA) **Source:** District Analysis	**20-21** ALL 49 EL 49 FY 36 HY 31 SED 46 SWD 40 AA 41 AI 42 A 56 HL 47 PI 43 W 52 TOM 50	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**23-24** 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
2N **District Common Assessment Performance (Math)** Percentage of correct responses on the second Interim District Common Assessment (Math) **Source:** District Analysis	**20-21** 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	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**23-24** 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

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2O **District Common Assessment Performance (ELA)** Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA) **Source:** District Analysis	<table><tr><td></td><td>20-21</td></tr><tr><td>ALL</td><td>54</td></tr><tr><td>EL</td><td>40</td></tr><tr><td>FY</td><td>40</td></tr><tr><td>HY</td><td>39</td></tr><tr><td>SED</td><td>48</td></tr><tr><td>SWD</td><td>41</td></tr><tr><td>AA</td><td>44</td></tr><tr><td>AI</td><td>48</td></tr><tr><td>A</td><td>56</td></tr><tr><td>HL</td><td>49</td></tr><tr><td>PI</td><td>45</td></tr><tr><td>W</td><td>65</td></tr><tr><td>TOM</td><td>60</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ALL</td><td>66</td></tr><tr><td>EL</td><td>56</td></tr><tr><td>FY</td><td>56</td></tr><tr><td>HY</td><td>56</td></tr><tr><td>SED</td><td>62</td></tr><tr><td>SWD</td><td>57</td></tr><tr><td>AA</td><td>59</td></tr><tr><td>AI</td><td>62</td></tr><tr><td>A</td><td>68</td></tr><tr><td>HL</td><td>63</td></tr><tr><td>PI</td><td>60</td></tr><tr><td>W</td><td>74</td></tr><tr><td>TOM</td><td>71</td></tr></table>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2P **Third Grade Reading Proficiency (State Assessment)** Percentage of third grade students above standard on the Reading-specific domain of the state's ELA assessment **Source:** California Assessment of Student Performance and Progress (CAASPP) Note: Results do not include Charter Schools	<table><tr><td></td><td>**18-19**</td></tr><tr><td>**ALL**</td><td>21.5</td></tr><tr><td>**EL**</td><td>4.2</td></tr><tr><td>**RFEP**</td><td>29.7</td></tr><tr><td>**HY**</td><td>3.6</td></tr><tr><td>**SED**</td><td>13.5</td></tr><tr><td>**SWD**</td><td>9.4</td></tr><tr><td>**AA**</td><td>8.6</td></tr><tr><td>**AI**</td><td>7.1</td></tr><tr><td>**A**</td><td>21.7</td></tr><tr><td>**F**</td><td>37.5</td></tr><tr><td>**HL**</td><td>14.8</td></tr><tr><td>**PI**</td><td>7.1</td></tr><tr><td>**W**</td><td>43.1</td></tr><tr><td>**TOM**</td><td>33.9</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>TBD</td></tr><tr><td>**EL**</td><td>TBD</td></tr><tr><td>**RFEP**</td><td>TBD</td></tr><tr><td>**HY**</td><td>TBD</td></tr><tr><td>**SED**</td><td>TBD</td></tr><tr><td>**SWD**</td><td>TBD</td></tr><tr><td>**AA**</td><td>TBD</td></tr><tr><td>**AI**</td><td>TBD</td></tr><tr><td>**A**</td><td>TBD</td></tr><tr><td>**F**</td><td>TBD</td></tr><tr><td>**HL**</td><td>TBD</td></tr><tr><td>**PI**</td><td>TBD</td></tr><tr><td>**W**</td><td>TBD</td></tr><tr><td>**TOM**</td><td>TBD</td></tr></table>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2Q **Third Grade Reading Proficiency (District Assessment)** Percentage of students who demonstrate proficiency on the Reading-specific domain of the district's common ELA assessment **Source:** District Common Assessments	*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. This will allow a baseline to be established for SCUSD's local assessments in 2021-22.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>TBD</td></tr><tr><td>**EL**</td><td>TBD</td></tr><tr><td>**FY**</td><td>TBD</td></tr><tr><td>**HY**</td><td>TBD</td></tr><tr><td>**SED**</td><td>TBD</td></tr><tr><td>**SWD**</td><td>TBD</td></tr><tr><td>**AA**</td><td>TBD</td></tr><tr><td>**AI**</td><td>TBD</td></tr><tr><td>**A**</td><td>TBD</td></tr><tr><td>**F**</td><td>TBD</td></tr><tr><td>**HL**</td><td>TBD</td></tr><tr><td>**PI**</td><td>TBD</td></tr><tr><td>**W**</td><td>TBD</td></tr><tr><td>**TOM**</td><td>TBD</td></tr></table>

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards	Curriculum Coordinators and Training Specialists in the Curriculum and Instruction department will provide teachers and other instructional staff professional development and a wide range of supports for implementation of state standards. Professional Learning will incude guidance for the use of grade level scope and sequence plans, administration and analysis of the district's common assessments, and on-site coaching for effective delivery of research-based, standards-aligned instruction. Professional development is anchored in the district's commitment to the practices of Universal Design for Learning (UDL). Staffing includes 24 training specialists and 8 curriculum coordinators.	TBD	Y
2.2	Advanced Learning Programs	Central coordination, support, and professional development to implement Gifted and Talented Education (GATE) instruction and Advanced Placement (AP) course options. Includes the coordination and management of GATE assessment and identification. Staffing includes 1.8 FTE (1 Coordinator, 0.8 Resource Teacher).	TBD	TBD
2.3	Expanded Learning Programs	Youth Development Support Services (YDSS) provides expanded learning programs at 60 school sites. Programs include before school, after school, summer, and intersession learning. Implemented in collaboration with community partners and external providers, staff develop programs at each school site that provide supports including home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Examples of providers include the Sacramento Chinese Community Services Center and the Boys and Girls Club.	TBD	TBD
2.4	*TBD: Actions to support achievement of students with disabilities*	*TBD*	TBD	N

