SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: Thursday, June 8, 2023

Subject: Public Hearing: 2023-24 Local Control and Accountability Plan

- ☐ Information Item Only
- ☐ Approval on Consent Agenda
- ☐ Conference (for discussion only)
- ☐ Conference/First Reading
- ☐ Conference/Action
- ☐ Action
- ☐ Public Hearing

Division: Office of the Deputy Superintendent

Recommendation: The Board can make recommendations to the 2023-2024 LCAP. Final approval from the Board is scheduled for the June 22, 2023 Board of Education meeting.

Background/Rationale: Annually, the Board of Education approves the LCAP which is also required by the California Department of Education.

Financial Considerations: TBD

LCAP Goal(s):

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

Goal 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.

Documents Attached:

Goal 3: Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.

Goal 4: School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.

Goal 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.

Goal 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.

Goal 7: SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of educational partners and adopt the updated version by the end of 2022-23. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

Goal 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.

Goal 9: Review and, where necessary, update special education job descriptions to ensure qualifications and duties align with California Teacher Credentialing requirements and authorizations.

Goal 10: SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided the appropriate family, academic, social/emotional, behavioral, health, and other services. The percentage of all

socioeconomically disadvantaged students who are identified as homeless will increase and approach the expected 5- 10% rate.

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

Documents Attached:
Supporting documents will be available on Tuesday, June 6, 2023

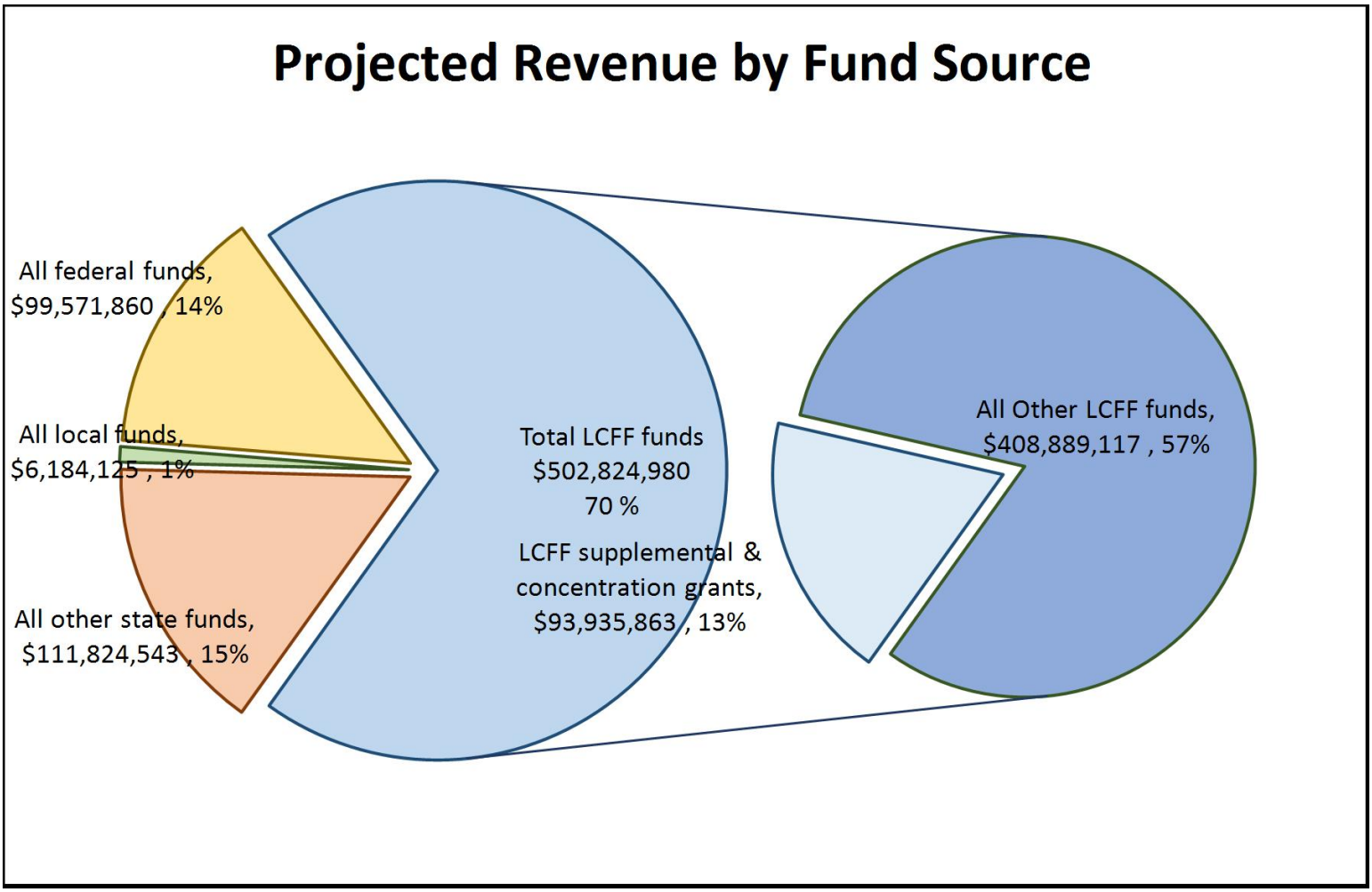
Estimated Time of Presentation: 15 Minutes
Submitted by: Krystal Thomas, Executive Director, LCAP
Approved by: Lisa Allen, Deputy Superintendent

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District
CDS Code: 34674390000000
School Year: 2023-24
LEA contact information:
Jorge A. Aguilar
Superintendent
superintendent@scusd.edu
916.643.7400

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

Budget Overview for the 2023-24 School Year

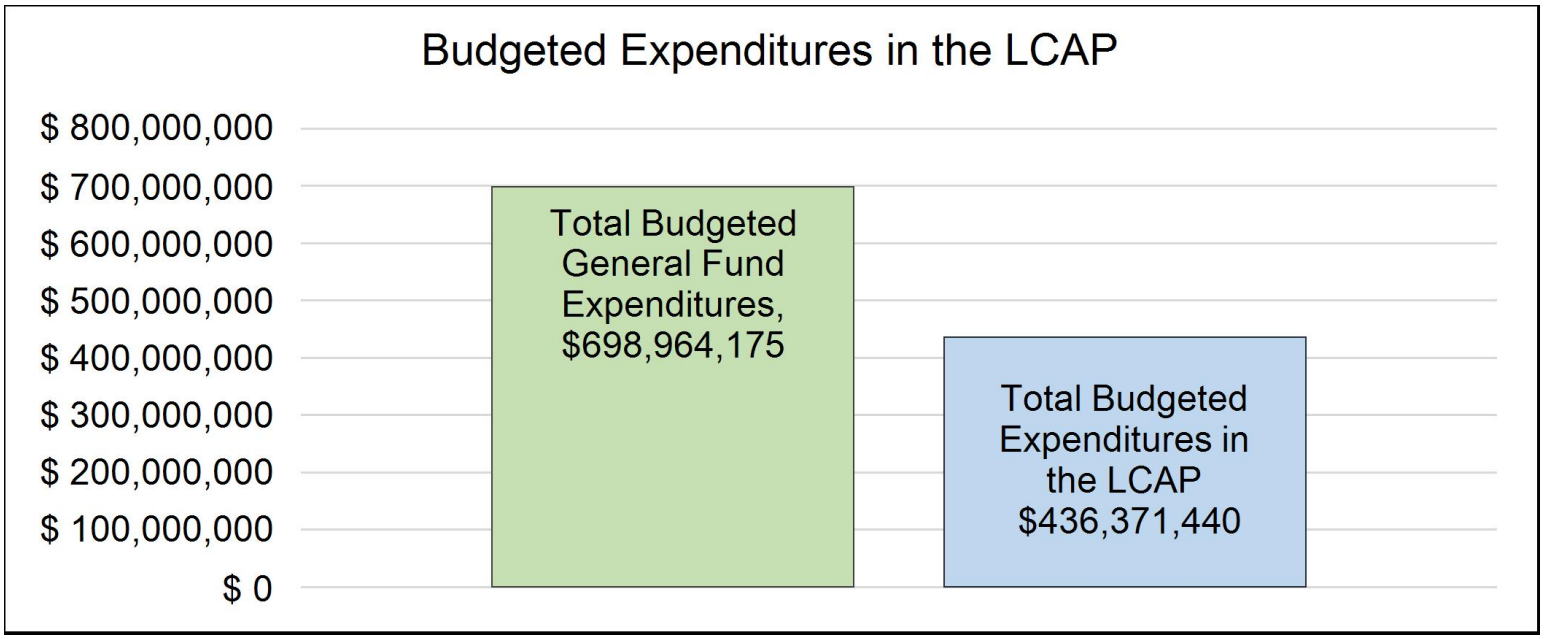


This chart shows the total general purpose revenue Sacramento City Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sacramento City Unified School District is $720,405,508, of which $502,824,980 is Local Control Funding Formula (LCFF), $111,824,543 is other state funds, $6,184,125 is local funds, and $99,571,860 is federal funds. Of the $502,824,980 in LCFF Funds, $93,935,863 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sacramento City Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

