

Local Control and Accountability Plan 2021-22 to 2023-24

Goals and Actions

Goal

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

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 EVERY student 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.

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 9 th grade Source: California School Dashboard Note: Results do not include Charter Schools		18-19	19-20					23-24
	ALL	85.7	87.3				ALL	
	EL	81.2	75.8				EL	
	FY	66.7	81.3				FY	
	HY	75.3	72.9				HY	
	SED	84.7	86.1				SED	
	SWD	66	70.4				SWD	
	AA	77.1	82.4				AA	
	AI/AN	81.8	73.3				AI/AN	
	A	93.7	93.5				A	
	F	100	95.2				F	
	H/L	84.2	84.6				H/L	
	PI	87	71.9				PI	
	W	84.6	92.5				W	
TOM	88.1	87.8				TOM		
1B 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					23-24
	ALL	40.5	41.7				ALL	
	EL	19.5	18.7				EL	
	FY	11.1	30				FY	
	HY	16	12.3				HY	
	SED	36.2	37.6				SED	
	SWD	7	8.1				SWD	
	AA	20	20.7				AA	
	AI/AN	18.2	20				AI/AN	
	A	55.3	56.9				A	
	F	58.3	58.1				F	
	H/L	35.2	35.8				H/L	
	PI	21.6	24.6				PI	
	W	51.2	53.5				W	
TOM	51.1	51.7				TOM		

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1C 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					23-24
	ALL	50.7	54				ALL	
	EL	35.9	37.7				EL	
	FY	29.4	38.5				FY	
	HY	24.6	20.9				HY	
	SED	46.1	50.3				SED	
	SWD	11.8	17.6				SWD	
	AA	32.5	36.5				AA	
	AI	44.4	30				AI	
	A	70.4	71.4				A	
	F	76.6	80				F	
	HL	41.9	45.5				HL	
	PI	24.4	47.5				PI	
	W	54.6	58.5				W	
TOM	56.7	64.5				TOM		
1D 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					23-24
	ALL	8.9	10.9				ALL	
	EL	7.5	9.1				EL	
	FY	5.6	0				FY	
	HY	12.3	0				HY	
	SED	9.0	11.1				SED	
	SWD	6.4	5.8				SWD	
	AA	8.8	8				AA	
	AI	9.1	0				AI	
	A	9.6	10				A	
	F	8.5	7.9				F	
	HL	9.0	13.3				HL	
	PI	19.0	13.6				PI	
	W	8.5	9				W	
TOM	9.9	11.3				TOM		

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1E 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					23-24
	ALL	5.8	6.4				ALL	
	EL	3.6	3.3				EL	
	FY	0	0				FY	
	HY	1.5	0				HY	
	SED	4.2	6.5				SED	
	SWD	1.3	0.7				SWD	
	AA	2.7	4.5				AA	
	AI	0	0				AI	
	A	6.3	7.8				A	
	F	2.1	6.4				F	
	HL	3.8	7.2				HL	
	PI	7.1	9.1				PI	
	W	3.7	3.9				W	
TOM	4.6	7				TOM		
1F 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					23-24
	ALL	23.3	TBD				ALL	
	EL	19.8	TBD				EL	
	FY	15.4	TBD				FY	
	HY	25.4	TBD				HY	
	SED	23.5	TBD				SED	
	SWD	19.3	TBD				SWD	
	AA	24.2	TBD				AA	
	AI	23.1	TBD				AI	
	A	20.1	TBD				A	
	F	16.3	TBD				F	
	HL	24.7	TBD				HL	
	PI	28.6	TBD				PI	
	W	21.8	TBD				W	
TOM	26.1	TBD				TOM		

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1G FAFSA Completion Percentage of 12 th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting		18-19	19-20					23-24
	ALL	68.6	77.8				ALL	
	EL	58.6	69.7				EL	
	FY	66.7	63.6				FY	
	HY	N/A	54.5				HY	
	SED	68.4	76.2				SED	
	SWD	34.8	60				SWD	
	AA	58.6	67.9				AA	
	AI	61.5	53.8				AI	
	A	83.5	86				A	
	F	80.4	88.3				F	
	HL	64.2	74.1				HL	
	PI	70.2	78.6				PI	
	W	63.9	79.1				W	
	TOM	71.5	83.7				TOM	
1H 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		2019-20						23-24
	ALL	66	13.9				ALL	
	SWD+EL	63.6	18.7				EL	
	SWD+FY	53.8	7.7				FY	
	SWD+HY	50	8.3				HY	
	SWD+SED	66.3	12.6				SED	
	SWD+AA	67.6	11.8				SWD	
	SWD+AI	*	*				AA	
	SWD+A	70.3	21.6				AI	
	SWD+F	*	*				A	
	SWD+HL	65.7	9.5				F	
	SWD+PI	N/A	N/A				HL	
	SWD+W	68.9	15.6				PI	
	SWD+TOM	64.3	21.4				W	
	*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.						TOM	