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Action #	Title	Description	Total Funds	Contributing
2.5	Language Acquisition Programs for English Learners	Implement programs to support language acquisition for English Learners. For the 2021-2022 school year, a training specialist will be assigned to work with all of SCUSD's dual immersion programs. Speific activities will include coordination of grant efforts, the bilingual teacher's network, county meetings, and all immersion site-specific needs and professional learning. The specialist will also work with the Multilingual Office to develop the vertical articulation necessary to create middle school immersion programs and heritage language courses. Over the next three years, new ELD content-area classes and Long-Term EL intervention classes will be added to build Pathways to Multiliteracy, increase the reclassification rate, and improve graduation rates, Staff will seek approval of courses in A-G Pathways, with potential courses includeing ELD Math II, ELD Geography, ELD Ethnic Studies, Ethnic Studies and Literature. *Scope TBD*	TBD	Y
2.6	Professional Learning specific to instruction for English Learners	Provide professional learning to build capacity of the Curriculum and Instruction Office educators by completing the two-year training of LETRS (Language Essentials for Teachers of Reading and Spelling) in 2022, a three-year training of EL Rise in 2023, and on-going training on the ERWC (Expository Reading and Writing Curriculum from the California Status University System) in order to promote full implementation of the ELD standards (including foundational skills found in Part III of the standards) across the grade-levels and content areas. *Scope TBD*	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
2.7	Pathways to Multiliteracy	For the 2021-2022 school year, the Multilingual Office will roll out its process of awarding world language credit to students who are multiliterate. The Avant World Language Placement Exam will be offered to eligible incoming 9th grade students (who speak a language other than English at home) in order to receive world language credit and ensure appropriate placement, as well as newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English. This process will increase the number of students who receive the State Seal of Biliteracy (a CA School Dashboard Indicator), are on-track for graduation and UC/CSU A-G eligiblity. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses. The increase in AP enrollment and testing will help to increase college and career readiness for English Learners. *Scope TBD*	TBD	Y
2.8	Class Size Reduction (K-3)	*Reduce class size in the primary grades to 24:1.* *FTE TBD*	TBD	Y
2.9	Additional staffing for high-needs sites	*Provide additional FTE to high-needs sites across the district to reduce class size and expand access to programs.* *FTE TBD*	TBD	Y
2.10	Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peer on approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups.	TBD	Y
2.11	Restructured Salary Schedule	Maintain a competitive salary and benefit package for certificated staff to increase the district's ability to recruit highly qualified candidates retain experienced teachers, and reduce overall turnover.	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
2.12	Early Childhood Education: Preschool Programs	Provide access to early childhood education for eligible students and families to build a strong foundation for success in elementary school and beyond. Operation of 42 classrooms across the district with approximately 1120 spaces available. Offerings include a combination of state-funded and Head Start-funded programs. Program eligibility is income-based and the location of programs are prioritized to Title-1 designated sites.	TBD	N
2.13	Early Childhood Education: Early/Transitional Kindergarten	Provide early access to Kindergarten for students who meet the state-defined age eligibility. Students enroll in a full year of Early/Transitional Kindergarten programming to build a strong foundation for success in Kindergarten and beyond. Early Kindergarten classrooms will be offered at 10 schools sites for a total of 240 students. Includes small materials budget.	TBD	N
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians)	Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across sites so all students at targeted grade levels have access to library resources and supports. *FTE TBD*	TBD	Y
2.15	*TBD: Extra and Co-curricular opportunities and Resources*	*TBD*	TBD	TBD
2.16	*TBD: Visual and Performing Arts Opportunities*	*TBD*	TBD	Y
2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y
2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y
2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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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, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.

An explanation of why the LEA has developed this goal.

Analysis of student data from the Dashboard (2019) shows that almost 15% of students were chronically absent during the 2018-19 school year. Data from the 2019-20 school year prior to school closures was comparable, with 11% of students chronically absent through February of 2020. Significant performance gaps exist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

The need for targeted services and supports in SCUSD is high and has been increased during the time of school closures and distance learning. In the first part of 2020-21, Student Support and Health Services staff recorded a 31% increase in the number of students served, a 194% increase in home visits, and a 44% increase in the provision of basic needs/services relative to the same time in 2019-20. These services are critical for ensuring that students can remain fully engaged in school both in terms of attendance and receiving the social, emotional, and health supports they need to focus on their academics. Targeted academic supports are critical for ensuring that students are able to fully access core instruction. Where assessments reveal gaps in content or conceptual understanding, targeted intervention can be provided that addresses the need as soon as possible with ongoing monitoring to measure progress.

Stakeholders input has emphasized the importance of providing wrap-around services for students at the individual level, with particular focus on students groups with the highest needs. As with other goals, input has specified that student groups with the highest needs should be called out in the goal. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being a key priority across stakeholder groups.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 2 and 3 supports that are specific to identified student needs. Doing this well is one of the primary reasons the district has used the term 'Data-based decision-making' to describe its MTSS efforts. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services is necessary to ensure their access to standards-aligned instruction (Goal 2) and support them in becoming college and career ready (Goal 1).

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students),

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AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
3A **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 and to 2.25.21 for 2020-21.*		**19-20**	**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	60	67				ALL		76
	EL	64	62				EL		72
	FY	41	46				FY		61
	HY	N/A	17				HY		39
	SED	57	61				SED		72
	SWD	52	59				SWD		70
	AA	48	47				AA		61
	AI	54	55				AI		67
	A	76	78				A		84
	F	69	83				F		88
	HL	56	63				HL		73
	PI	46	45				PI		60
	W	63	82				W		87
	TOM	59	71				TOM		79

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Metric	Baseline				Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
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: 2018-19 data reflects the 2019 Dashboard. 2019-20 and 2020-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21.*		**18-19**	**19-20**	**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	14.8	11	17.8				**ALL**	8
	EL	11.2	8.3	20.4				**EL**	6.1
	FY	30.1	21.4	33.8				**FY**	15.6
	HY	57.9	42.8	63.6				**HY**	31.2
	SED	18.1	12.4	22.6				**SED**	9
	SWD	19.8	12.8	24				**SWD**	9.3
	AA	27.6	20.2	33.5				**AA**	14.7
	AI	25.7	16.3	25.9				**AI**	11.9
	A	5.5	4.1	9.9				**A**	3
	F	7.8	6	8				**F**	4.4
	HL	16.5	11.8	19.5				**HL**	8.6
	PI	27.3	18.4	31.3				**PI**	13.4
	W	8.3	7.9	9				**W**	5.8
	TOM	14.9	11.1	16.3				**TOM**	8.1

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3C **Chronic Absenteeism Interventions** Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions **Source:** SCUSD Performance Targeted Academic Index (PTAI)			**19-20**	**20-21**
ES (K-6)	58.6	38.8
MS (7-8)	52.5	40.68
HS (9-12)	48.2	37.3	 *Note: 2020-21 results are to 3.10.21*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
ES (K-6)	55
MS (7-8)	57
HS (9-12)	54	
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)			**19-20**	**20-21**
ES (K-6)	21.4	23.8
MS (7-8)	25.49	26.5
HS (9-12)	29.98	19.8		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
ES (K-6)	44
MS (7-8)	46
HS (9-12)	42	

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3E **Provision of Responsive Services** Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services **Source:** SCUSD EIIS (Indicator 14620) *Note: 2020-21 data is to 4.5.21*		**19-20**	**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	For 2023-24, 100% of identified Homeless and Foster Youth will be provided responsive services. For all other groups, increases in support are dependent on staffing capacity. If current staffing levels are unchanged, service rates will be maintained, with the goal of increasing the level of service for those student groups with the most students in the 'purple' zone. If staffing levels are increased, targets will be established reflecting the increased staffing capacity.
	ALL	35.7	29.6				
	EL	51.6	42.6				
	FY	86.6	94.3				
	HY	74.1	95.2				
	SED	42.7	36.8				
	SWD	37.9	34.3				
	AA	42.9	39.4				
	AI	43.8	38.5				
	A	41.7	31				
	F	25.3	19.9				
	HL	40.5	33.8				
	PI	48.5	45.4				
	W	15.8	12.1				
	TOM	25	20.2				