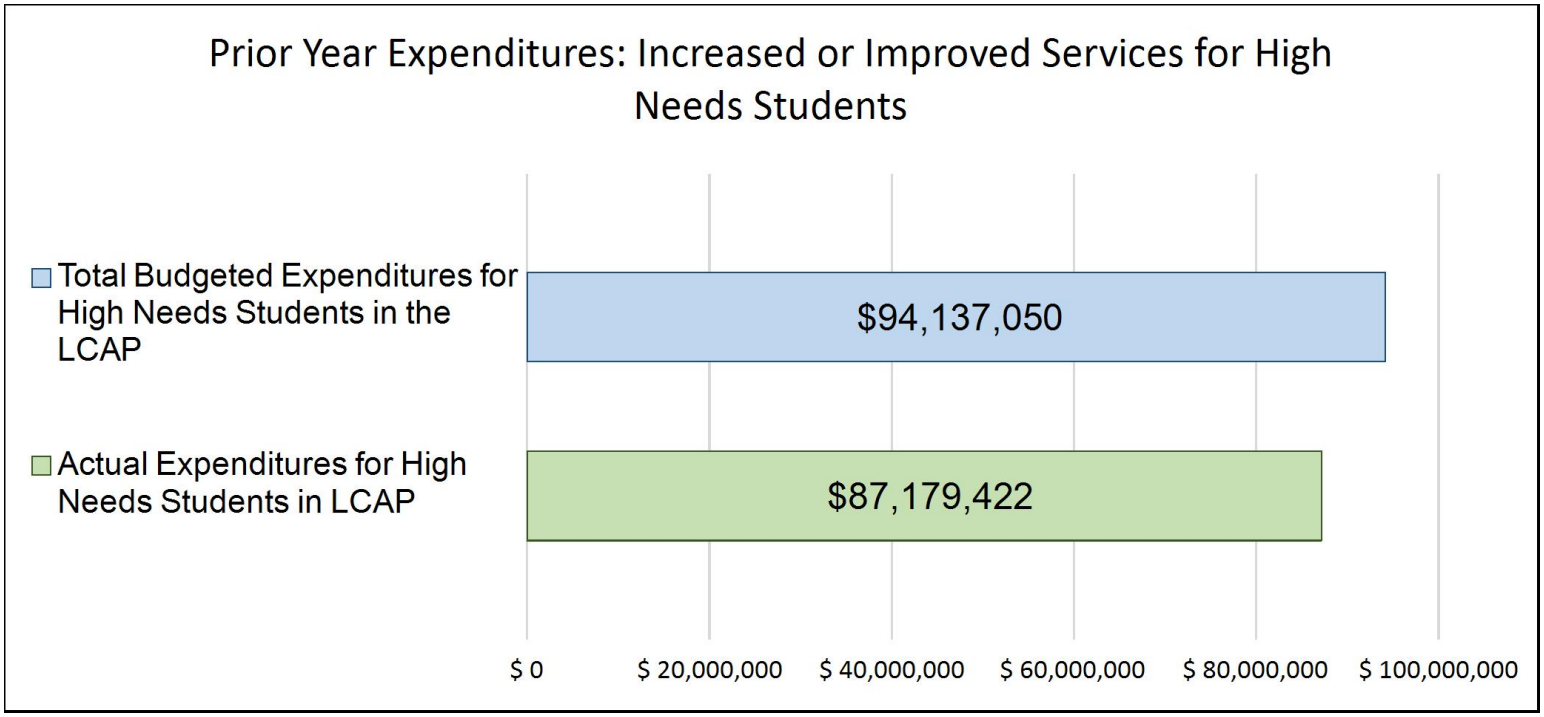
The text description of the above chart is as follows: Sacramento City Unified School District plans to spend $698,964,175 for the 2023-24 school year. Of that amount, $436,371,440 is tied to actions/services in the LCAP and $262,592,735 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Sacramento City Unified School District is projecting it will receive $93,935,863 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $93,935,863 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Sacramento City Unified School District's LCAP budgeted $94,137,050 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $87,179,422 for actions to increase or improve services for high needs students in 2022-23.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar Superintendent	superintendent@scusd.edu 916.643.7400

Plan Summary [2023-24]

General Information

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

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 38,821 students at seventy-five schools spanning seventy square miles. These 75 schools include forty-forty four elementary schools, eight K-8 schools, six middle schools, eleven high schools, multiple grade schools, and 2 adult schools. There are also five dependent charter schools. Transitional Kindergarten programs are offered 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. The SCUSD student population make-up includes 41.3% Hispanic/Latino, 17% White, and 18% Asian, 12.1% African American, 8% Multi-racial, 2% Native Hawaiian or Pacific Islander, 1% Filipino, and 1% American Indian or Alaska Native. 69% of students are identified as socioeconomically disadvantaged, 0.4% are identified as Foster Youth, and 0.7% are identified as Homeless Youth. 20% of students are identified as English Learners and 15.1% are identified as Students with Disabilities. With more than 60 different languages represented, many SCUSD students speak a primary language other than English. Spanish, Hmong, Cantonese, Vietnamese, Marshallese, Russian, 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 acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all students and families.

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

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

What's our approach to making improvements?

SCUSD 5 Strategic Priorities:
1.) High-Quality Instruction
2.) Multi-Systems of Support
3.) Culturally Responsive Professional Learning
4.) Effective Talent Programs Focused on Recruitment and Retention
5.) Network Upgrades and Centralized Workforce Processes

SCUSD New Academic Coherence: According to educational researcher, Michel Fullan (2016), "There is only one way to achieve greater coherence, and that is through purposeful action and interaction, working on capacity, clarity, precision of practice, transparency, monitoring of progress and continuous correction." As the district moves away from departments working in isolated silos and towards coherence, the primary question is: "How does the academic offices support student achievement?" The following are included in academic offices: (1) Curriculum, Instruction and Professional Learning, (2) Special Education, (3) Multilingual Literacy, (4) Early Learning and Care and (5) Instructional Assistant Superintendents of Schools. Within each academic offices, there are additional offices that have more targeted and focused actions to support the work. A systems approach to achieving the goals of the LCAP, means that all academic offices and their smaller more targeted offices work in tandem to ensure the actions identified in the LCAP are effectively implemented, supported and monitored. As part of this ongoing work, there will be a formal integration of the work in the academic offices and the work of the smaller, more targeted departments, within the academic office.

SCUSD has identified a problem of practice and Theory of Action that if implemented with fidelity should began to make increment, systematic shifts:

Problem of Practice: We have failed to define and implement a coherent professional learning model focused on high-quality tier-one instruction within a multi-tiered system of supports for all students, resulting in unacceptably low achievement rates of 29% of students meeting standard in Math and 37% in ELA, and even lower among our most vulnerable students with significant racial disproportionality.

Theory of Action: Define and implement a coherent professional learning model focused on high quality tier one instruction within a multi-tiered system of supports.
If we…

1. Update our Graduate Profile, including TK-12th grade learning progressions, and center in our system as the driver for improvement

2. Define High Quality Instruction

3. Design an Adult Profile that describes the adult mindsets and actions needed to ensure all students have access to and benefit from High Quality Instruction, and

4. Develop and implement a district-wide, multi-year Professional Learning Model that empowers the adults in our system to deliver and measure the effectiveness of High Quality Instruction and supports within a Multi-Tiered System of Supports

Then…

Leaders and educators will have the structure, capacity and support to implement and monitor the effectiveness of instructional practices within our MTSS structure.

How does all of this effect the bottom line - Student Achievement Results?

Performance results continue to demonstrate gaps in achievement for SCUSD students relative to their peers across the state and significant gaps within the district for multiple student groups. According to the California Dashboard, overall only 32.9% of students are performing below standards in English Language Arts (ELA) and 69.4% of students are performing below standards in mathematics. Of the 13 student groups within SCUSD, 10 had performance levels of Very Low in ELA. One of the student groups had a performance level of Medium while two of the student groups had performance levels of high. There were 0% students who reached a performance level of Very High in ELA. In mathematics, of the 13 student groups within SCUSD, there were 11 who had a performance level of Very Low or Low, 2 student groups who had a performance level of Medium while there were 0% students in performance levels either High or Very High. The SCUSD core value requires that we recognize our inequalities in student performance levels, interrupt inequities, level the playing field and provide opportunities for students to learn, grow and reach their greatness. It is imperative that students reach performance levels that ensure they are prepared to graduate with the greatest number of postsecondary choices from the widest array of options. The system as it stands now (our status quo) has continued to meet the needs of some students, but not all. SCUSD needs to produce a different set of results and this requires systematic change and the development of accountability structures, in efforts to build an environment of collective responsibility.

High-Quality Instruction:
SCUSD defines high-quality instruction in alignment with the California Department of Education until a unique definition that correlates to the core principle, core value, and overall direction of Tier 1 instruction has been identified. According to the California Department of Education (CDE), “Most researchers and practitioners suggest that high-quality instruction meets each student where he or she is in learning the curriculum, so that instructional activities build on students’ prior knowledge and are relevant and differentiated. This instructional approach means that teachers will design and apply different methods to help students’ access critical content.” The CDE also notes, “The quality of the instruction teachers deliver has a striking impact on student achievement. When instruction is differentiated to accommodate students’ learning styles, backgrounds, perspectives, and cultural identities, teachers often see dramatic improvements, particularly for students who are working below grade level academically.”