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																										
<p>1I</p> <p>State Seal of Biliteracy (SSB)</p> <p>Percentage of graduates earning the State Seal of Biliteracy (SSB)</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>12.7</td><td>14.4</td></tr> <tr><td>EL</td><td>6.9</td><td>5.9</td></tr> <tr><td>FY</td><td>5.9</td><td>0</td></tr> <tr><td>HY</td><td>1.6</td><td>4.7</td></tr> <tr><td>SED</td><td>12</td><td>13.8</td></tr> <tr><td>SWD</td><td>1.4</td><td>0</td></tr> <tr><td>AA</td><td>2.8</td><td>3</td></tr> <tr><td>AI/AN</td><td>0</td><td>20</td></tr> <tr><td>A</td><td>15.5</td><td>14.5</td></tr> <tr><td>F</td><td>12.8</td><td>26.7</td></tr> <tr><td>H/L</td><td>16.8</td><td>17</td></tr> <tr><td>PI</td><td>2.4</td><td>2.5</td></tr> <tr><td>W</td><td>10.1</td><td>13.5</td></tr> <tr><td>TOM</td><td>10</td><td>19.4</td></tr> </tbody> </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				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td></td></tr> <tr><td>EL</td><td></td></tr> <tr><td>FY</td><td></td></tr> <tr><td>HY</td><td></td></tr> <tr><td>SED</td><td></td></tr> <tr><td>SWD</td><td></td></tr> <tr><td>AA</td><td></td></tr> <tr><td>AI</td><td></td></tr> <tr><td>A</td><td></td></tr> <tr><td>F</td><td></td></tr> <tr><td>HL</td><td></td></tr> <tr><td>PI</td><td></td></tr> <tr><td>W</td><td></td></tr> <tr><td>TOM</td><td></td></tr> </tbody> </table>		23-24	ALL		EL		FY		HY		SED		SWD		AA		AI		A		F		HL		PI		W		TOM	
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<p>1K</p> <p>IB Exam Performance</p> <p>Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7)</p> <p>Source: School Site Reporting</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>15.4</td> <td>23.8</td> </tr> </tbody> </table>		18-19	19-20	ALL	15.4	23.8				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> </tr> </tbody> </table>		23-24	ALL	
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<p>1L</p> <p>IB Diploma Completion</p> <p>Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma</p> <p>Source: School Site Reporting</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>3.3</td> <td>7.5</td> </tr> </tbody> </table>		18-19	19-20	ALL	3.3	7.5				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> </tr> </tbody> </table>		23-24	ALL	
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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1M On-Track Graduation Status Percentage of 9 th -12 th grade students on track for graduation considering course completion and current course enrollment Source: SCUSD Internal Dashboard <i>Note: 2020-21 data is to 4.5.21</i>		19-20	20-21					23-24
	ALL	53.8	53.6				ALL	
	EL	43	41.2				EL	
	FY	16	27.7				FY	
	HY	21.9	28.8				HY	
	SED	51.9	48.9				SED	
	SWD	33.3	36.1				SWD	
	AA	43	39.7				AA	
	AI/AN	48.2	40.7				AI/AN	
	A	68.5	70.3				A	
	F	67.3	68.6				F	
	H/L	48.3	47.4				H/L	
	PI	43.4	40.8				PI	
	W	58.4	60.2				W	
	TOM	55.4	55.8				TOM	
1N On-Track A-G Status Percentage of 9 th -12 th grade students on track for A-G considering course completion (does not include courses in progress) Source: SCUSD Internal Dashboard <i>Note: 2020-21 data is to 4.5.21</i>		19-20	20-21					23-24
	ALL	53.8	53.9				ALL	
	EL	34.3	36.8				EL	
	FY	28	21.3				FY	
	HY	25	17.8				HY	
	SED	48.6	48.1				SED	
	SWD	25.5	27.7				SWD	
	AA	37.4	37.1				AA	
	AI/AN	39.3	33.3				AI/AN	
	A	73.7	71.9				A	
	F	70.5	69.1				F	
	H/L	45.2	46.3				H/L	
	PI	39.8	38.9				PI	
	W	63.2	64.1				W	
	TOM	60.2	61.3				TOM	

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1O ELA Early Assessment Program (EAP) Percentage of 11 th 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					23-24
	ALL	21.4	N/A				ALL	
	EL	0.3	N/A				EL	
	FY	N/A	N/A				FY	
	HY	0	N/A				HY	
	SED	15.5	N/A				SED	
	SWD	3.4	N/A				SWD	
	AA	7.7	N/A				AA	
	AI	25	N/A				AI	
	A	23.3	N/A				A	
	F	29.3	N/A				F	
	HL	16	N/A				HL	
	PI	5.8	N/A				PI	
	W	37.3	N/A				W	
TOM	39	N/A				TOM		
1P Math Early Assessment Program (EAP) Percentage of 11 th grade students Exceeding Standard on the Mathematics State Assessment Source: CAASPP Reporting Note: Results do not include Charter Schools		18-19	19-20					23-24
	ALL	10	N/A				ALL	
	EL	1.3	N/A				EL	
	FY	N/A	N/A				FY	
	HY	0	N/A				HY	
	SED	6	N/A				SED	
	SWD	0.9	N/A				SWD	
	AA	1.5	N/A				AA	
	AI	0	N/A				AI	
	A	14.9	N/A				A	
	F	12.1	N/A				F	
	HL	5.3	N/A				HL	
	PI	0	N/A				PI	
	W	21	N/A				W	
TOM	16.5	N/A				TOM		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career and Technical Education (CTE) Pathways and Programs	<p>Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Engineering & 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.</p> <p><i>Scope/Logistics TBD</i></p>	[\$ 0.00]	Y
1.2	Academic and Career Counseling (Base)	<p>Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery.</p> <p><i>FTE TBD</i></p>	[\$ 0.00]	N
1.3	Academic and Career Counseling (Supplemental)	<p>Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery.</p> <p><i>FTE TBD</i></p>	[\$ 0.00]	Y
1.4	Central support for aligned master scheduling	<p>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.</p>		Y

Action #	Title	Description	Total Funds	Contributing
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.		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.		Y
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. <i>FTE TBD</i>		Y
1.8	<i>Needs-based Scholarships for students</i>	<i>TBD</i>		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).		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.		Y

Goal

Goal #	Description
2	All students are provided a high-quality education with equitable access to standards-aligned instruction, instructional fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom.