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
3F **High School Drop-out Rate** Percentage of students in the 4-year adjusted cohort who drop out of high school **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		**18-19** / **19-20** ALL 7.6 / 6.2 EL 10 / 13 FY 37.5 / 16.7 HY 22.8 / 22.1 SED 8.4 / 6.9 SWD 10.3 / 7.8 AA 14.6 / 9.7 AI 9.1 / 12.5 A 4.4 / 2.5 F 0 / 0 HL 7.4 / 7.6 PI 4.3 / 14.3 W 6.1 / 2.6 TOM 8.6 / 8.4	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24** 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 HL 5.5 PI 10.4 W 1.9 TOM 6.1
3G **Middle School Drop-out Rate** Percentage of students in grades 7 and 8 who dropped out of school **Source:** CALPADS Reporting (District Analysis)		**18-19** / **19-20** ALL 0.1 / 0.06 EL 0.1 / 0 FY 0 / 0 HY 0 / 2.5 SED 0.04 / 0.08 SWD 0.1 / 0 AA 0.1 / 0.11 AI 0 / 0 A 0.1 / 0 F 0.9 / 0 HL 0.1 / 0.07 PI 0 / 0 W 0 / 0.08 TOM 0.2 / 0	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24** ALL 0 EL 0 FY 0 HY 0 SED 0 SWD 0 AA 0 AI 0 A 0 F 0 HL 0 PI 0 W 0 TOM 0

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Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Foster Youth Services	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. Staffing includes 8.0 FTE (1 Coordinator, 5 Program Associates (2 Elementary, 1 Middle, and 1 High School), 1 case manager/community school liaison, and 1 clerk).	TBD	Y
3.2	Homeless Youth Services	Homeless Services staff provide direct support for Homeless Youth and families in compliance with state and federal requirements. This includes identification and documentation for eligible services; enrollment and attendance support; referrals for eligible services including free meals, transportation, Title 1, and other district, state, and federal programs; referrals to social, emotional, and health services; intervention and outreach; referrals to community services; dispute resolution; and training/support for staff. Staff strive to facilitate a systemic approach by developing collective ownership and effective collaboration across the district in service of Homeless Youth and families. Staffing includes 2.0 FTE (1 Homeless Program Coordinator and 1 Social Worker) and 1 per diem Youth and Family Mental Health Advocate.	TBD	N
3.3	School Psychologists (Base)	Assessment of students for identification of learning disabilities and other learning needs. School Psychologists support the recommendation of appropriate interventions, modifications, and accommodates needed for students to fully access instruction and achieve learning goals. *FTE TBD*	TBD	N

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Action #	Title	Description	Total Funds	Contributing
3.4	School Psychologists (Supplemental)	Maintain expanded capacity of School Psychologist team, particularly for those students who are unduplicated and have an identified disability as well as unduplicated students with other identified learning needs. Provide behavior intervention services and educationally related mental health services. *FTE TBD*	TBD	Y
3.5	Instructional Assistants	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP). *FTE TBD*	TBD	N
3.6	*TBD*	*Social Workers specific to Special Education*	TBD	
3.7	*TBD: Actions to support achievement of students with disabilities*	*TBD*	TBD	TBD
3.8	Intervention and Supports specific to English Learners	The Multilingual Office, under the direction of the Curriculum and Instruction Department, currently operates with one coordinator, four training specialists, and two classified staff. A director will be hired within the 2021-2022 school year in order to provide and grow the services offered to English learners and their learning partners. This will include the addition of world languages to the work of the Office and responsibility for presenting professional learning framed in Universal Design for Learning, addressing the Federal Program Monitoring findings for administrative and site teams, on-going coaching and teacher professional learning, and designing an English Learner Master Plan to be approved by the Board in the 2021-2022 school year. The Multilingual Literacy Office will develop student videos in our top five languages (at the elementary and secondary level) to welcome students to our district, affirm the assets of being multilingual, provide an overview of reclassification, and introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year.	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
3.9	Health Services: School Nurses and Immunization Clinic	Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families. Services will be provided by 1 Health Services Coordinator and 26 school nurses (24.1 FTE). School nurses include a lead school nurse, a vision and hearing team (2 FTE), a Special Eucation Preschool Assessment Team (2 FTE), and an Adult Education nurse.	TBD	Y
3.10	Be HERE! Program to reduce Chronic Absenteeism	Support school sites in focused efforts to reduce chronic absenteeism. Best practices that are supported include the regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. SCUSD was awarded 3 years of funding as part of Cohort 4 of the Learning Communities for School Success Program (LCSSP) state grant. With this funding, the goal is to scale Be Here! Efforts up to all SCUSD schools. *Scope TBD*	TBD	N
3.11	Student Support: Central Connect Center and Site-based Student Support Centers	The Connect Center serves as a critical hub in the districtwide effort to monitor and address mental health needs. Staff provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. The Connect Center staffing includes 6.0 FTE (1 Coordinator, 3 Social Workers, 1 Student/Family Support Specialist, and 1 Family Youth Advocate). 29 schools have site-specific Student Support Centers. These are grant and site-funded and serve as local hubs to coordinate a range of services. The Connect Center primarily supports those school sites without Student Support Centers. *Note: Some schools sites fund additional resources for site-based Student Support Centers through their SPSA-based allocations.*	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
3.12	Enrollment Center	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In additional to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition.	TBD	Y
3.13	Summer programming to address learning loss	*Summer school program model TBD*	TBD	TBD
3.14	*TBD: Grade Level Readiness Intervention*	*TBD*	TBD	TBD
3.15	American Indian Education Program (AIEP)	This program addresses the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. The AIEP serves students in grades K-12 throughout the district.	TBD	N
3.16	Tobacco Use Prevention Education (TUPE) Program	Educate students on the dangers of tobacco use and the impact on themselves and their community. Students have the opportunity to participate in meaningful, social gatherings with peers to actively engage and give feedback on school site initiatives around tobacco, drug, and alcohol usage. Services include prevention programs, intervention, and cessation support.	TBD	N
3.17	Site-determined, SPSA-based actions to support Goal 3	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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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, and Homeless Youth.

An explanation of why the LEA has developed this goal.

Analysis of student data shows that SCUSD's Suspension Rate (5.6% on the 2019 Dashboard) is above the state average (3.4%) and that disproportionately high rates persist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, and American Indian or Alaska Native students. Results from the district's fall 2020 School Climate Survey shows that about 70% of students answered positively for questions assessing perception of safety and belongingness.