Multi-Systems of Support:
What is MTSS? A Multi-Tiered System of Supports (MTSS) is a system for assuring that every student will thrive as a result of high quality instruction offered through Tier 1, high-quality instruction. Through the MTSS structure the school sites can ensure all students thrive in a challenging, supportive, and inclusive learning environment. SCUSD has used the implementation of MTSS as an anchor for the development of a holistic, culturally responsive educational service delivery model. This begins with the acknowledgement that our existing instructional models and supports are inconsistent and not meeting the diverse needs of our students. The MTSS structure provides interventions that break down the barriers to students’ progress. It serves as a safety net to assist students with identified areas of improvement.

Culturally Responsive Professional Learning:
To best meet the needs of our diverse populations of students, SCUSD will need to engage with laser-like, intentionality on culturally responsive professional learning to increase student outcomes, academically and socially/emotionally. The district is committed to engaging in this work that will positively impact student outcomes. SCUSD Culturally Responsive Education Delivery Model includes assures that every student will thrive as a result of high quality rigorous instruction and whole child supports, in a challenging, supportive, and inclusive learning environment.

Effective Talent Programs Focused on Recruitment and Retention:
Our students deserve a highly qualified workforce to ensure high-quality instruction, multiple systems of support that provide interventions for academic and social/emotional challenges and culturally responsive practices, aimed at addressing the inequities in our system. The continual investment in developing staff capacity to effectively implement these 3 priorities (High Quality Instruction, MTSS and Culturally Responsive Practices) will positively impact student outcomes. Improving recruitment and retention practices is critical to ensuring proper staffing at school sites. Funding in this area will help the District find more innovative approaches to advertising vacancies and identify large, diverse and talented pools of applicants. This investment is crucial to sustainable retention practices.

Network Upgrades and Centralized Workforce Processes:

The need for adequate processes focuses on 3 key areas: (1) The adoption of a Substitute and Absence Management System, (2) An automated Human Resources Processes and (3) A district-wide System for Conducting Employee Evaluations. These processes work to:
1.)Secure a qualified substitute for every classroom every day to support uninterrupted student learning.
2.) Purchase a cloud-based performance management software allows the District to streamline and automate our evaluation process for more consistent performance tracking.

These two benefits corelate with Effective Talent Programs Focused on Recruitment and Retention and therefore,critical to staff recruitment and retention.

In terms of budget alignment to LCAP goals and actions and given the scope of the district's fiscal challenges and the need to interrupt inequities, SCUSD needs to carefully examine the return on investment of every dollar spent. 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.

Reflections: Successes

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

Parent Teacher Home Visits:

Parent Teacher Home Visits was founded by local parents in 1998, through an extraordinary partnership between: Area Congregations Together, Sacramento City Unified School District Sacramento City Teachers Association. The partnership has remained committed, for the past 25 years, to leading the effort to bridge the gap between home and school through relational home visits. During the 2021-2022 school, year there were approximately 2,380 visits made to SCUSD families.

Multi-Tiered System of Supports (MTSS):

This LCAP acknowledges that the system as it is currently structured has failed to meet the needs of many students and the district has a long way to go before it realizes the vision set forth in the guiding principle. It is important that this acknowledgement guides goal setting and strategic planning. In addition, it is also important to recognize and celebrate successes when they occur. SCUSD's ongoing efforts include some key examples of success including the ongoing implementation of an effective Multi-Tiered System of Supports (MTSS) districtwide. This, and additional examples of success, are highlighted below along with an analysis of California School Dashboard data. An area of continued progress is the ongoing, multi-year effort to install and sustain an effective Multi-Tiered System of Supports (MTSS) districtwide.

MTSS Bright Spots:

The School of Engineering and Sciences Accomplishments:

- Clearly defined interventions for each tier
- Internal data tracking system to monitor student progress; interventions are designated based on data
- Monthly team meeting comprised of counselors and our resource specialists, where attendance and performance data is analyzed to identify improvements.
- Quarterly and needs we assess our students quarterly across performance metric indicators.

Harkness:

- Teacher selected essential standards, broken down into skills, and common formative assessments developed for every learning intention within each essential standard.
- Development and implementation of Professional Learning Communities (PLCs) structure who meet weekly, discuss teaching and learning of essential standards, and determines which students need intervention.
- Emergence of teachers as instructional leaders of the school, who engage in continual collaboration around meeting academic goals.

English Learner Master Plan
Why does SCUSD have an EL Master Plan?

“The Sacramento Unified School District vigilantly work to identify, confront, and interrupt inequities that are inherent in-and hurtful to-public education and address opportunity gaps so that all students can reach their full potential. The commitment to English Leaner students is paramount to leveling the playing field and is treated as an ethical and legal obligation. The Master “Plan creates a road map for educates to provide English Learners the support they need to become proficient speaker and writers and ultimately, vocal and active members if our community. The Master Plans will help us engage parents and families to ensure that learning continues at home while respecting and encouraging traditional and beliefs of every English Learner households. In Summary, SCUSD will develop an English Learner program that establishes the benchmark for success based in the value statement.”

- Jorge Aguilar, Superintendent SCUSD

During 2021-22, the Multilingual Literacy department has led the efforts to revise and seeking approval for the district’s English Learner Master Plan. Evidence the EL Master Plan is interwoven into every aspect of the LCAP to ensure inclusiveness of key actions within goals. This critical effort has been identified over multiple years by educational partners as an urgent priority to ensure appropriate services for English Learners at all schools. Working in collaboration with the District English Language Advisory Committee (DELAC) and a range of other educational partners, the new English Learner Master Plan outlines the district’s strategies and process for the following:

1. Early Learner Identification and Assessment
Purpose: Ensure students receive the necessary supports and services on their academic journey; aligns and supports MTSS (5 Strategic Priorities)

2. English Language Development Program
Purpose: Provides guidance to implement high-quality instruction and programs for English Language Learners; aligns and support High Quality Instruction, MTSS and Professional Learning (5 Strategic Priorities)

3. English Learning Monitoring and Reclassification
Purpose: Monitors English Learner's academic and linguistic progress, proficiency and reclassification determinations.

4. English Language Development Designated and Integrated Instruction
Purpose: Purpose: develop English learner's proficiency and provide access to academic content.

5. Access to the Core Curriculum:
Purpose: Ensure that English learners have access to well-articulated, high-quality, standards-based core curriculum instruction.

6. Staffing and Professional Development
Purpose: Outlines certification requirements and staffing procedures for providing instruction to English Learners, as well as essential components of the district's comprehensive, longitudinal professional learning program are presented.

7. Standards, Assessment, and Accountability'
Purpose/s: Delineates the program evaluation and accountability for English learner programs.
Outlines the collective responsibilities of individual staff, central office leaders, and other groups to support the implementation of EL programs and supports.

8. Parent Involvement and Engagement
Purpose: Promote active in active involvement of family and community members in the work of the schools is essential to high achievement for all students, especially for English learners.

9. English Learner Program Inclusion in the School Plan for Student Achievement (SPSA)
Purpose: Allocate and monitor resources to support the successful implementation of the Master Plan at the school sites.

How does the English Learner Master Plan Align with the SCUSD 5 Strategic Priorities - High-Quality Instruction, MTSS and Culturally Responsive Professional Learning?

SCUSD will ensure the English Learners engage in high-quality instruction and is unwavering in the commitment to setting high expectations for all students. High quality instruction is what all English Learners will experience and directly reflects that of their English speaking peers. There is the acknowledgment that with the implementation of high-quality instruction, there must be built-in opportunities for differentiated and small group instruction. These strategies are Tier 1 and Tier 2 interventions of the MTSS model that can occur within the classroom setting or through pull-put programs with a content or resource specialist. If through Tier 1 and Tier 2 interventions, students continue to encounter academic challenges, Tier 3 of the MTSS model calls for individualized, student intervention to best meet the students' unique needs. As English Learners move through the identified interventions, data and progress monitoring, determine the correct Tier that meets students' needs. These determinations are made through the school's site team and progress monitoring for any next steps or needed supports.

To ensure English Learners are successful on their academic journey, there are evidenced, researched-based, culturally responsive practices. There are three primary instructional models to further support English Learners: (1) Structured English Immersion (2) Alternative Bilingual Programs and (3) Transitional Bilingual Early Exit Programs. A Structured English Immersion program is designed to promote the rapid acquisition of English for students who have not yet developed basic listening and speaking proficiency and who lack the foundational reading and writing skills needed to succeed in an English language mainstream classroom. The teacher utilizes curriculum and instructional practices based on sound theory and research on second language acquisition. Under the umbrella of Alternative Bilingual programs is dual immersion. In this model, students simultaneously develop literacy in two languages, English and another target language. Instruction in the target language and English vary in proportion by program. The Spanish program uses the 50/50 research based model. Within this model, native speakers of English and English learners are taught core content material 50% of the time in English and 50% in the target language. Transitional Bilingual Early Exit Program (TBE) are designed to use the primary language to teach content and maintain literacy while transitioning to literacy in English. While the primary goal of this program is proficiency in English, primary language literacy is encouraged and supported as well. Within this model, English learners receive language support in the primary grades and then are immersed fully in English in the intermediate grades. There is currently one school that offers this program model.