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.

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		18-19	19-20					23-24
	ALL	-21.5	N/A				ALL	
	EL	-58	N/A				EL	
	ELO	-100	N/A				ELO	
	RFEP	10.6	N/A				RFEP	
	FY	-82.3	N/A				FY	
	HY	-88.1	N/A				HY	
	SED	-43.9	N/A				SED	
	SWD	-	N/A				SWD	
	AA	-72.5	N/A				AA	
	AI	-61.2	N/A				AI	
	A	-5.4	N/A				A	
	F	22.6	N/A				F	
	HL	-39.7	N/A				HL	
PI	-66.1	N/A				PI		
W	34.1	N/A				W		
TOM	3.3	N/A				TOM		

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																																				
<p>2B</p> <p>Math State Assessment</p> <p>Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11</p> <p>Source: California School Dashboard</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>-48.8</td><td>N/A</td></tr> <tr><td>EL</td><td>-75.1</td><td>N/A</td></tr> <tr><td>ELO</td><td>-112.5</td><td>N/A</td></tr> <tr><td>RFEP</td><td>-13.9</td><td>N/A</td></tr> <tr><td>FY</td><td>-116.4</td><td>N/A</td></tr> <tr><td>HY</td><td>-122.3</td><td>N/A</td></tr> <tr><td>SED</td><td>-70.5</td><td>N/A</td></tr> <tr><td>SWD</td><td>-129.1</td><td>N/A</td></tr> <tr><td>AA</td><td>-107</td><td>N/A</td></tr> <tr><td>AI</td><td>-98.6</td><td>N/A</td></tr> <tr><td>A</td><td>-19.8</td><td>N/A</td></tr> <tr><td>F</td><td>-3.2</td><td>N/A</td></tr> <tr><td>HL</td><td>-69.8</td><td>N/A</td></tr> <tr><td>PI</td><td>-91.9</td><td>N/A</td></tr> <tr><td>W</td><td>5.1</td><td>N/A</td></tr> <tr><td>TOM</td><td>-21.4</td><td>N/A</td></tr> </tbody> </table>		18-19	19-20	ALL	-48.8	N/A	EL	-75.1	N/A	ELO	-112.5	N/A	RFEP	-13.9	N/A	FY	-116.4	N/A	HY	-122.3	N/A	SED	-70.5	N/A	SWD	-129.1	N/A	AA	-107	N/A	AI	-98.6	N/A	A	-19.8	N/A	F	-3.2	N/A	HL	-69.8	N/A	PI	-91.9	N/A	W	5.1	N/A	TOM	-21.4	N/A				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td></td></tr> <tr><td>EL</td><td></td></tr> <tr><td>ELO</td><td></td></tr> <tr><td>RFEP</td><td></td></tr> <tr><td>FY</td><td></td></tr> <tr><td>HY</td><td></td></tr> <tr><td>SED</td><td></td></tr> <tr><td>SWD</td><td></td></tr> <tr><td>AA</td><td></td></tr> <tr><td>AI</td><td></td></tr> <tr><td>A</td><td></td></tr> <tr><td>F</td><td></td></tr> <tr><td>HL</td><td></td></tr> <tr><td>PI</td><td></td></tr> <tr><td>W</td><td></td></tr> <tr><td>TOM</td><td></td></tr> </tbody> </table>		23-24	ALL		EL		ELO		RFEP		FY		HY		SED		SWD		AA		AI		A		F		HL		PI		W		TOM	
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<p>2C</p> <p>English Learner Progress Indicator (ELPI)</p> <p>Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC)</p> <p>Source: California School Dashboard</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> </tr> </thead> <tbody> <tr> <td>% of ELs decreasing at least 1 ELPI level</td> <td>18.5</td> </tr> <tr> <td>% of ELs who maintained ELPI Level of 1-3</td> <td>37.4</td> </tr> <tr> <td>% of ELs who maintained ELPI Level 4</td> <td>3.4</td> </tr> <tr> <td>% of ELs who progressed at least 1 ELPI Level</td> <td>40.6</td> </tr> <tr> <td>% Making Progress</td> <td>44.1</td> </tr> </tbody> </table>		19-20	% 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				<p>2023-24:</p> <p>55.6% of ELs will progress at least 1 ELPI Level</p> <p>AND</p> <p>59.1% of ELs overall will make progress</p>																																																																									
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<p>2D</p> <p>Reclassification Rate</p> <p>Percentage of English Learners reclassified to Fluent English Proficient (RFEP)</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<p>2018-19: 9.73%</p> <p>2019-20: 10.3%</p>				<p>2023-24:</p> <p>Reclassification rate will be within .5% of the state reclassification average</p> <p>Rate will be at least 13.3% based on 2019-20 state rate of 13.8%</p>																																																																											