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

The need to confront and interrupt inequitable and discriminatory systems has also been emphasized over time through stakeholder input. Stakeholders have more recently indicated that beyond confronting and interrupting inequities, aspects of the system that are inequitable and/or discriminatory must be dismantled. As with other goals, stakeholders have prioritized the specific identification of student groups most affected.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

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Measuring and Reporting Results

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
4A **Suspension Rate** Percentage of students suspended 1 or more times during the school year **Source:** California School Dashboard *Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting.*	<table><tr><td></td><td>18-19</td><td>19-20</td><td>20-21</td></tr><tr><td>ALL</td><td>5.6</td><td>3.7</td><td>TBD</td></tr><tr><td>EL</td><td>3.7</td><td>2.3</td><td>TBD</td></tr><tr><td>FY</td><td>21.2</td><td>13.5</td><td>TBD</td></tr><tr><td>HY</td><td>12.2</td><td>6.4</td><td>TBD</td></tr><tr><td>SED</td><td>6.8</td><td>4.5</td><td>TBD</td></tr><tr><td>SWD</td><td>10</td><td>6.7</td><td>TBD</td></tr><tr><td>AA</td><td>14.6</td><td>10.3</td><td>TBD</td></tr><tr><td>AI</td><td>8</td><td>3.0</td><td>TBD</td></tr><tr><td>A</td><td>1.6</td><td>1.0</td><td>TBD</td></tr><tr><td>F</td><td>3</td><td>1.3</td><td>TBD</td></tr><tr><td>HL</td><td>5.4</td><td>3.3</td><td>TBD</td></tr><tr><td>PI</td><td>6.4</td><td>3.8</td><td>TBD</td></tr><tr><td>W</td><td>2.9</td><td>2.1</td><td>TBD</td></tr><tr><td>TOM</td><td>4.9</td><td>4.2</td><td>TBD</td></tr></table>			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ALL</td><td>2.7</td><td></td></tr><tr><td>EL</td><td>1.7</td></tr><tr><td>FY</td><td>9.8</td></tr><tr><td>HY</td><td>4.7</td></tr><tr><td>SED</td><td>3.3</td></tr><tr><td>SWD</td><td>4.9</td></tr><tr><td>AA</td><td>7.5</td></tr><tr><td>AI</td><td>2.2</td></tr><tr><td>A</td><td>0.7</td></tr><tr><td>F</td><td>0.9</td></tr><tr><td>HL</td><td>2.4</td></tr><tr><td>PI</td><td>2.8</td></tr><tr><td>W</td><td>1.5</td></tr><tr><td>TOM</td><td>3.1</td></tr></table>	

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
4B **Expulsion Rate** Percentage of students expelled at any time during the school year **Source:** CDE Dataquest		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	0.04	0.01				**ALL**	0
	EL	0.01	0.01				**EL**	0
	FY	0.56	0				**FY**	0
	HY	0.19	0				**HY**	0
	SED	0.04	0.02				**SED**	0
	SWD	0.06	0.01				**SWD**	0
	AA	0.12	0.03				**AA**	0
	AI	0	0.42				**AI**	0
	A	0	0.03				**A**	0
	F	0	0				**F**	0
	HL	0.04	0.01				**HL**	0
	PI	0	0				**PI**	0
	W	0.04	0				**W**	0
	TOM	0	0				**TOM**	0

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4C **School Climate Survey** Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging) **Source:** Local Climate Survey *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.*	<table><tr><td></td><td colspan="2">2020-21</td></tr><tr><td></td><td>Safety</td><td>Connect</td></tr><tr><td>ALL</td><td>73</td><td>72</td></tr><tr><td>EL</td><td>TBD</td><td>TBD</td></tr><tr><td>FY</td><td>75</td><td>74</td></tr><tr><td>HY</td><td>64</td><td>64</td></tr><tr><td>SED</td><td>71</td><td>69</td></tr><tr><td>SWD</td><td>67</td><td>68</td></tr><tr><td>AA</td><td>68</td><td>68</td></tr><tr><td>AI</td><td>74</td><td>69</td></tr><tr><td>A</td><td>71</td><td>68</td></tr><tr><td>F</td><td>73</td><td>74</td></tr><tr><td>HL</td><td>73</td><td>71</td></tr><tr><td>PI</td><td>71</td><td>68</td></tr><tr><td>W</td><td>79</td><td>78</td></tr><tr><td>TOM</td><td>75</td><td>75</td></tr><tr><td>K-6</td><td>74</td><td>77</td></tr><tr><td>K-8</td><td>77</td><td>78</td></tr><tr><td>MS</td><td>77</td><td>76</td></tr><tr><td>LG HS</td><td>69</td><td>65</td></tr><tr><td>SM HS</td><td>75</td><td>73</td></tr><tr><td>Teachers</td><td>63</td><td>78</td></tr><tr><td>Family</td><td>92</td><td>90</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td colspan="2">2023-24</td></tr><tr><td></td><td>Safety</td><td>Connect</td></tr><tr><td>ALL</td><td>80</td><td>80</td></tr><tr><td>EL</td><td>TBD</td><td>TBD</td></tr><tr><td>FY</td><td>82</td><td>81</td></tr><tr><td>HY</td><td>74</td><td>74</td></tr><tr><td>SED</td><td>79</td><td>77</td></tr><tr><td>SWD</td><td>76</td><td>77</td></tr><tr><td>AA</td><td>77</td><td>77</td></tr><tr><td>AI</td><td>81</td><td>77</td></tr><tr><td>A</td><td>79</td><td>77</td></tr><tr><td>F</td><td>80</td><td>81</td></tr><tr><td>HL</td><td>80</td><td>79</td></tr><tr><td>PI</td><td>79</td><td>77</td></tr><tr><td>W</td><td>85</td><td>84</td></tr><tr><td>TOM</td><td>82</td><td>82</td></tr><tr><td>K-6</td><td>81</td><td>83</td></tr><tr><td>K-8</td><td>83</td><td>84</td></tr><tr><td>MS</td><td>83</td><td>83</td></tr><tr><td>LG HS</td><td>77</td><td>74</td></tr><tr><td>SM HS</td><td>82</td><td>80</td></tr><tr><td>Teachers</td><td>73</td><td>84</td></tr><tr><td>Family</td><td>94</td><td>93</td></tr></table>

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Learning (SEL) integration	Support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help staff and students engage in learning communities that are safe positive, inclusive, and welcoming. One (1) SEL Director and five (5) Training Specialists provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into academics and climate goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) of support for ALL students.	TBD	Y
4.2	Positive Behavioral Intervention and Supports (PBIS) implementation	Promote positive school climate by encouraging positive student behaviors. Support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline. Efforts are aligned to the district's overall MTSS framework implementation and implemented by a 1.0 FTE PBIS Coach. *Hold for potential activities: Additional, targeted support for the 25 schools in Cohort 1 (Year 2) of MTSS implementation. Accelerate PBIS training to support full launch of PBIS. Key training activities will include development of schoolwide behavior expectations, creation of lesson plans for schoolwide expectations, defining major vs. minor behavior issues, development of behavior management processes, and creation of acknowledgement system for students and staff.* *Potential short-term scope: TBD*	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
4.3	Bullying Prevention Training, Intervention, and Response	Develop and deliver training to school sites, provide direct response and intervention for bullying incidents, and collaborate with constituent services and the Student Hearing and Placement Department. Staffing includes a 1.0 FTE Position (Bullying Prevention Specialist) that works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.	TBD	N
4.4	Anti-bias/Anti-racism Professional Learning	To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide on-going professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities & stereotypes, implicit bias, microaggressions, dynamics of privilege & power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles & practices. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) & restorative practices (community and relationship-building) as a grounding for entering brave spaces of sustained discomfort and allowing professional learning on Anti-bias/Anti-racism to go much deeper and serve as a catalyst for systemic change.	TBD	TBD
4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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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.