In addition, SCUSD offers there are 2 other available instructional models, the Newcomer Model and the Long Term English Learners. The Newcomer Model addresses the needs of newly arriving students and provides integrated and designated ELD with instructional scaffolding according to their language proficiency level. Long Term English Learners (LTEL) are students who have been identified as EL for more than six years and have yet not reclassified. SCUSD schools use dynamic and innovative structures to support LTEL students such as flexible scheduling, looping, after school and weekend tutoring, summer school, and extended day. LTEL students are assigned a specific counselor, teacher specialist, or other faculty member to monitor their language development and assess their progress toward meeting grade-level literacy standards, becoming college and career ready, and exiting EL status. All ELs and their parents should meet at least semi-annually with this
Designated faculty member to review current progress, program placement, assessment results, and goals for meeting the exit criteria.

Program Expansions

During 2021-22, a range of programs and services have been expanded to provide additional supports for students, staff, and families. These include programs designed to address the impacts of COVID-19 and programs that, while contributing to COVID-19 response, address needs that existed prior to the pandemic. Examples of program expansions include:

- Visual and Performing Arts (VAPA) opportunities. Initially piloted in 72 classrooms, the Theater Arts/Social Emotional Learning (SEL) program that pairs teaching artists with classroom teachers has expanded to 140 classrooms, reaching its initial target. Through the artistic processes, creative practices, and social interactions inherent in the arts, students acquire and are able to apply the knowledge and skills necessary to establish and maintain positive relationships with others, set and achieve goals, practice empathy for others, recognize and effectively express emotions, and make responsible decisions, all of which are the tenets of social and emotional learning (Durlak et al. 2011). ‘Social and Emotional Learning’ is defined as including five core competencies: self-awareness, self-management, social awareness, relationships skills, and responsible decision-making (Dymnicki, Sambolt, and Kidron 2013). As students engage in the unique processes and practices of the arts disciplines, they gain awareness, practice, and become competent in these areas. Preliminarily, findings suggest that primary focus on the crossover of Arts and SEL takes place in the elementary schools. What we are finding is that students in schools with robust arts programs are rebounding from the distance learning of the pandemic much faster than their peers in schools that do not have VAPA programs. The unique feature of the arts requires that students work together on common projects, whereas a big focus in most classrooms is individualized instruction, which can benefit students academically, but neglects their social and emotional growth. SCUSD is still in the process of developing a lesson plan template that includes VAPA standards AND SEL competencies that can be used by general classroom teachers at the elementary level. There is an intentional, "We’re not totally there yet." In order to help build our students capacity, we created a partnership with the NorCal school of the arts to go in and teach SEL lessons through the lens of theater, which benefits students. The lesson are also accessible to students with limited or no English.

- SCUSD Youth Development – American Indian Education Program:

There are 127 students with a 506 form and 43 self-identified students. There are 25 students whose families opted for tutoring serves to ensure their children’s’ academic success. According to the data reports provided, students are making progress. There have been 48 teacher requests for tribal educator classroom visits and 35 have been completed. There are approximately 825 students have received lessons. Upcoming community parents and community events include moccasin and ribbon skirt making class. Students will have opportunities to participate in summer programming to include: (1) Mad Science (2) GON Partnership, (3) American Indian Summer Institute NS (4) Field trip to Maidu Indian Museum with presentations and activities. Students are also offered college preparatory opportunities to include: (1) Credit recovery (2) FAFSA/Scholarship writing (3) College Applications, and (4) Resume building.

Graduation Rate :
The graduation rate has a performance level, designated as Medium with many of SCUSD falling in this category. For example, African American, Hispanic, Two-More Races, Pacific Lander Socioeconomically Disadvantaged and White students all received a performance level of Medium. Foster Youth, Homeless and English Learners and Students with Disabilities received a designation of Very Low and Low respectively. The PTAI Tracking system provides counselors with a laser-like view of students’ progress in efforts to provide interventions.

Counselors have been asked to schedule regular meeting with students to review their progress, provide interventions, and problem-solve through barriers that may challenge the graduation trajectory. There will be a need to create a platform for earlier intervention so students have options for course success, prior to the end of a grading period. Asian and Filipino students were designated as High and Very High. respectively.

English Learner Progress:
Overall, 46% of English Learners are making progress with a performance designation of Medium. Of those students, 42.7% progressed at least one ELPI Level, 3.3% who maintained ELPI of Level 4, 35% who maintained ELPI Levels 1, 2Lm 2H, 3L and 3H and 18.5% of students

Implementation Survey Data:
The 2022-2023 Implementation Survey reveals that professional development, in the areas of English Language Arts, English Development, math, Next Generation Science Standards and Social Science range from Beginning Development to initial development for English Language Arts and math. The implementation of instructional manuals for each of these content areas is in the Beginning Development phase. In terms of policy and program support in each of the content areas, the survey indicates a designation of Initial Implementation. The content areas of Career and Technical Education, Health Education, Physical Education, Visual and Performing Arts and World Languages show an implementation phase of Beginning Development. In addition, the survey reveals the Beginning Development phase for the engagement of School Leadership. Based on this current survey data, SCUSD will move from MET Implementation.

There is research that supports high-quality professional development can lead to a 21% increase in student achievement. Research studies from Learning for Justice states, “Professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success.” In order to experience significant gains in ELA and Math performance, SCUSD must be at full implementation in each of these 3 areas, although there has been progress made as demonstrated through the MET status.

Facilities Master Plan:
SCUSD has successfully continued its ongoing facilities assessment process and implementation of a 10-year master plan. This process has been aligned to the goals in the LCAP and the district’s equity, access, and social justice guiding principle. In Spring 2022, the district’s efforts were recognized by California’s Coalition for Adequate School Housing (CASH) with a Master Planning Award of Excellence. The jury noted in their award selection that SCUSD’s project distinguishes itself by establishing a model for how to use equity to prioritize capital outlay projects. They noted that SCUSD’s approach used a data-informed and research based method to focus on underserved student groups and respond to community concerns about addressing past inequitable institutional practices. The current capital projects that are moving forward include: Kemble, Nicholas and Oak Ridge.

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.

Overall, SCUSD's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Data from the California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's guiding principal and embody the district's core value. Educational partners have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs. This call for action has included:

- The demand that an equitable and inclusive educational program be provided to all students regardless of zip code, school, classroom, or program choice.
- The critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making.
- Emphasis on the need to disrupt the status quo.

SUSD educational partners acknowledge the district has provided student data during presentations and upon request. They want to see monumental change in implementation and execution of identified actions within the LCAP. There is ongoing concern regarding the lack of alignment between the LCAP and the Single Plan of Actions. The actions listed in the LCAP never reach the school levels, creating siloed efforts to reach goals which has proven ineffective.

A recurring theme has been, "What we were doing before wasn't working, so we should think about how to do things differently." It has also been emphasized that, to fully address some of the district's most urgent needs, incremental change will not be sufficient and that larger, systemic redesign will be needed.

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 through line that connects to the need for an equitable and inclusive program, intensified services for students with high-needs, data-based decision-making, and redesigning systems to better serve students. An effective MTSS will also allow the district to better address needs in the areas of chronic absenteeism, college/career preparedness, suspension, English Language Arts (ELA), and Mathematics. 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 student 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. Program or curriculum it's a tiered, instructional framework that ensure a viable curriculum to all in Tier 1. Dr. Novak also stats that, "The whole focus of an MTSS system is to create the strongest Tier 1 or foundation base possible so all students can access Tier 1 instruction in academics, behavior and

social-emotional learning that meets their needs.” When Students struggle academically in with Tier 1 instruction, students participate in tiered, small group instruction based their needs. Based on formative data, if students require additional assistance, they receive more individualized targeted instruction more tailored to their unique needs. As SCUSD considers the academic performance of student groups, highly effective Tier 1 implementation increases opportunities a more equitable approach to teaching and learning. According to the American Institute for Research, MTSS address inequitable outcomes by:

- Including opportunities for culturally relevant teaching practices
- Promoting early instructional intervention the first sign of students’ struggling
- Providing high-quality instruction
- Making team-based decisions and strong site-based leadership, eliminating opportunities for bias when determining appropriate interventions
- Implementing professional learning that ensures cultural competency

The SCUSD 5 Priorities directly align to the research the benefits of MTSS

- In addition, the district has moved away from Universal Design Model, replaced by Learning Intentions which focuses on what the students to know and be able to do. The learning intention helps students stay focused and involved while teachers help them understand the significant concept or the information presented. One of the core elements of SCUSD’s MTSS implementation is Universal Design for Learning (UDL). UDL is a framework that improves teaching and learning for all students based on the science of how humans learn (see udlguidelines.cast.org). The UDL guidelines provide strategies that can be used to ensure all learners can access and participate in meaningful and challenging learning opportunities. More specifically, there are specific guidelines for educators to provide: Multiple means of engagement to address the ‘WHY’ of learning
- Multiple means of representation to address the ‘WHAT’ of learning
- Multiple means of Action & Expression to address the ‘HOW’ of learning.

Within the overall need to implement an effective MTSS, the effective implementation of UDL in all classrooms is a critical next step for improving all student outcomes, and especially for those students who require differentiated supports.