<p>2E</p> <p>California Science Test (CAST)</p> <p>Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12)</p> <p>Source: CDE Dataquest Reporting</p> <p>Note: Results do not include Charter Schools</p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>24.8</td><td>N/A</td></tr> <tr><td>EL</td><td>1.5</td><td>N/A</td></tr> <tr><td>FY</td><td>N/A</td><td>N/A</td></tr> <tr><td>HY</td><td>8.5</td><td>N/A</td></tr> <tr><td>SED</td><td>17.7</td><td>N/A</td></tr> <tr><td>SWD</td><td>6.5</td><td>N/A</td></tr> <tr><td>AA</td><td>9.4</td><td>N/A</td></tr> <tr><td>AI</td><td>20</td><td>N/A</td></tr> <tr><td>A</td><td>31.4</td><td>N/A</td></tr> <tr><td>F</td><td>36.2</td><td>N/A</td></tr> <tr><td>HL</td><td>16.6</td><td>N/A</td></tr> <tr><td>PI</td><td>10.9</td><td>N/A</td></tr> <tr><td>W</td><td>45.6</td><td>N/A</td></tr> <tr><td>TOM</td><td>35.5</td><td>N/A</td></tr> </tbody> </table>		18-19	19-20	ALL	24.8	N/A	EL	1.5	N/A	FY	N/A	N/A	HY	8.5	N/A	SED	17.7	N/A	SWD	6.5	N/A	AA	9.4	N/A	AI	20	N/A	A	31.4	N/A	F	36.2	N/A	HL	16.6	N/A	PI	10.9	N/A	W	45.6	N/A	TOM	35.5	N/A				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td></td></tr> <tr><td>EL</td><td></td></tr> <tr><td>FY</td><td></td></tr> <tr><td>HY</td><td></td></tr> <tr><td>SED</td><td></td></tr> <tr><td>SWD</td><td></td></tr> <tr><td>AA</td><td></td></tr> <tr><td>AI</td><td></td></tr> <tr><td>A</td><td></td></tr> <tr><td>F</td><td></td></tr> <tr><td>HL</td><td></td></tr> <tr><td>PI</td><td></td></tr> <tr><td>W</td><td></td></tr> <tr><td>TOM</td><td></td></tr> </tbody> </table>		23-24	ALL		EL		FY		HY		SED		SWD		AA		AI		A		F		HL		PI		W		TOM	
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<p>2F</p> <p>Advanced Placement (AP) Pass Rate 1</p> <p>Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more</p> <p>Source: CALPADS Reporting (District Analysis)</p> <p><i>Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</i></p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> </tr> </thead> <tbody> <tr><td>ALL</td><td>10.6</td><td>5.7</td></tr> <tr><td>EL</td><td>4.4</td><td>2.1</td></tr> <tr><td>FY</td><td>0</td><td>0.0</td></tr> <tr><td>HY</td><td>1.4</td><td>0.0</td></tr> <tr><td>SED</td><td>8</td><td>4.2</td></tr> <tr><td>SWD</td><td>0.4</td><td>0.7</td></tr> <tr><td>AA</td><td>2.4</td><td>1.6</td></tr> <tr><td>AI</td><td>1.5</td><td>0.0</td></tr> <tr><td>A</td><td>16.8</td><td>9.3</td></tr> <tr><td>F</td><td>17.6</td><td>8.7</td></tr> <tr><td>HL</td><td>8.9</td><td>4.4</td></tr> <tr><td>PI</td><td>1.8</td><td>1.6</td></tr> <tr><td>W</td><td>15.7</td><td>8.3</td></tr> <tr><td>TOM</td><td>15.1</td><td>6.9</td></tr> </tbody> </table>		18-19	19-20	ALL	10.6	5.7	EL	4.4	2.1	FY	0	0.0	HY	1.4	0.0	SED	8	4.2	SWD	0.4	0.7	AA	2.4	1.6	AI	1.5	0.0	A	16.8	9.3	F	17.6	8.7	HL	8.9	4.4	PI	1.8	1.6	W	15.7	8.3	TOM	15.1	6.9				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr><td>ALL</td><td></td></tr> <tr><td>EL</td><td></td></tr> <tr><td>FY</td><td></td></tr> <tr><td>HY</td><td></td></tr> <tr><td>SED</td><td></td></tr> <tr><td>SWD</td><td></td></tr> <tr><td>AA</td><td></td></tr> <tr><td>AI</td><td></td></tr> <tr><td>A</td><td></td></tr> <tr><td>F</td><td></td></tr> <tr><td>HL</td><td></td></tr> <tr><td>PI</td><td></td></tr> <tr><td>W</td><td></td></tr> <tr><td>TOM</td><td></td></tr> </tbody> </table>		23-24	ALL		EL		FY		HY		SED		SWD		AA		AI		A		F		HL		PI		W		TOM	
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<p>2G</p> <p>Advanced Placement (AP) Pass Rate 2</p> <p>Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more</p> <p>Source: CDE Dataquest Reporting</p> <p><i>Note: Spring 2020 AP Exams were modified and administered online due to COVID-19</i></p>	<p>2018-19: 43.4%</p> <p>2019-20: 49.9%</p>				<p>2023-24:</p>																																																																											