An explanation of why the LEA has developed this goal.

Analysis of data shows that this goal remains very relevant for the next three years and beyond. Results from the parent involvement survey that were reported on the 2019 dashboard indicated significant need for improvement across all domains (Building relationships between school staff and families, Building partnerships for student outcomes, and Seeking input for decision-making). On all elements within each of the three domains, the average response was 1 (Exploration and Research Phase) or 2 (Beginning Development) out of a possible 5. The district's goal is to reach Full Implementation and Sustainability (5) in each of these areas.

This goal builds upon the district's previous goal focused on stakeholder engagement. Stakeholder input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. Specific input in the recent year led to the incorporation of 'students' into the list of key groups to be engaged as partners. Students emphasized the need for more explicit support to become empowered as agents in charge of their own learning. The goal statement also was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of stakeholders during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process was more evident as the district faced disconnection and increased needs for support.

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A **Parent Teacher Home Visits (PTHVs)** Number of PTHVs conducted by staff across all school sites **Source:** Family and Community Engagement (FACE) Department	2018-19: 1260 2019-20: 971* 2020-21: 2,834** *Note: 2019-20 data reflects visits through 2.28.20.* **2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 3,560 (Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)
5B **Parent Teacher Home Visits (PTHVs)** Percentage of participating sites completing a PTHV for at least 10% of all students. **Source:** Family and Community Engagement (FACE) Department	2020-21 Number of Participating Sites: **40** Number of Sites reaching 10% threshold: **15** Percentage of Sites reaching threshold: **38**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% (100% of participating sites will meet the 10% participation threshold)

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%
5D **ELAC Operation** Percentage of schools with an English Learner Advisory Committee (ELAC) who have evidence of regular meetings and their election process posted to their school website. **Source:** Multilingual Literacy Department	2020-21 Percentage: Total number of schools with an ELAC:				2023-24: 100%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E **CAC Attendance** Average number of attendees at Community Advisory Committee (CAC) meetings/workshops **Source:** Special Education Department	2018-19: 24.5 2019-20: 25 2020-21: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24:
5F **Parent Leadership Pathway Workshop (PLPW) Participation** Number of participating schools and Number of total participant sign-ins **Source:** Family and Community Engagement (FACE) Department	Number of participating schools: 2018-19: 21 2019-20: 9 2020-21: TBD Number of total participant sign-ins: 2018-19: 2114 2019-20: 992* 2020-21: TBD *Note: Data for 2019-20 is through 2.25.20*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24:

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5G **School Site Council (SSC) Support** Percentage of School Site Councils provided updated training. **Source:** State and Federal Programs Department	SSC training has occurred during 2020-21, but the baseline for this metric is set at zero to reflect the intent to provide all sites updated training as part of the new, three-year cycle.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Parent Resource Center	The Family and Community Empowerment (FACE) department implements a range of capacity-building opportunities including the Parent Leadership Pathway Workshops and the Parent Information Exchange. Staff are also building upon recent efforts to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Staffing includes 3.0 FTE (1 supervisor and 2 Family Partnership Facilitators).	TBD	Y
5.2	Parent Teacher Home Visits (PTHV)	The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. Staffing includes 1.0 FTE (PTHV Training Specialist). Funding also provides for staff training, materials, and compensated time for staff to engage in visits and follow-up activities. Also includes training, supplies, and stipends for teachers and families to participate in Academic Parent Teacher Teams (APTTs), a series of meetings to engage in collaborative goal-setting and supporting student success.	TBD	Y

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Action #	Title	Description	Total Funds	Contributing
5.3	Translation and Interpretation Services	The district's Matriculation and Orientation Center (MOC) provides translation services to support a wide range of communication efforts between the district and families. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of MOC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. *Staffing TBD*	TBD	Y
5.4	*TBD: Fingerprinting for Volunteers*	*Provide family and community volunteers access to required fingerprinting services at no cost to ensure that all community members are able to equitably and actively support student success.*	TBD	N
5.5	*Family Communication Tools*	*Family outreach to partner in increasing student engagement and reducing chronic absenteeism. Contract with Every Day Labs that facilitates delivery of personalized messages to family based on analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support.*	TBD	TBD
5.6	Site-determined, SPSA-based actions to support Goal 5	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	TBD	Y
5.7	Student Advisory Council	The Student Advisory Council (SAC) promotes student voice, works to take action against problems faced by students, and introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. SAC delegates will work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented.	TBD	N

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goal

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

An explanation of why the LEA has developed this goal.

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

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

SCUSD leadership has cited a quote from Katie Novack to communicate the rationale for implementing MTSS: "We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person."

Stakeholders have affirmed over time that implementation of an MTSS is a key priority. They have noted that an effective MTSS is foundational to the district's ability to achieve many of the other goals it has set. Input has also emphasized the importance of data-based decision making within MTSS implementation as well as all other aspects of the district's planning.

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A **Multi-Tiered System of Supports (MTSS) Implementation** *(Draft) Percentage of schools rating _____ or higher on the Self-Assessment of MTSS (SAM) Implementation Tool* Source: Student Support & Health Services Department	2020-21: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24:
Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training)	2020-21: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
Percentage of schools that have clear data sources universally used (of schools that completed first year of training)	2020-21: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training)	2020-21: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership	Central leadership for implementation of cohort training model and ongoing support to sustain an effective MTSS at each school site. Includes a Director of MTSS. Leadership for MTSS implementation is also provided by Curriculum and Instruction staff who are designated as MTSS coordinators.	TBD	TBD
6.2	Professional Learning for school site leadership teams	Provide school site teams a three-year sequence of professional development through a partnership with an external provider and district staff who have been trained to support implementation. Includes hourly time for site staff to attend training and contract with external provider. Training will build site capacity to install sustainable MTSS systems including regular review of data to identify student needs and monitor progress and provide students timely intervention services based specific to their identified needs. *Scope TBD*	TBD	TBD
6.3	Ongoing support for sites to implement and sustain an effective MTSS	Provide school site teams ongoing support through coaching by trained district staff. Coaching efforts will build on the foundational cohort training and ensure that schools continue to receive sufficient support to sustain and build upon initial implementation efforts. *Scope TBD*	TBD	TBD

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Action #	Title	Description	Total Funds	Contributing
6.4	*TBD: Peer Mentoring*	*Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.*	TBD	

Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goal

Goal #	Description
7	*SCUSD will revist and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2022-23.*

An explanation of why the LEA has developed this goal.

Analysis of the district's current context shows that the district's Graduate Profile, adopted in 2014, has not served as the foundational roadmap for guiding students on a system-wide level as was intended. There is evidence that the Graduate Profile is used extensively at a few of the district's small high schools and that elements are in use within some Career and Technical Education (CTE) pathways. However, the vast majority of the district's schools have not used the Graduate Profile in any substantial way.