The importance of an effective MTSS and UDL practices has been prioritized and reaffirmed by educational partner groups, external findings, and research/policy reports. A few of the sources cited in a February 2022 presentation to the board of education included a 2017 Council of the Great City Schools report on Special Education in SCUSD, a Policy Analysis for California Education (PACE) report on best practices for a Restorative Restart following distance learning, The Capitol of Suspensions Reports sponsored by the Black Minds Project of the Community College Equity Assessment Lab (CCEAL), the Systemic Instructional Review (SIR) by the California Collaborative for Educational Excellence (CCEE), and recommendations from the district’s Black/African American Advisory Board. It is the intent that MTSS will permeate the entire SCUSD system as the foundation for all practices and decision-making to ensure high-quality tier-one instruction matched with effective, evidence-based interventions and supports for ALL students. Specific needs for an effective implementation include:

- Scalable, sustainable, and successful data-based decision-making practices
- Effective needs assessments using academic, attendance, behavior, and special education data
- Building common language, common understanding, and common expectations
- Building leadership and implementation capacity
- Opportunities to monitor and measure progress
- Clear framework and tiered supports provided by district leadership
- Ongoing feedback and adjustments to support sites during implementation
- Providing professional learning and coaching to sites during and following initial implementation

SCUSD Coherence Opportunity – Understanding High-Quality Instruction, MTSS and Interim Assessment Needs:

The district has identified 5 priorities, inclusive of high-quality instruction. According to the California Department of Education (2022, p.2), "High Quality Instruction requires that teachers consider individual students' home experiences, academic background, needs, and abilities. To support students on a path to progress, educators need a system that they can use as they adapt their instructional plans to the diverse needs of their students throughout the academic school year." In order to ensure students' are successful academically, it is imperative to provide a robust assessment system, to include interim assessments, used to progress monitor academic performance. Therefore, at certain intervals of time, during the course of the school year, interims assessments are administered to benefit students as they prepare to progress towards mastering California State Standards. The California Department of Education (2022, p.3) states, "Interim Assessments are tests that teachers can use as part of their formative process to adjust their instruction and better meet their students' needs."

What does MTSS have to do with the interim assessments? The academic side of the MTSS pyramid ensures that each student, at every school, is provided with high-quality instruction as the Tier 1, guaranteed curriculum. Interim assessments, are the tools used to identify when students are experiencing difficulty in meeting the expectations embedded in high-quality instruction. Once challenges are identified through the results of the interim assessment, school teams can make informed decisions about the necessary interventions for students. These serve as supports through differentiated instruction, small group instruction and additional learning opportunities to make sure students' progress towards mastery. This would be considered Tier 2 instruction where a group of students revisit the same standards with more focused and targeted assistance. This can occur either in the classroom or if students are pulled for, outside of the classroom, intervention support. In the event, further assessment demonstrates students are still not successful, they will receive individualized intervention, based on their unique needs which could include instructions in the classroom in the form of student/teacher conferencing or outside of the classroom where students work with a specialist teacher. For Tier 3 to be effective, the district will need to ensure common formative assessments are administered in smaller "chunks" of time, between the interims and would collectively form the basis of effective progress monitoring.

With regular assessment of student performance and progress, 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 resources is critical to the district's ability to continuously improve.

Overall California School Dashboard Results for 2021-2022:

Note: The California School Dashboard uses five performance levels. The lowest level of performance is represented by VERY LOW, followed by LOW, MEDIUM, HIGH and VERY HIGH. A designations 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.

Overall, SCUSD's past Dashboard results demonstrate a broad need for improvement across all areas. However, there performance that indicate promising results. On the 2021-2022 Dashboard (the most recent year in which performance levels were reported, below is SCUSD current, color-coded leveled status:

SCUSD Performance Analysis by Student Groups:

ELA:
Overall, 32.9% of students fall below standards with a performance level of Low. There are 7 students groups with a performance level of Very Low: African American, American Indian, English Leasers, Foster Youth Homeless, Pacific Islander and Students with Disabilities. There are 3 students groups with a performance level of Low: Asian, Hispanic/Latino and socioeconomically disadvantaged. Only one student group is designated as Medium, Two or More Races. There two student groups with a performance level of High and no students groups designated as Very High. For student groups falling into the performance level of Very Low the data is disaggregated as follows:

Below Standard:
Homeless: 128.1
Students with Disabilities: 116.7
Foster Youth: 115.2
African American: 96.9
Pacific Islander: 82.6
American Indian: 78.4
English Learners: 76.1

Additional Information from the Dashboard, shows the distance from the standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Current English Learners: 104.4
Reclassified English Learners: 21.1

English Only: 24.6

Mathematics:
Overall, 69.4% of students fall into the performance level of Low. Of the 13 student groups, 8 scored in the performance of Very Low, African American, American Indian, English Learners Foster Youth, Homeless, Pacific Islander, Socioeconomically Disadvantaged and Students with Disabilities. There were 3 student groups with a performance level of Low, and Two or More Races. There were 2 student groups with a performance level of Medium and no student groups with a performance level of High or Very High. For student groups designated with a performance level of Very Low, the demographic data is disaggregated as follows:

Below Standard:
Homeless: 156.3
Students with Disabilities: 147.3
African American: 139.5
Foster Youth: 127.6
American Indian: 114.8
Pacific Islander: 114.5
Socioeconomically Disadvantaged: 96.3
English Learners: 102.6

Additional Information from the Dashboard, shows the distance from the standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

Chronic Absenteeism:
Chronic absenteeism is the percentage students in grades Kindergarten through 8th grade who are absent 10% or more of school days. 36.9% of SCUSD are chronically absent. There is a need for a virtual academy to accommodate families and students who desire to remain in an online environment. There are some students who continue to struggle through the social//emotional as well as the economic difficulties of COVID, this is especially true for many of our students groups. There are 12 student groups who fall into the Very High performance level for chronic absenteeism:

Very High:
- African Americans (56.7%)
- American Indian: (57.5)
- Asian: (22.3%)
- English Learners (33.4%)

- Foster Youth (56.6%)
- Hispanic/Latino Youth (42.8%)
- Foster Youth (56.6%)
- Homeless Youth (79.4%)
- Two or More Races
- Pacific Islander (54.1%)
- Socioeconomically Disadvantaged (44.6%)
- Students with Disabilities (45.1%)
- White (23.3%)

High:
- Filipino

Suspension Rates:
Student groups (African Americans, Foster Youth, Homeless and Students with Disabilities) fall into the performance level of Very High. American Indian, Hispanic/Latino, Two or More Races, Pacific Islander and Socioeconomically Disadvantaged fall into the performance level of High. There are 3 students groups with a performance level of Medium: English Learner, Filipino and White. The performance rate for Asian students was Low. There were no student groups in the Very Low performance level.

These findings are important as they highlight the role of classroom management, instructional practices, and the overall school and classroom environment as factors that contribute to exclusionary discipline practices. The need for professional development for all staff that supports development of effective behavior management systems, creation of inclusive and restorative classroom and school environments, and implementation of anti-bias/anti-racist instructional practices is evident in the overall suspension rates of the district and the persistence of disproportionate rates for student groups.

The ongoing work to address inequity in Suspension rates is happening through a number of initiatives and programs. 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. District staff are participating in anti-bias/anti-racism training. The development of systems to coordinate behavioral intervention and discipline is a key aspect of MTSS implementation. An effective MTSS is enabling sites to proactively address identified behavioral needs, develop common language and practices, and conduct 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.

LCAP Highlights

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

SCUSD's LCAP is grounded 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 LCAP goals and is directly represented by Goal 1.
- The overall goal structure also 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.
- Goal 4 is focused on improving the district's culture and climate and aligns to the district's Core Value. This goal acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems.
- Goal 5 focuses on the engagement and empowerment of educational partners in the teaching and learning of students.
- Goal 7 outlines the district's plans to revise the graduate profile. This goal has been updated to reflect a modified timeline in which most of the efforts will take place during 2022-23.
- Goal 8 identifies the core services necessary for maintaining basic learning conditions including highly qualified staff, instructional materials, and facilities. The actions within this goal are foundational to the district's ability to achieve all other LCAP goals.
- Goals 9, 10, and 11 are new to the LCAP for the 2022-23 year and identify key district efforts to improve outcomes for Foster Youth, Homeless Youth, and Students with Disabilities. These goals were developed to focus on some of the key efforts being undertaken to improve outcomes for these student groups and to satisfy the requirement related to multiple years of low performance on the California School Dashboard. Each of the goals focuses on a foundational issue for that student group that the district believes will have a positive impact on student outcomes in multiple areas.

The 2022-23 LCAP includes articulation notes and, where applicable, new actions that reflect the aligned efforts of the LCAP and the ESSER III Expenditure Plan. The ESSER III Expenditure plan, developed and approved in fall 2021, was built in alignment with the LCAP and shares a common timeline (through 2023-24). For the remainder of this LCAP cycle, the two plans will continue to work in collaboration and their alignment will be documented within LCAP actions.

Following is a brief overview of the new LCAP goals and examples of key actions and metrics that are aligned to each:

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

Examples of Actions:

- 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)
- Provide funding for AP/IB/SAT exam fees to eliminate financial barriers
- Provide additional support for International Baccalaureate (IB) program
- Transition Planning for Students with Disabilities
- Establish college and career readiness labs at Middle Schools

Examples of Metrics:

- Graduation Rate
- 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
- IB Exam Performance and Diploma completion

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.