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
<p>2H</p> <p>AP Enrollment</p> <p>Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes</p> <p>Source: CALPADS Reporting (District Analysis)</p>		19-20	20-21					23-24
	ALL	25.5	TBD				ALL	
	EL	9.2	TBD				EL	
	FY	3.4	TBD				FY	
	HY	7.9	TBD				HY	
	SED	20.1	TBD				SED	
	SWD	2.7	TBD				SWD	
	AA	12.4	TBD				AA	
	AI	15.7	TBD				AI	
	A	37.5	TBD				A	
	F	39.1	TBD				F	
	HL	19.9	TBD				HL	
	PI	11.4	TBD				PI	
	W	34.1	TBD				W	
	TOM	33.8	TBD				TOM	
<p>2I</p> <p>GATE Identification</p> <p>Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group</p> <p>Source: SCUSD Advanced Learning Department</p>	1st Grade	18-19						
		All	GATE					
	ALL	N/A	12.6					
	EL	21.2	11.2					
	FY	0.3	0.0					
	HY	0.7	0.0					
	SED	69.0	43.2					
	SWD	14.3	6.8					
	AA	13.8	2.9					
	AI	0.7	0.7					
	A	18.7	23.1					
	F	TBD	TBD					
	HL	39.9	24.7					
	PI	2.1	1.1					
	W	17.3	34.1					
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<p>2J</p> <p>GATE Demographics</p> <p>Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group</p> <p>Source: Advanced Learning Department</p>	<table border="1"> <thead> <tr> <th rowspan="2">Grades 2-12</th> <th colspan="2">18-19</th> </tr> <tr> <th>All</th> <th>GATE</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>N/A</td> <td>15.0</td> </tr> <tr> <td>EL</td> <td>18.0</td> <td>4.0</td> </tr> <tr> <td>FY</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>HY</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SED</td> <td>60.3</td> <td>8.0</td> </tr> <tr> <td>SWD</td> <td>15.6</td> <td>5.0</td> </tr> <tr> <td>AA</td> <td>13.2</td> <td>4.7</td> </tr> <tr> <td>AI</td> <td>0.5</td> <td>7.6</td> </tr> <tr> <td>A</td> <td>19.2</td> <td>18.4</td> </tr> <tr> <td>F</td> <td>TBD</td> <td>TBD</td> </tr> <tr> <td>HL</td> <td>40.7</td> <td>9.4</td> </tr> <tr> <td>PI</td> <td>2.2</td> <td>5.6</td> </tr> <tr> <td>W</td> <td>16.7</td> <td>29.9</td> </tr> <tr> <td>TOM</td> <td>7.4</td> <td>23.7</td> </tr> </tbody> </table>	Grades 2-12	18-19		All	GATE	ALL	N/A	15.0	EL	18.0	4.0	FY	N/A	N/A	HY	N/A	N/A	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	F	TBD	TBD	HL	40.7	9.4	PI	2.2	5.6	W	16.7	29.9	TOM	7.4	23.7				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> </tr> <tr> <td>EL</td> <td></td> </tr> <tr> <td>FY</td> <td></td> </tr> <tr> <td>HY</td> <td></td> </tr> <tr> <td>SED</td> <td></td> </tr> <tr> <td>SWD</td> <td></td> </tr> <tr> <td>AA</td> <td></td> </tr> <tr> <td>AI</td> <td></td> </tr> <tr> <td>A</td> <td></td> </tr> <tr> <td>F</td> <td></td> </tr> <tr> <td>HL</td> <td></td> </tr> <tr> <td>PI</td> <td></td> </tr> <tr> <td>W</td> <td></td> </tr> <tr> <td>TOM</td> <td></td> </tr> </tbody> </table>		23-24	ALL		EL		FY		HY		SED		SWD		AA		AI		A		F		HL		PI		W		TOM	
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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards	Provide teacher and other instructional staff professional development and a wide range of supports for implementation of state standards. Includes guidance for the use of grade level scope and sequence plans, administration and analysis of the district's common assessments, and on-site coaching for effective delivery of research-based, standards-aligned instruction. Professional development is anchored in the district's commitment to the practices of Universal Design for Learning (UDL). <i>FTE TBD</i>	[\$ 0.00]	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).	[\$ 0.00]	TBD
2.3	Expanded Learning Programs	Youth Development Support Services (YDSS) provides expanded learning programs at over 60 schools 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. <i>TBD: Scope (schools)</i>		TBD
2.4	<i>TBD: Actions to support achievement of students with disabilities</i>	<i>TBD</i>		N

Action #	Title	Description	Total Funds	Contributing
2.5	Language Acquisition Programs for English Learners	<p>For the 2021-2022 school year, a training specialist will be assigned to work with all of SCUSD's dual immersion programs. This person would coordinate the \$3,000 grant, the bilingual teacher's network, SCOE meetings, and all immersion site-specific needs and professional learning. They would also work with the Multilingual Office to develop the vertical articulation necessary to create middle school immersion programs and heritage language courses.</p> <p>For the 2023-2024 school year, add new ELD content-area classes and Long-Term EL intervention classes to build our Pathways to Multiliteracy, increase our reclassification rate, and improve our graduation rate; approval in A-G Pathways: possibilities include ELD Math II, ELD Geography, ELD Ethnic Studies, Ethnic Studies and Literature.</p>		Y
2.6	Professional Learning specific to instruction for English Learners	Build the capacity of the Curriculum and Instruction Office educators by completing the two-year training of LETRS (in 2022), three-year training of EL Rise (in 2023), and on-going training on ERWC in order to promote full implementation of the ELD standards (including foundational skills found in Part III) across the grade-levels and content areas.		Y
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 through 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 A-G, and graduate within four years. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in AP world language courses. The increase in AP testing would ensure that our students are college and career ready.		Y

Action #	Title	Description	Total Funds	Contributing
2.8	Class Size Reduction (K-3)	<i>Reduce class size in the primary grades to 24:1. FTE TBD</i>		Y
2.9	Additional staffing for high-needs sites	<i>Provide additional FTE to high-needs sites across the district to reduce class size and expand access to programs. FTE TBD</i>		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.		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.		Y
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.		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.		N
2.14	Literacy, Research, and Project-based Learning Instruction	Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across sites so all students at targeted grade levels have access to library resources and supports. <i>FTE TBD</i>		Y

Action #	Title	Description	Total Funds	Contributing
2.15	<i>TBD: Extra and Co-curricular opportunities and Resources</i>	<i>TBD</i>		TBD
2.16	<i>TBD: Visual and Performing Arts Opportunities</i>	<i>TBD</i>		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).		Y
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).		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).		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).		Y

Goal

Goal #	Description
3	Students are provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need.