A Graduate Profile provides an opportunity for a district to establish a 'North Star' that defines what graduates will know, who they will be, and what they will be able to do by the time they graduate. An effective Graduate Profile will be able to focus a district on a core set of learning goals that will lead students to develop the specific competencies that have been prioritized by the community. It is an opportunity to operationalize visions of equity and other key priorities established by the district.

SCUSD invested a tremendous amount of time and effort into the development of the 2014 Graduate Profile and hopes to build upon that work. With significant time having passed, the district also recognizes the need to revisit the final product to determine what revisions might be needed. Following this revision, a clear plan is needed for operationalizing the Graduate Profile across all schools and facets of the organization.

Notes:

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Documentation of Stakeholder Convening	[Respond here]	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	[Respond here]
Board Adoption of Revised Graduate Profile	[Respond here]	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	To be adopted by end of 2021-22.
Awareness of Graduate Profile	[Respond here]	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	[Respond here]
Evidence of School Plan Alignment	[Respond here]	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of sites will demonstrate alignment of school plans to Graduate Profile

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	*Revision of Graduate Profile*	*Revise, Get people realigned to the grade profile*	TBD	TBD
7.2	*Develop Implementation Plan*	*Develop implementation plan for Year 2*	TBD	TBD
7.3	*Build Awareness of Graduate Profile*		TBD	TBD
7.4	Support School Site Alignment		TBD	TBD
7.5			TBD	TBD

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

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Goal

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

An explanation of why the LEA has developed this goal.

An analysis of data has shown that the district has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English Learners. Stakeholders have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8B **Instructional Materials Sufficiency** Percentage of students with access to board-adopted instructional materials **Source:** Board of Education Resolution certifying sufficiency	2018-19: 100 2019-20: 100 2020-21: 100	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
8C **Teacher Credentialing Status** Percentage of teachers fully credentialed **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 97 2020-21: 98	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	All Teachers: 0 Teachers of English Learners: 0
8E **Teacher Vacancies** Number of classroom teacher vacancies **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 29 2020-21: 17.1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Facilities Support Services	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.	[$ 0.00]	N

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Action #	Title	Description	Total Funds	Contributing
8.2	Board-adopted Instructional Materials	Provide all students sufficient instructional materials for board-adopted curricula. Includes newly adopted materials and replacement materials for lost/damaged items.	[$ 0.00]	N
8.3	Base Classroom Staffing	Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers. *FTE TBD*		N
8.4	New Teacher Support	New Teacher Support includes Teacher Induction and Pre-Induction Support. Teacher Induction supports beginning teachers who hold a preliminary credential. Pre-Induction Support is for teachers holding a Short-Term Staff Permit (STSP), Provisional Internship Permit (PIP), or an intern credential. New teachers are connected with veteran staff to provide mentorship and assistance through the Induction or pre-induction process to complete their credential, intern program, or permit renewal requirements. Funding provides stipends for support providers, program materials/supplies, professional learning, and fees to clear credentials.		N
8.5	*TBD: Additional departments/programs*	*TBD*		

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.96%	**$78,248,962** *(2nd Interim Projection – to be updated at budget adoption)*

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

There are several actions that are being implemented across the district that are increasing or improving services for unduplicated students. Most of these are continued from the 2017-2019 LCAP and the explanation below includes discussion of outcome data and implementation results.

Counselors, Master Schedule Director, and Credit Recovery Programming

Sacramento City Unified's unduplicated students lack access to academic counseling services and college readiness activities as compared to peers who have more financial resources, speak English at home, or have family members who have graduated college. Many will be the first in their family to pursue postsecondary education. Implementing robust and predictable academic counseling services provides all students guidance to support their successful navigation of high school and the path to college and career. SCUSD has designed its counseling services and academic programming intentionally to focus on the needs of unduplicated and is continuing these services initiated two years prior.

The Master Schedule Director was introduced as a key action to apply the district's equity lens. Providing districtwide guidance for allocation of staffing and course scheduling has supported more equitable access to courses for target student groups. Examples of recent efforts include preregistration of students into selected college prep courses and consolidation of multiple versions of similar courses to reduce tracking of students. Counseling staff review the progress of students and provide guidance to ensure that students stay on track for graduation and can equitably access college preparatory and advanced coursework. This is intended to support unduplicated students in particular, as they are historically less likely to self-advocate or have family who have graduated from college at home. The Master Schedule Director carefully reviews credit recovery programming to ensure that students who have fallen off-track for graduation and college eligibility make progress, or are provided intervention support to accelerate progress. Credit recovery options include the central Sacramento

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Accelerated Academy campus and school-based options. Since 2016-17, four-year cohort graduation rates have improved significantly from 81.2% in 2016-17 to 86.5% in 2019-20. UC/CSU 'a-g' completion has also increased from 2016-17 (44%) to 2019-20 (54%). The Master Schedule Director meets regularly with Assistant Principals to guide counseling and credit recovery implementation. District staff also meet directly with counselors to provide support specific to their site and individual needs. While improved graduation rates since 2016-17 for all students have been paralleled by increases for some student groups (Socioeconomically disadvantaged students (79.4% to 85%), Foster Youth (39.3% to 72.2%) Students with Disabilities (56.5% to 66%), and African American students (69.3% to 79.5%)), significant performance gaps still remain for many students groups and some, including English Learners and Homeless Youth, did not experience significant improvement over the four years. As SCUSD continues to provide these services, a targeted effort will be implemented to focus even further on the disproportionately affected students with high needs to ensure that all student groups increase their graduation rate and become college and career ready. This effort includes specific collaboration with Homeless Youth Services and Foster Youth Services staff to provide targeted support and prioritized these student groups during registration and for credit recovery. Additional activities principally benefitting unduplicated students will include at-risk conferencing, campus visits, scholarship assistance, and college and career awareness activities.

Career and Technical Education (CTE) Programs

Career Technical Education (CTE) is an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. The CTE pathways in SCUSD enable students to develop specific skills that can lead to future employment and integrate their learning through curriculum with direct application to real-life contexts. From 2018-19 to 2020-21, enrollment in CTE pathways has increased from 20.8% to 24.3% of 9-12 students. This rate was slightly higher for socioeconomically disadvantaged students at 24.7% in 2020-21. The percentage of graduates completing a CTE pathway increased from 8.9% in 2018-19 to 10.9% in 2019-20. Building on this demonstrated growth in completion, the district must not only maintain, but also expand CTE opportunities. This need has been emphasized across stakeholder groups with critical importance for high-needs student groups. The district's Student Advisory Council included a specific focus on career preparation in their recommendations to the board, citing the need to expand program offerings, increase the information students receive about career/trades options, and reduce the overall stigma associated with trade occupations. Staff have noted that increasing the number of students who successfully complete a CTE pathway will have a positive impact on students' post-secondary success, and will be documented by the district's indicator of overall college and career readiness on the Dashboard. Expanded efforts in 2021-22 and beyond will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Specific supports for students to complete CTE pathways are being expanded through partnership with Youth Development Support Services. This partnership is providing and will continue to provide college mentors and after-school staff support to guide students through the California College Guidance Initiative (CCGI) modules. Additional college mentors will be hired to provide targeted support to CTE students to strengthen their engagement within pathways and to develop post-secondary transition plans.