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, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

Examples of Actions:

- 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
- Expand Early Childhood Education opportunities (preschool and Early/Transitional 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
- Provide additional staffing to school sites with high-needs

Examples of Metrics:
- State Math, English Language Arts (ELA), and Science Assessment Performance
- English Learner Progress and Reclassification Rate
- GATE demographics (identification and enrollment)
- Advanced Placement (AP) Enrollment and Exam Performance
- Participation and Performance on 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

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

Examples of Actions:
- 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
- Implement attendance and engagement strategies to reduce chronic absenteeism
- Provide a range of integrated supports to students and families through site-based Student Support Centers and the central Connect Center

Examples of Metrics:
- Rate of students attending school 96% of the time or more
- Chronic Absenteeism Rate
- Student attendance improvement following interventions
- Students receiving 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.

Goal 4: Culture and Climate - Dismantling Systems

School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.

Examples of Actions:
- Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices
- Promote positive school climate through Positive Behavioral Interventions and Supports (PBIS)
- 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 for all staff

Examples of Metrics:
- Suspension Rate
- Suspension Disproportionality
- Expulsion Rate
- Percentage of staff receiving anti-bias/anti-racist Professional Learning
- Perception of safety and belongingness (School Climate Survey results)

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.

Goal 5: Engagement/ Empowerment

Parents, families, educational partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

Examples of Actions:

- 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 through the use of Family Communication Tools
- Promote student voice, advocacy, and action through the Student Advisory Council
- Adult professional learning to facilitate supports for parents/guardians specific to Special Education

Examples of Metrics:

- Number of Parent Teacher Home Visits and percentage of sites reaching 10% threshold
- Participation/attendance in key district committees (DELAC, CAC)
- Percentage of sites receiving school site council training
- 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.

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 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.

Examples of Actions:

- Leadership to coordinate implementation activities
- Professional learning for school site leadership teams
- Ongoing support for sites to implement and sustain an effective MTSS
- Peer Mentoring between training cohorts to provide site-to-site support

Examples of Metrics:

- Self-Assessment of MTSS (SAM) Implementation Tool
- Implementation of regular MTSS team meetings
- Implementation of regular use of site-determined data sources

- Implementation of differentiated, tiered interventions

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.

Goal 7: Update the District Graduate Profile

SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of educational partners and adopt the updated version by the end of 2022-23. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-2024.

Examples of Actions:
- Revise the existing graduate profile and successfully adopt the revised version at the board level
- Develop a plan to implement the revised graduate profile
- Build awareness of the new graduate profile through effective communication strategies
- Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised graduate profile

Examples of Metrics:
- Documentation of educational partner 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. This goal will also align with the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18.

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.

Examples of Actions:
- 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 teachers so they can complete credentialing requirements
- Develop employee pipelines to support current staff and community members to acquire credentials and certifications
- Increased recruitment and retention efforts to attract highly qualified candidates to SCUSD and retain valued employees

Examples of Metrics:
- Number of school facilities meeting 'good repair' standard
- Instructional Materials Sufficiency
- Percentage of teachers fully credentialed
- Number of teacher misassignments (overall and for English Learners)

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.

Goal 9: Focus on Students with Disabilities

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

Examples of Actions:
- Preschool district capacity assessment
- Educational Technology for students with disabilities
- Expanded special education staffing
- Team engagement specific to the needs of students with disabilities (includes professional learning)

Examples of Metrics:
- Rate of students in regular class more than 80% of the time
- Rate of students in regular class less than 40% of the time
- Rate of students participating in a separate school

This goal focuses on the recognized need to ensure that students are being served in the most appropriate educational environment and are accessing instruction that will enable them to meet or exceed standards. This goal also meets the state requirement to develop a goal specific to students with disabilities based on their California School Dashboard outcomes over multiple years.

Goal 10: Focus on Homeless Youth

SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided the appropriate family, academic social/emotional, behavioral, health, and other services. The percentage of all socioeconomically disadvantaged students who are identified as homeless will increase and approach the expected 5-10% rate.

Examples of Actions:

- Professional development to build staff capacity to identify and support homeless youth
- Increase and improve referral processes for homeless youth identification

Examples of Metrics:

- Percentage of low-income students that are identified as Homeless Youth
- Number of referrals leading to identification by source

This goal highlights the need for the district to improve the rates of identification for Homeless Youth so that those youth can be effectively provided the appropriate services. This goal also meets the state requirement to develop a goal specific to Homeless Youth based on their California School Dashboard outcomes over multiple years.

Goal 11: Focus on Foster Youth

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

Examples of Actions:

- Provide Foster Youth with demonstrated academic needs the appropriate 1 on 1 or small group tutoring
- Provide individualized case management for Foster Youth. Develop an individual plan reflecting the interests of the student with strong emphasis on positive decision-making and student empowerment.

Examples of Metrics:

- Percentage of Foster Youth with below-grade level Math and/or ELA proficiency receiving tutoring services
- Academic Improvement following tutoring participation
- Attendance Improvements

This goal addresses the identified need for Foster Youth who have identified academic needs to be provided targeted tutoring support and monitored ongoing for their academic progress. This goal also meets the state requirement to develop a goal specific to Foster Youth based on their California School Dashboard outcomes over multiple years.

The Engaging Educational Partners section highlights the overarching input that emerged across educational partner groups. It also includes

links to additional documents that provide expanded detail beyond what is included within this plan document. The impact of educational partner engagement on the 2022-23 LCAP has again been substantial, with input helping to guide improvements such as the development of new goals and revised framing of desired outcomes. Overarching themes and specific recommendations are discussed in more detail within the Engaging Educational Partners section of this plan.

SCUSD is committed to maintaining the level of fiscal transparency valued by the district's educational partners. This includes continuing the practice of specifically reporting the allocations by action within the Supplemental and Concentration grant funding resource. The SCUSD educational partner 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. This information can be found in Appendix A.

Overall, SCUSD's 2023-2024 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. A brief summary of the alignment of SCUSD's LCAP goals to the LCFF State Priorities is provided below:

- State Priority 1 (Basic Conditions): LCAP Goal 8
- State Priority 2 (Common Core State Standards Implementation): LCAP Goals, 2, 6, 7, 9, 10, and 11
- State Priority 3 (Parent Engagement): LCAP Goals 5, 6, and 7
- State Priority 4 (Pupil Achievement): LCAP Goals 2, 3, 6, 7, 9, 10, and 11
- State Priority 5 (Pupil Engagement): LCAP Goals 1, 2, 3, 6, 7, 9, 10, and 11
- State Priority 6 (School Climate): LCAP Goals 4, 6, and 7
- State Priority 7 (Course Access): LCAP Goals 1, 2, 6, 7, 9, 10, and 11
- State Priority 8 (Pupil Outcomes): LCAP Goals 1, 6, 7, 9, 10, and 11

This LCAP represents the district's plan for continuing and expanding its efforts to level the playing field and provide opportunities for all students to learn, grow, and reach their greatness. This supports the district's vision of all students graduating with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision, the district is committed to the deep and complex work of changing systems. The most important example of systems change that will continue is the implementation of a Multi-Tiered System of Supports (MTSS). MTSS is featured prominently in this LCAP because it is the foundation of the district's efforts to improve outcomes for all students, disrupt inequities between schools and across the district, and address significantly disproportionate 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 the path through fiscal challenges. And a cohesive, consistent approach to providing tiered supports based upon individual student needs will allow the district to measure and address learning loss in the years following the COVID-19 pandemic.

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 SY 2022 California Dashboard are listed below.

Graduation Rate average is less than 68% over two years:

- American Legion High School

Low-Performing Criteria:

Caroline Wenzel
Isador Cohen Elementary
John Morse Therapeutic Center
Kit Carson International Academy
Leataata Floyd Elementary
Rosa Parks Elementary
Sam Brannan Middle

Support for Identified Schools

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

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

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

systems.

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

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

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

To provide additional and more individualized support, district staff hosted a series of office hours specific to supporting the CSI and aligned School Plan for Student Achievement (SPSA) process. These occurred over three weeks in the spring and offered sites the opportunity to engage with peers and staff in the following:

- Review CSI requirements and eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Support for needs assessment and resource inequity identification
- Identification of effective strategies and supports
- Support for goal setting and identification of appropriate measurable outcomes
- Assistance with funding allocations and appropriate use of targeted funding resources
- Guidance for engaging stakeholders and requirements for plan approval

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support

from 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 2021-2022 and 2022-2023 school years 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:

1. Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal
    - Restate the expected outcome of the strategy in terms of student achievement
    - Detail the specific actions taken to date
    - Describe current progress in achieving the expected outcomes as a result of implementing the strategy
    - Detail how identified student groups were impacted by the strategy

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

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

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

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.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of educational partners 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 educational partner engagement process for the 2022-23 LCAP has built upon the foundation established by the input informing the 2021-22 to 2023-24 LCAP. Due to the vacancy of the LCAP Director from August through September, the number of engagement activities were limited to only four months. SCOE was able to partner with the district to lead PAC meetings in December (2022) and January (2023). There are plans that will begin in the summer of 2023 to increase LCAP engagement efforts.

- The district's key educational partner groups play a critical role in representing different parts of the SCUSD community. Key groups include: Black/African American Advisory Board (B/AAAB): The B/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 B/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 staff collaborated with B/AAAB membership in their alignment of recommendations to the LCAP through direct meetings with the B/AAAB facilitator and an Advisory Board learning session specific to the LCAP on April 5, 2023. The B/AAAB also has a Family and Parent Advisory Committee which was held on March 13, 2023.