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.

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).

Measuring and Reporting Results

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
3A								
Attendance Rate		19-20	20-21					23-24
Percentage of students who attended school 96% of the time or more	ALL	60	67				ALL	
	EL	64	62				EL	
	FY	41	46				FY	
	HY	N/A	17				HY	
	SED	57	61				SED	
Source: District Attendance, Behavior, and Course Performance (ABC) Reports	SWD	52	59				SWD	
	AA	48	47				AA	
	AI	54	55				AI	
	A	76	78				A	
	F	69	83				F	
<i>Note: Rates are to 2.4.20 for 2019-20 and to 2.25.21 for 2020-21.</i>	HL	56	63				HL	
	PI	46	45				PI	
	W	63	82				W	
	TOM	59	71				TOM	

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<p>3B</p> <p>Chronic Absenteeism Rate</p> <p>Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days</p> <p>Source: California School Dashboard</p> <p><i>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.</i></p>	<table border="1"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>14.8</td> <td>11</td> <td>17.8</td> </tr> <tr> <td>EL</td> <td>11.2</td> <td>8.3</td> <td>20.4</td> </tr> <tr> <td>FY</td> <td>30.1</td> <td>21.4</td> <td>33.8</td> </tr> <tr> <td>HY</td> <td>57.9</td> <td>42.8</td> <td>63.6</td> </tr> <tr> <td>SED</td> <td>18.1</td> <td>12.4</td> <td>22.6</td> </tr> <tr> <td>SWD</td> <td>19.8</td> <td>12.8</td> <td>24</td> </tr> <tr> <td>AA</td> <td>27.6</td> <td>20.2</td> <td>33.5</td> </tr> <tr> <td>AI</td> <td>25.7</td> <td>16.3</td> <td>25.9</td> </tr> <tr> <td>A</td> <td>5.5</td> <td>4.1</td> <td>9.9</td> </tr> <tr> <td>F</td> <td>7.8</td> <td>6</td> <td>8</td> </tr> <tr> <td>HL</td> <td>16.5</td> <td>11.8</td> <td>19.5</td> </tr> <tr> <td>PI</td> <td>27.3</td> <td>18.4</td> <td>31.3</td> </tr> <tr> <td>W</td> <td>8.3</td> <td>7.9</td> <td>9</td> </tr> <tr> <td>TOM</td> <td>14.9</td> <td>11.1</td> <td>16.3</td> </tr> </tbody> </table>		18-19	19-20	20-21	ALL	14.8	11	17.8	EL	11.2	8.3	20.4	FY	30.1	21.4	33.8	HY	57.9	42.8	63.6	SED	18.1	12.4	22.6	SWD	19.8	12.8	24	AA	27.6	20.2	33.5	AI	25.7	16.3	25.9	A	5.5	4.1	9.9	F	7.8	6	8	HL	16.5	11.8	19.5	PI	27.3	18.4	31.3	W	8.3	7.9	9	TOM	14.9	11.1	16.3					<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> </tr> <tr> <td>EL</td> <td></td> </tr> <tr> <td>FY</td> <td></td> </tr> <tr> <td>HY</td> <td></td> </tr> <tr> <td>SED</td> <td></td> </tr> <tr> <td>SWD</td> <td></td> </tr> <tr> <td>AA</td> <td></td> </tr> <tr> <td>AI</td> <td></td> </tr> <tr> <td>A</td> <td></td> </tr> <tr> <td>F</td> <td></td> </tr> <tr> <td>HL</td> <td></td> </tr> <tr> <td>PI</td> <td></td> </tr> <tr> <td>W</td> <td></td> </tr> <tr> <td>TOM</td> <td></td> </tr> </tbody> </table>		23-24	ALL		EL		FY		HY		SED		SWD		AA		AI		A		F		HL		PI		W		TOM	
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<p>3C</p> <p>Chronic Absenteeism Interventions</p> <p>Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions</p> <p>Source: SCUSD Performance Targeted Academic Index (PTAI)</p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td>58.6</td> <td>38.8</td> </tr> <tr> <td>MS (7-8)</td> <td>52.5</td> <td>40.68</td> </tr> <tr> <td>HS (9-12)</td> <td>48.2</td> <td>37.3</td> </tr> </tbody> </table> <p><i>Note: 2020-21 results are to 3.10.21</i></p>		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				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ES (K-6)</td> <td></td> </tr> <tr> <td>MS (7-8)</td> <td></td> </tr> <tr> <td>HS (9-12)</td> <td></td> </tr> </tbody> </table>		23-24	ES (K-6)		MS (7-8)		HS (9-12)																																																																								
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<p>3E</p> <p>Provision of Responsive Services</p> <p>Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services</p> <p>Source: SCUSD EIIS (Indicator 14620)</p> <p><i>Note: 2020-21 data is to 4.5.21</i></p>	<table border="1"> <thead> <tr> <th></th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>35.7</td> <td>29.6</td> </tr> <tr> <td>EL</td> <td>51.6</td> <td>42.6</td> </tr> <tr> <td>FY</td> <td>86.6</td> <td>94.3</td> </tr> <tr> <td>HY</td> <td>74.1</td> <td>95.2</td> </tr> <tr> <td>SED</td> <td>42.7</td> <td>36.8</td> </tr> <tr> <td>SWD</td> <td>37.9</td> <td>34.3</td> </tr> <tr> <td>AA</td> <td>42.9</td> <td>39.4</td> </tr> <tr> <td>AI</td> <td>43.8</td> <td>38.5</td> </tr> <tr> <td>A</td> <td>41.7</td> <td>31</td> </tr> <tr> <td>F</td> <td>25.3</td> <td>19.9</td> </tr> <tr> <td>HL</td> <td>40.5</td> <td>33.8</td> </tr> <tr> <td>PI</td> <td>48.5</td> <td>45.4</td> </tr> <tr> <td>W</td> <td>15.8</td> <td>12.1</td> </tr> <tr> <td>TOM</td> <td>25</td> <td>20.2</td> </tr> </tbody> </table>		19-20	20-21	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				<table border="1"> <thead> <tr> <th></th> <th>23-24</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td></td> </tr> <tr> <td>EL</td> <td></td> </tr> <tr> <td>FY</td> <td></td> </tr> <tr> <td>HY</td> <td></td> </tr> <tr> <td>SED</td> <td></td> </tr> <tr> <td>SWD</td> <td></td> </tr> <tr> <td>AA</td> <td></td> </tr> <tr> <td>AI</td> <td></td> </tr> <tr> <td>A</td> <td></td> </tr> <tr> <td>F</td> <td></td> </tr> <tr> <td>HL</td> <td></td> </tr> <tr> <td>PI</td> <td></td> </tr> <tr> <td>W</td> <td></td> </tr> <tr> <td>TOM</td> <td></td> </tr> </tbody> </table>		23-24	ALL		EL		FY		HY		SED		SWD		AA		AI		A		F		HL		PI		W		TOM	
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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).	[\$ 0.00]	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.	[\$ 0.00]	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 accommodations needed for students to fully access instruction and achieve learning goals. <i>FTE TBD</i>		N