Exam Fees

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SCUSD will continue to provide funding for students to take exams supporting college and career readiness. These include Advanced Placement (AP) exams, International Baccalaureate (IB) exams, and PSAT/SAT exams. AP and IB exams provide opportunities for students to demonstrate their learning and earn college credits and the PSAT/SAT exams are important steps in the college readiness pathway. As all three types of exams can present a significant funding challenge for students and families, providing this funding at a district level removes a key barrier to students accessing not only the full scope of the AP/IB course, but also the potential benefits of success on the exam. From 2017-18 to 2019-20, the number of AP examinations taken by SCUSD students (not including charter schools) increased from 2606 to 3497. This significant increase corresponded to the implementation of this action and reinforces the need to maintain this support. When this action was included as a potential cut within the district's fiscal recovery plan list, stakeholder input from students, families, and staff was emphatic in that this should not be considered as a potential cost savings and was far too valuable a resource to eliminate, particularly for our socioeconomically disadvantaged students who might not otherwise be unable to access the opportunities. Counseling staff reach out to families to ensure that they are aware of the opportunity to take these exams at no cost. This is intended to specifically inform families for whom the cost of exams may be a perceived barrier to enrolling in the course.

International Baccalaureate Programs

International Baccalaureate (IB) Programs at Luther Burbank High School, Kit Carson International Academy, and Caleb Greenwood Elementary School provide students the opportunity to participate in a rigorous, engaging, and college preparatory program that is aligned to international standards. These programs were intended to primarily serve SCUSD's unduplicated student population. In locating the programs at Luther Burbank and Kit Carson, these programs in particular are serving a high percentage of low income students. On the 2020 Dashboard, Luther Burbank's student population included 88% socioeconomically disadvantaged students and Kit Carson's included 72%. 2019-20 measures of the students at Luther Burbank participating in IB showed that the percentage of socioeconomically disadvantaged students in IB was proportional to the overall school population. All students in Kit Carson are considered to be in the IB program. The IB program not only engaged students in rigorous, college preparatory experiences (IB exams can earn students college credit in a similar manner to Advanced Placement (AP)), but also is focused on critical thinking skills, nurturing curiosity, and developing the ability to solve complex problems. These areas of focus are embedded within an overall emphasis on intercultural understanding and respect, encouraging students to think critically about the local and global contexts and develop multilingualism. As these programs have continued to develop and mature, recent results demonstrate that they are improving outcomes. From 2018-19 to 2019-20, the percentage of all IB exams taken that were passed increased from 15.4% to 23.8% and the percentage of diploma programme candidates that completed the full IB diploma (A student must pass multiple exams and complete additional requirements) increased from 3.3% to 7.5%. These results do indicate that there is significant room for improvement while also showing that the program, while continuing to provide a valuable opportunity to unduplicated students, is improving outcomes.

Class Size Reduction, Targeted Staffing Support, Collaboration Time and Restructured Salary Schedule

(Prior language included as draft – will be updated as projected expenditures are finalized and increased/improved status confirmed)

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In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. 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.

SCUSD provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. Teacher professional communities that are part of practice (and not an "add-on") are an effective way to build pedagogical knowledge. (Darling-Hammond, L. [2005] Professional Development Schools: Schools for Developing a Profession). SCUSD has also allotted supplemental and concentration (S/C) funds to maintain class size reduction in K-3. Additionally, the district has included FTE above the staffing formula for targeted assistance to high-needs schools. These actions are collectively expected to support improvement in academic achievement and grade level readiness as a result.

Secondary Librarians

District Librarians continue to be an important resource provided to all secondary schools. As indicated in the previous LCAP, the California School Library Association describes the need for students to "read critically, write more persuasively, and interact with information effectively" as they work to meet the Common Core State Standards. District librarians provide additional support to meet these needs beyond what is provided in the classroom. Additionally, low-income students are more likely to lack access to technology supports and funds to purchase books. Of the 30 Sacramento Public Library locations, only three are located in the high-poverty region of South Sacramento. Research demonstrates that "…the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities." (Lance & Schwarz, 2012) SCUSD will provide librarians on a districtwide basis to secondary schools, to ensure that programming is coherent across sites. District librarians will advertise library hours and the resources they offer through the range of available communication channels so that students and families are aware of the opportunities present. The previous LCAP identified improvements in college and career readiness as a key indicator of success. From 2016-17 to 2019-20, the college and career readiness of unduplicated student groups did show some improvement as measured by the Dashboard College/Career Indicator. English Learners improved from 15% to 18.7%, Foster Youth from 5.3% to 30%, and Socioeconomically Disadvantaged students from 31.8% to 37.6%. Homeless Youth decreased from 19.3% to 12.3%. While a high-level indicator such as College and Career readiness cannot be solely linked to an action such as District Librarians, access to the wide range of resources and instructional supports that are available through school libraries remains an important piece of the district's overall efforts to improve outcomes for target student groups. As schools fully reopen for in-person instruction post-COVID and again become central hubs for support, libraries will play an important role.

Professional Development (Curriculum Coordinators and Training Specialists)

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The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the rollout of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. Overall, this action is intended to improve outcomes for unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments. The efforts during 2018-19 to implement the new English Language Arts curriculum did correlate to a significant increase in English Language Arts on the state assessment, increasing 5.2 points as measured by Distance from Standard met. Socioeconomically Disadvantaged students improved by 5.7 points, Foster Youth by almost 17 points, and English Learners by 1.4 points. Homeless Youth decreased by almost 11 points. Overall, all groups performed well below the 'Standard Met' threshold and much room for improvement remains. The ongoing collaboration of Curriculum and Instruction staff with colleagues to improve outcomes for unduplicated students is critical. Strengthening the collaboration with Multilingual staff to support English Learners has already begun through targeted professional development such as LETRS (Language Essentials for Teachers of Reading and Spelling) training for staff.

Student Support and Health Services

The student support and health services provided by district nurses, social workers, the central Connect Center, and site-based Student Support Centers are important parts of the district's effort to provide students wrap-around supports. These efforts are especially focused on students who have less access outside school to mental and physical health care and resources. With youth in Sacramento County who reside in socioeconomically disadvantaged communities having a higher-than-average rate of chronic diseases and less access to health care, schools play a critical role in providing these resources. Additional social, emotional, and mental health supports has been a priority expressed ongoing and emphatically across stakeholder groups. The need for more mental health counseling and access to social workers has recurred throughout engagement activities. The need for these supports as evidenced by Chronic Absenteeism Rates remains. With 2019-20 chronic absenteeism rates through February 2020 at 11% for all students, significantly higher rates were observed for Foster Youth (21.4%) and Homeless Youth (42.8%). During distance learning, this gap has widened for both student groups and a significant gap has emerged for Socioeconomically Disadvantaged students. For 2020-21 through 4.5.21, the rate for all students was 17.8 and the rate for Socioeconomically Disadvantaged students was 22.6%. Foster Youth had increased to 33.8% and Homeless Youth to 63.6%. In response to these needs and the other emergent needs in the past 15 months, Student Support and Health Services staff have increased the scope of services provided significantly. During the first quarter of 2020-21, 31% more students were served relative to the same time period the previous year. As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions through the efforts of the Connect Center, Student Support Centers, Nurses, and Social Workers. In providing responsive services to students based on their Early Identification and Intervention System (EIIS) indicators, the rates for unduplicated student groups were all above that for 'All students.' While 29.6% of all students received responsive services, rates were 42.6% for English Learners, 36.8% for Socioeconomically Disadvantaged students, 94.3% for Foster Youth, and 95.2% for Homeless Youth. While there is certainly room for improvement, these rates demonstrate

that efforts are being focused at higher levels to unduplicated populations. This focus will continue, with the intention of directing staff efforts and resources to those students groups who are demonstrating the highest needs.

Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS)

Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) remain important program in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Both of these programs align to the district's core value and need to interrupt systems that are inequitable. Suspension Rates in the district continue to demonstrate inequitable outcomes across student groups. In 2018-19 and 2019-20, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students continued to demonstrate suspensions rates above that of 'All students.' Significantly higher rates have also persisted for African American students and Students with Disabilities. SEL efforts continue to include professional development for the integration of SEL into instruction and implementation of the districts core SEL practices. Results indicate that these efforts are resulting in improved outcomes. In 2019-20, of the 23 schools where efforts were focused (based on disproportionate suspension results), 22 demonstrated decreased suspension rates. PBIS efforts – which focus on building community, early identification of student needs, and implementing preventative measures rather than focusing on reactive discipline – have shown similar success. In 2019-20, the 18 sites where PBIS efforts were focused showed a 12% decrease in total behavioral referrals and a 45% decrease in total suspensions from the previous year. Overall, suspension rates decreased for all unduplicated student groups from 2018-19 to 2019-20. As end-of-year results for 2019-20 include the months of distance learning in spring 2019, this was also examined for 2018-29 to 2019-20 results through February of each year. The reduction in rates for all unduplicated student groups was observed in this context as well. English Learners reduced from 3.2% to 2.1%, Foster Youth from 14.2% to 9.9%, Homeless Youth from 8.5% to 5.2%, and Socioeconomically Disadvantaged students from 4.6% to 3.7%. While these are all mid-year results, they do indicate an overall trend of decreased suspensions for target student groups. Moving forward, SEL and PBIS efforts are being aligned to the overall implementation of a Multi-Tiered System of Supports (MTSS). This alignment will support increased focus of efforts to target student groups, as a foundational aspect of MTSS is data-based decision making. As needs are identified, students are connected to supports and staff direct resources to be used in the most efficient and effective manner.

Enrollment Center

While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These include an immunization clinic, family services, a summer feeding program, and services for families in transition. These are in addition to the core function of a more efficient enrollment process to place students and families into schools. The Enrollment Center also houses the Matriculation and Orientation Center (MOC), which is detailed in a separate action specific to translation and interpretation.

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Access to translation and interpretation is a key resource for English Learners and families as they interface with the district for the first time or to navigate the complexities of enrollment.

District Parent Resource Center and Parent Teacher Home Visits

The District Parent Resource Center implements a range of engagement opportunities including the Parent Information Exchange (PIE) meetings and Parent Leadership Pathway Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Center establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Parent Resource Center team has additionally partnered with the Attendance and Engagement Office to engage students and families who have been 'unreachable' or are otherwise unengaged. These students are more likely to be unduplicated students and connection often results in providing additional services and supports including basic supplies and referral to services. During 2020-21, Parent Resource Center staff partnered with the Mexican consulate to provide parent capacity building sessions in Spanish and worked with district translators to develop and produce materials in multiple languages for parents to access.

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. These students often come from one or more unduplicated categories. The focusing of the program at Title 1 schools targets the resources at sites that have the greatest need. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. In 2020-21, through the virtual Bridge Visit program, staff were able to conduct visits with over 2,800 students through March 2021. Staff interest in conducting visits has increased as teachers and colleagues have found the visits to result in increased connection to students and families, especially those who have been less connected to date. A goal moving forward is to increase the overall percentage of students participating at each site, as PTHV has found that exceeding the 10% threshold can have a positive effect schoolwide.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

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The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:
- Career and Technical Education (CTE) Pathways and Programs
- Counselors, Master Schedule Director, and Credit Recovery Programming
- Exam Fee Support (IB, AP, PSAT/SAT)
- Additional support for International Baccalaureate (IB) Programs
- *Needs-based scholarships for students*
- Curriculum Coordinators and Training Specialists
- Language Acquisition Programs for English Learners
- Professional Learning specific to instruction for English Learners
- Pathways to Multiliteracy
- Class Size Reduction
- Additional staffing for high-needs sites
- Weekly Collaboration Time for certificated staff
- Restructured Salary Schedule
- District librarians at secondary schools
- *Visual and Performing Arts Opportunities*
- Foster Youth Services
- School Psychologists
- Intervention and Supports specific to English Learners
- Health Services: Nurses and Immunization Clinic
- Student Support: Connect Center and Student Support Centers
- Enrollment Center
- Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL)
- District Parent Resource Center
- Parent Teacher Home Visits
- Translation and Interpretation (Matriculation and Orientation Center)

Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include
1. Foster Youth Services: Directed specifically to Foster Youth and families
2. Actions for English Learners within the Multilingual Literacy Department: Directed specifically to English Learners
- Language Acquisition Programs for English Learners
- Professional Learning specific to instruction for English Learners
- Pathways to Multiliteracy
- Intervention and Supports specific to English Learners

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3. Translation and Interpretation (Matriculation and Orientation Center): Directed specifically towards English Learners and students and families who require translation and interpretation.
4. Needs-based scholarships for students: Directed specifically towards low-income students

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:

- Curriculum Coordinators and Training Specialists: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve English Learners as a primary part of their position. The Curriculum Coordinators and Training Specialist team as a whole also direct efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.
- District Parent Resource Center: The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.
- Parent Teacher Home Visits: This program is based only at Title 1-designated school sites and primarily funded through Title 1 dollars. While all students and families at the school are eligible to participate, the program's focus at Title 1 school sites is intended to benefit low-income students.
- Career and Technical Education (CTE) Pathways and Programs: These programs are funded through a combination of grant resources and supplemental dollars. While all students have access, CTE programs are recognized as being of particular importance for unduplicated students and a key means of increasing college and career readiness.
- Heath Services and Student Support Services: These programs/personnel are funded by a combination of grant, base, and supplemental dollars. As discussed in the previous section, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. While all students have access to services, the intended outcome is to bridge the gap in resources that is widest for students who are low-income, Foster Youth, Homeless Youth, and English Learners who may not have the same access outside of school.
- PBIS and SEL: These programs are collectively funded through Title 1, LCFF Supplemental and Concentration, and LCFF base dollars. As discussed in the previous section, they have focused efforts on target schools to address the disproportionate disciplinary outcomes for student groups (including unduplicated students) and improve school climate and culture.

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    o **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.

    o **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.

    o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

    o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

    o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.