American Indian Education Program Parent Committee (AIEPPC): The AIEPPC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families. The committee is supported by a Youth Services Specialist from the Youth Development and Support Services (YDSS) department and a brief update document summarizing the key outcomes of each meeting is provided to the district. March 22, 2023 parents gave their feedback and recommendations based on the statements and discussion questions from the Climate and Culture Survey.

- 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 sessions were held with the CAC on May 16, 2023 and there have been ongoing discussion with the CAC leadership.

- 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 DELAC on March 15, 2023 and May 17, 2023.

LCAP Parent Advisory Committee (PAC): The LCAP PAC meets monthly to provide input and feedback on LCAP actions, services, and expenditures to support LCAP development. This includes review and analysis of district data and other educational partner input to gain a

deeper understanding of student needs and how those needs can be addressed to improve outcomes for all students. The LCAP PAC met monthly beginning in December 2022 until the present; after the LCAP Executive Director was hired. Beginning The LCAP also held ‘small group meetings’ between each full meeting to debrief the previous meeting and plan for the following meeting. There were 2 of these small group meetings held between each full meeting.

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.

There were 3 primary areas of focus for engaging our educational partners. In order to better understand the results of the School Climate and Culture Survey, committees were asked to engage in discussions that would assist SCUSD in providing more insight and deepen our understanding of their perceptions. There was an in-depth review and analysis of LCAP goals, metrics and actions with the goal of ensuring the development positive, systematic change. Grounded in these efforts, principals provided feedback, for Goal 1- Pot Secondary Opportunities, with the intent on beginning discussions on vertical alignment; a key component of systematic change. Committee recommendations coming from these kinds of engage opportunities offers SCUSD the opportunity to implement the change necessary to rebuild trust of the community in our educational system. Educational partners expressed the need to feel heard by the district, hat their voices matter and can be beneficial district improvement efforts. It is for this reason that detailed recommendations are presented.

A summary of the feedback provided by specific educational partners.

KEY:
*(Introduction of new Recommendation, not added to current actions)
#.#: Recommendations made by committees that are aligned to the existing actions. (i.e, 1.1)

While the prompts asks for a summary of educational feedback, there was an intentional effort to share actual recommendations in order to rebuild trust and an offer an opportunity for transparency. SCUSD educatinal partners shared the following:

Recommendations from the Parent Advisory Committee (PAC):

For the 2023-2024 school year, the Parent Advisory Committee recommends sweeping systematic changes to build a coherent system of support, ensure goals are met, frequent progress monitoring of identified actions and status reporting of success and areas of improvement. The Parent Advisory Committee is making the following recommendations without budgetary implications which will be included in the 2023-2024 LCAP Draft:

*System Change - PAC Recommendations:
1.)Goals are written in SMART Language (Specific, Measurable, Actionable and Timely) and develop aim statement.
2.)Metrics better align to the goals
3.)Ensure the actions align to the identified goals
4.)Frequently scheduled interdepartmental to discuss progress towards goal attainment.
5.)Program leads present to PAC by goals, instead of independent departments and work coherently at the district level to achieve goals and support sites.
6.)Regular and ongoing communication regarding the status of actions, per goal.
7.)Develop a system for progress monitoring and calendar dates.
8.)Make practice public through regular engagement update activities.
9.)Establish a mechanism for evaluation of effective actions; continuing with those that are effective and eliminating actions that prove ineffective.
10.)Combine Goals 1 and 7, integrating/ aligning the actions and use interdepartmental collaboration to achieve the district's goals.
11.) PAC is of the belief that through only a systematic approach, will change occur. Recommendations are grounded in best practices for change management.

There are specific recommendations per goal formulated by the PAC:

Goal 1: College and Career Readiness (Post-Secondary)
PAC Recommendations:
*Combine Goals 1 and 7, integrating/ aligning the actions and use interdepartmental collaboration to achieve the district's goals.

Goal 2: Standards-Aligned Curriculum
PAC Recommendations:
*Administer common assessments to assist with the selection of interventions and supports for students.

Goal 3: Social and Emotional Supports:
PAC Recommendations
3.3) Incentivize special education teachers or speciality teachers.
3.4) Track special education assessments to ensure students needs are being met.
*Define minimum IEP needs to parents.

Goal 4: Climate and Culture:
PAC Recommendations:
4.1,4:4) Track professional learning attendance, by site.
4.2) Implement PBIS with fidelity and provide classroom management professional learning.

4.3) Expand bullying preventionists positions.
*The language in the LCAP should reflect the population of students described.
*Transportation needs to students for students feel safe.

Goal 5: Family and Community Engagement:
PAC Recommendations:
5.1.) Expand opportunities for educational partner engagement.
5.4.) Recommend district pay for fingerprinting services for all to reduce barriers to participation. Recommend mobile fingerprinting availability, longer hours for fingerprinting services, more funding for fingerprinting to allow more volunteers to participate.
*Continually, update platforms. Provide consistent information for parents and families by significantly reworking the Infinite Campus visual data interface and end user experience, emphasizing the ability of a parent being to visually track their student's progress over time, easily, and quickly. Use of dashboard graphics, graphs with student data and cohort trendlines enable at-a-glance comparisons of a students daily, weekly, and school term progress (or lack thereof).
*Develop uniformed website template for all schools so information is quickly and easily found,

Goal 6: MTSS:
PAC Recommendation:
*Systems approach to revamping this goal as described in the systems change section of PAC recommendations.

Goal 7: Graduate Profile
PAC Recommendations:
7.1) Expand the educational partners, outside of traditional committees to represent the student populations served. Select dates for committees meetings that accommodates the schedules of the community to increase participation.
7.4) Clear communication around the status of graduate profiles; reflective of graduation rates, and component of Goal 1.
7..) Clear definition of Defensive Learning
*Combine and align Goals 1 and 7.

Goal 8:
PAC Recommendations:
8.1) As facilitates plans ae developed, ensure students safety is at the forefront.
8.4) Conduct needs assessment of how to retain teachers.

Goal 9 : Supporting Students with Disabilities
Remain the same.

Goal 10: Supporting Homeless Youth
PAC Recommendations:

10.1) Training should be mandated to better supported homeless youth.
10.2) Clearly identify the support services provided for homeless youth and monitor for effectiveness.

Goal 11:
PAC Recommendations:
11.1)For information on tutoring companies, make sure they have access to in-person tutoring, safe caring adult in the building.
11.2) Develop mentorship programs for foster student, district mentorship (i.e district mentorship of students)

Recommendations from the African American Advisory Board (B/AAAB):

Similar to the PAC, the B/AAA also recommended systematic change. B/AAAB members expect the district will develop mechanisms for regular status reporting of progress and make practice public. Members also expect transparency regarding racial inequities and trauma. In terms of Family and Community Engagement, the expectation is for the establishment of targets with subsequent percentages.

Goal 1: College and Career Readiness (Post-Secondary)
B/AAAB Recommendations
1.1:) - Offer robust CTE options at all school sites and develop/strengthen partnerships for CTE programs.
1.1, 1.2, and 1.3): Increase/Provide school-to-college and school-to-career experiences utilizing community stakeholders.
1.2 and 1.3): Implement specific strategies to market college to students (ie Ex: Invite black faculty to come to campuses, engage student interests, and let students see themselves reflected)

Goal 2: Standards-Aligned Curriculum
B/AAAB Recommendations:
2.1) - Implement effective Universal Design for Learning
2.1, 2.4. 2.6 and 2.22) - Implement instructional programs with fidelity and consistency, including MTSS.
2.4) - Develop ethnic studies curriculum. This recommendation has budget and staffing implication which can be included in 2024-2025 LCAP development
2.3, 2/16, 2.21) - Increase access to sports, music, arts, and after-school programs
2.11) - Implement high-quality English, writing and math curriculum and integrate effective instructional strategies across content areas (math, ELA and writing) to include: social science, physical education, science, and other electives as valuable support mechanisms for Math and ELA.

Goal 3: Social and Emotional Support

BAAAB Recommendations:
3.1) - Increase clinicians across the district to support social/emotional development and mental health.
3.1, 3.2, 3.3. 3.5, 3.10 and 3.18) - Develop strategies that would prioritize mental health and wellness. This has been added to the Draft 2023-2024 LCAP.
3.6 and 3.17) - Administer additional assessments to provide data necessary to support students behavioral needs.
3.7,3.12,. 3.13) - Increase academic support to accelerate progress and close persistent learning gaps.
3.10): Increase the number/capacity of Student Support Centers and Connect Center Student Support Centers at all school sites.

Goal 4: Climate and Culture
B/AAAB Recommendations
4.1 and 4.2) - Strategically and urgently address disproportionate Suspension Rates and Practices.
4.4:)- Continue to provide anti-racist and anti-bias professional learning to staff.

Goal 5: Family and Community Engagement
B/AAAB Recommendations:
5.1 and 5.2) - Resources and capacity building opportunities for parents/guardians to support learning at home.
5.2) - Parent Teacher Home Visit (PTHV) access for schools that are not identified as Title I.This recommendation has budget and staffing implications which can be included in 2024-2025 LCAP development.
5.3) - Increase and improve translation and interpretation for families and students:This recommendation has budget and staffing implications which can be included in 2024-2025 LCAP development.
5.7) - Opportunities to engage students in providing input.

Goal 8:
B/AAAB Recommendations:
8.6) Recruit and retain African American Staff.