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. <i>Provide behavior intervention services and educationally related mental health services.</i> <i>FTE TBD</i>		Y
3.5	Instructional Assistants	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP). <i>FTE TBD</i>		N
	<i>TBD</i>	<i>Social Workers specific to Special Education</i>		
3.6	<i>TBD: Actions to support achievement of students with disabilities</i>	<i>TBD</i>		TBD
3.7	Intervention and Supports specific to English Learners	<p>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.</p> <p>The Multilingual Literacy Office will develop student videos in our top five languages (at the elementary and secondary level) to welcome students to our district, affirm the assets of being multilingual, provide an overview of reclassification, and introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year.</p>		Y

Action #	Title	Description	Total Funds	Contributing
3.8	Health Services: School Nurses and Immunization Clinic	<p>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.</p> <p><i>Staffing TBD</i></p>		Y
3.9	Be HERE! Program to reduce Chronic Absenteeism	<p>Support school sites in focused efforts to reduce chronic absenteeism. Best practices that are supported include the regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. SCUSD was awarded 3 years of funding as part of Cohort 4 of the Learning Communities for School Success Program (LCSSP) state grant. With this funding, the goal is to scale Be Here! Efforts up to all SCUSD schools.</p> <p><i>Scope TBD</i></p>		N
3.10	Student Support: Central Connect Center and Site-based Student Support Centers	<p>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.</p> <p><i>Note: Some schools sites fund additional resources for site-based Student Support Centers through their SPSA-based allocations.</i></p>		Y

Action #	Title	Description	Total Funds	Contributing
3.11	Enrollment Center	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In addition to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition.		Y
3.12	<i>TBD: Summer programming to address learning loss</i>	<i>TBD</i>		TBD
3.13	<i>TBD: Grade Level Readiness Intervention</i>	<i>TBD</i>		TBD
3.14	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.		N
3.15	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).		Y
3.16	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.		N

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.

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 <i>Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting.</i>		18-19	19-20	20-21					23-24
	ALL	5.6	3.7	TBD				ALL	
	EL	3.7	2.3	TBD				EL	
	FY	21.2	13.5	TBD				FY	
	HY	12.2	6.4	TBD				HY	
	SED	6.8	4.5	TBD				SED	
	SWD	10	6.7	TBD				SWD	
	AA	14.6	10.3	TBD				AA	
	AI	8	3.0	TBD				AI	
	A	1.6	1.0	TBD				A	
	F	3	1.3	TBD				F	
	HL	5.4	3.3	TBD				HL	
	PI	6.4	3.8	TBD				PI	
	W	2.9	2.1	TBD				W	
	TOM	4.9	4.2	TBD				TOM	
4B Expulsion Rate Percentage of students expelled at any time during the school year Source: CDE Dataquest		18-19	19-20						23-24
	ALL	0.04	0.01					ALL	
	EL	0.01	0.01					EL	
	FY	0.56	0					FY	
	HY	0.19	0					HY	
	SED	0.04	0.02					SED	
	SWD	0.06	0.01					SWD	
	AA	0.12	0.03					AA	
	AI	0	0.42					AI	
	A	0	0.03					A	
	F	0	0					F	
	HL	0.04	0.01					HL	
	PI	0	0					PI	
	W	0.04	0					W	
	TOM	0	0					TOM	

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.		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 districts overall MTSS framework implementation. <i>Scope TBD</i>		Y
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.		N

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

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5A</p> <p>Parent Teacher Home Visits (PTHVs)</p> <p>Number of PTHVs conducted by staff across all school sites</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>2018-19: 1260</p> <p>2019-20: 971*</p> <p>2020-21: 2,356**</p> <p><i>*Note: 2019-20 data reflects visits through 2.28.20.</i></p> <p><i>**2020-21 data reflects Bridge (virtual) visits conducted through 2.25.21</i></p>				2023-24:
<p>5B</p> <p>DELAC representation</p> <p>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</p> <p>Source: Multilingual Literacy Department</p>	<p>2018-19: 41%</p> <p>2019-20: 47%</p> <p>2020-21: TBD</p> <p>Potential Revision</p>				2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5C DELAC Attendance Percentage of DELAC members who attend 4 or more out of 7 meetings Source: Multilingual Literacy Department	2018-19: 52% 2019-20: 25% 2020-21: TBD <i>Potential Revision</i>				2023-24:
5D 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				2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>5E Parent Leadership Pathway Workshop (PLPW) Participation</p> <p>Number of participating schools and Number of total participant sign-ins</p> <p>Source: Family and Community Engagement (FACE) Department</p>	<p>Number of participating schools:</p> <p>2018-19: 21 2019-20: 9 2020-21: TBD</p> <p>Number of total participant sign-ins:</p> <p>2018-19: 2114 2019-20: 992* 2020-21: TBD</p> <p><i>*Note: Data for 2019-20 is through 2.25.20</i></p>				2023-24:
<p><i>SSC-specific metrics under review</i></p>					
<p>Potential Revision</p> <p>ELAC Operation</p> <p>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.</p> <p>Source: Multilingual Literacy Department</p>	<p>2020-21</p> <p>Percentage:</p> <p>Total number of schools with an ELAC:</p>				2023-24: 100%

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).		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.		Y
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. <i>Staffing TBD</i>		Y
5.4	<i>TBD: Fingerprinting for Volunteers</i>	<i>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.</i>		N

Action #	Title	Description	Total Funds	Contributing
5.5	Support for parent leadership group(s)	Support for the African American Advisory Board (AAAB) to continue leadership and advocacy for African American students to reach their full academic potential. The advisory board monitors the implementation of the African American Achievement Task Force recommendations and provides support to increase positive academic and culture/climate outcomes and narrow opportunity gaps for African American students. Funding provides for technical support, professional learning, and partnership opportunities.		Y
5.6	<i>Family Communication Tools</i>	<i>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.</i>		TBD
5.7	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).		Y

Goal

Goal #	Description
6	Implement an effective Multi-Tiered System of Supports (MTSS) to facilitate the elimination of barriers and improvement of outcomes for all students - and particularly for English Learners, Students with Disabilities, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, low-income students, Foster Youth, and Homeless Youth - by providing all school sites three-years of training, coaching, and ongoing central support, with the first cohort beginning in 2020-21 and third cohort finishing in 2024-25 and progress of each school and cohort measured with the Self-Assessment of MTSS (SAM) Implementation Tool.

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 providing 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6A</p> <p>Multi-Tiered System of Supports (MTSS) Implementation</p> <p><i>(Draft) Percentage of schools rating _____ or higher on the Self-Assessment of MTSS (SAM) Implementation Tool</i></p> <p>Source: Student Support & Health Services Department</p>	2020-21: TBD				2023-24:
<p>Potential</p> <p><i>Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training)</i></p>					
<p>Potential</p> <p><i>Percentage of schools that have clear data sources universally used (of schools that completed first year of training)</i></p>					

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.	[\$ 0.00]	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. <i>Scope TBD</i>	[\$ 0.00]	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. <i>Scope TBD</i>		TBD
	<i>TBD: Peer Mentoring</i>	<i>Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.</i>		

Goal

Goal #	Description
7	<i>Hold for focus goal specific to updating and operationalizing district's graduate profile</i>

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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
7.2	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
7.3				
7.4				
7.5				
7.6				

Goal

Goal #	Description
8	SCUSD will maintain sufficient instructional materials, safe and clean facilities, classroom staffing, and other basic conditions to support the effective implementation of actions to achieve the stated broad and focus goals.

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.

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				2023-24: 0

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>8D</p> <p>Teacher Assignment</p> <p>Number of teachers misassigned and number of teachers of English Learners misassigned</p> <p>Source: School Accountability Report Card (SARC) / Human Resources Department</p>	<p>All Teachers</p> <p>2019-20: 0</p> <p>2020-21: TBD</p> <p>Teachers of English Learners:</p> <p>2019-20: 0</p> <p>2020-21: TBD</p>				<p>All Teachers: 0</p> <p>Teachers of English Learners: 0</p>
<p>8E</p> <p>Teacher Vacancies</p> <p>Number of teacher vacancies</p> <p>Source: School Accountability Report Card (SARC) / Human Resources Department</p>	<p>2019-20: 29</p> <p>2020-21: TBD</p>				<p>2023-24: 0</p>

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
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. <i>FTE TBD</i>	[\$ 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.		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	<i>TBD: Additional departments/programs</i>	<i>TBD</i>		
8.6				
8.7				