Goal 9: Students with Disabilities
B/AAAB Recommendations:
*Use targeted funding to support students with the highest needs.This has been added to the Draft 2023-2024 LCAP.

Recommendations from the Community Advisory Committee (CAC)

Goal 1: Post Secondary Opportunities
CAC Recommendations:

1.3 -Tracking students after they have left SCUSD falls short of accelerating college and career readiness.
1.11 Recommend: Improve college and career readiness of students with disabilities by:
1) Develop and implement district protocol to ensure that transition planning in middle school and high school IEP team meeting include goals and services to support each student's specific college and career readiness goals,
2) Provide professional learning and resources to case managers, guidance and site administrators to support students staying on track for chosen A-G or CTE pathways. This action has been included in the 2023-2024 LCAP, pending board approval
3) Conduct annual tracking of students with disabilities during their secondary years and following their graduation/matriculation from SCUSD to inform future improvements in transition planning. This specific recommendation will need additional funding and could be included in 2024-2025 LCAP development.

Goal 2: Standards-Aligned Curriculum
CAC Recommendations:
Action 2.4 - Provide annual reports of the number of teachers trained, the number of students receiving Sonday instruction by site and grade and metric of its effectiveness in achieving students' individual reading and literacy goals and increasing the percentage of students with disabilities who are meeting or exceeding statewide standards in ELA.
Action 2.10 - Provide LCAP Updates that demonstrate retrospectively, how its investment in collaborative time has increased or improved services for low-income, English Learners, and foster youth, and establish district-wide metrics to measure this by site going forward.
Goal 3: Social and Emotional Supports
Recommendation:
3.9 - Intentional review and improvement of chronic absenteeism efforts and truancy notices to be supportive and appropriate for students with disabilities, particularly those with physical and mental health conditions that present challenges to daily attendance.

Goal 4: School Safety
CAC Recommendations:
4.4 - Provide staff with anti-bias professional learning and programs explicitly include anti-ableism. This will be included in the upcoming training for the 2023-2024 LCAP.
4.7 - Provide specific examples of supports and interventions offered in each tier and with considerations for students with special needs. This recommendation is included in the 2023-2024 LCAP.

Goal 5: Family and Community Engagement
CAC Recommendations:
5.5 - Meet with and collaborate with the CARE Team to review communications to families with special needs.
5.9 - The CAC recommends that this be measured through guardians satisfaction survey or other data, and an annual (redacted) report on the District's litigation cases. A survey will be developed for families of students with special needs.

Goal 6: MTSS
CAC Recommendations

Action 6.1 - MTSS Post each school site's MTSS framework, and SAM tool and results, will be posted on its website along with its School Plan for Student Achievement (SPSA).

Goal 7: District Graduate Profile
CAC Recommendations:
Action 7.1 - Include school site councils, and community groups in the convening of educational partners to review existing the graduate profile and recommend revisions. Educational partners to include advisors from industry, post-secondary educators, SCUSD staff, family, students,

Goal 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.
CAC Recommendations:
8.2 Ensure that opportunities to offer programs for students with disabilities are offered at each home school. They understand this would require a district-wide, intradepartmental systems approach with funding implications and therefore a long term goal.

Goal 9: Supporting Students with Disabilities
CAC Recommendations:
9.3 - Add additional SLP and LSHs at every site. CAC looks at this as a long-term goal with the understanding of the current staffing shortages and budgetary implications, as well as conducting a needs assessment, district-wide.
9.5 - Currently, a CAC member is participating in the newly developed HR Committee aimed at improving departmental effectiveness for staff who support students with disabilities.

Goal 10: Support for Homeless Youth
CAC Recommendations:
10.1 - Require all staff to participate in professional learning regarding homeless students.

Goal 11: Support for All Foster Youth
CAC Recommendations:
11.1 Form a work group, in collaboration with CAC to explore ways to better support existing and incoming foster youth who may also be students with disabilities which could include an inventory of current practices and protocols, as well as relationships with agencies and community organizations. This will be added to the Draft 2023-2023 LCAP.

Parent Information Exchange, the American Indian Committee and DELAC participated in an extension discussion of the Climate and Culture Survey. There recommended the following:

1.)Implement academic and behavioral interventions to ensure student success.
2.)Empower parents to participate in school and district-wide activities. Cover the costs of fingerprinting to eliminate barriers to parent volunteering and increase opportunities for volunteering.
3.)Provide customer service training to office staff in effort to create a more welcoming environment. There were parents from the committee meetings who acknowledged that there are schools that are welcoming to parents but all acknowledged it is not district-wide.
4.)Report status of recommendations made and communicate next steps, publicly.
5.)Include parents in the decision making process in effort to rebuild trust with the district as well as work in partnership to make improvements.
6.)Create a safe learning environment for every school and find strategies to increase security as students travel to and from school.
7.)Celebrate SCUSD diversity of families and students within the district both at the school level and district-wide with calendared activities. Ensure culturally responsive class assignments and projects.
8.)Offer before and after care at all school sites to assist in keeping students safe.
9.)As much as possible, secure uniformity in start and end times so students are safer on their journey home. Follow-up with parents and next steps after school incidents have occurred.
10.)Focus on social/emotional support for students.
11.)Set high expectations for all students no matter race, ethnicity, cultural background, to include all student groups (ie, students with disabilities, English learners, Homeless and Foster youth, etc.)
12.)Establish effective and ongoing communication between school and families in an ongoing manner and establish a way to measure the effectiveness of the communication.
13.)Ensure students are proper trained on how to respond to drills (ie. lockdowns, fire drills and earthquake), especially Transitional Kindergarten and Newcomer Students. Plans for drills should be shared and communicated with parents.
14.)Conduct needs assessments of facilities (i.e door connected to security systems) Make sure all doors are secured during the school day.
15.)Provide safety and de-escalation training for paraprofessionals and instructional aides.

Student Engagement - Common Themes among SCUSD Students:
Students were allowed to reflect on the questions previously listed in the Climate and Culture Survey. Listed Below were common themes that arose from student engagement conversations:

Mental Health and Social/Emotional Wellness: Clinicians and school counselors are supportive to students' overall social emotional wellness and their mental health. The student Support Centers proved to be helpful when students needed mental health and social/emotional assistance. However, the physical location of a couple of the Support Centers do not allow for privacy when students are seeking assistance. In addition, students maintain that other than the clinicians and school counselors, students do not feel that their social/emotional wellness was considered important by their teachers, especially in instances where there are instances where depression, for example, caused absenteeism. Students' perception is that their mental health is not taken seriously.
Student Recommendation: Provide ongoing professional learning to staff on social/emotional wellness and mental health to better understand and support students. Students also reported wanting teachers to build positive relationships with them. Students reported that after school staff builds positive relationships with them, making them want to be involved in after school activities.

Academic Support: Students felt as if the academic support was provided inconsistently. There is the assumption that students should already have the necessary skills to successfully complete tasks and assignments. Students report when asking for assistance, the same answer is provided making it difficult to understand complex tasks. Students also maintain that IEP and 504 accommodations are inconsistently implemented during class time.
Student Recommendations: Provide additional assistance by breaking down concepts into more understandable components. Consistently implement students IEP/504 plans. In addition, students suggested creating different levels of course complexity and allow them to make choices about the level of difficulty they want to engage in when making course selections. Students want teachers to get to know them and how they learn best. When developing and implementing the curriculum, students suggested these kinds of considerations. Students also asked that teachers offer extra hours for tutoring to further explain difficult topics.

Growth Mindset: Students acknowledge that teachers discuss and promote a growth mindset. However, the innate competitiveness that happens in the classroom or among the level of courses, undermines growth mindset. Students understood that competitiveness is the nature of the way schools have been established and not reflective on individual teachers.
Student Recommendations: Teachers should use mistakes as a teaching tool and a vehicle for improvement. Students also suggested that emotional intelligence should be taught in schools at an early age to complement and promote growth mindset.

All Students feel Capable of Learning: Students maintain that because the pace of the courses move so quickly, students are constantly taking in new information without time to process and learn. This makes some students feel like they are not intelligent because they feel unable to process the information, at the same rate as other students.
Student Recommendation: Evidence-based grading, to include opportunities to integrate student effort to help students who struggle to feel capable of learning. In addition, students maintained that the classroom should remove any form of competitiveness. Math was identified by students as being especially difficult.

School Safety:
Students reported feeling safe at school. They added that sometimes student conflict is not de-escalated in a timely fashion which from their perspective would eliminate physical altercations. Students reported that removing themselves from any conflict was the primary means of remaining safe.
Student Recommendations: Students suggested that schools should consistently implement rules and consequences. It was imperative to them that staff find out the root causes of students' conflicts and work proactively to bring them to resolution. Students want to see more accountability for teacher implementation of the rules. They also want to see more restorative practices in place at school sites.

Following the Rules:
Students reported that rules are inconsistently implemented and show favoritism and preferential treatment to some students. According to the students, there are instances where students who continually engage in misbehavior are rewarded with "perks." Also, students feel it is unfair to punish the entire class because of the infractions from one person. In addition, there seems to be inconsistency in rule implementation, students mentioned, around cell phone usage.

Student Recommendations: A behavioral framework needs to be implemented in every classroom so students know and understand the expectations. Students would like to be involved in the development of school policies like the cell phone policy.

Principal Feedback Goal 1: Post Secondary Opportunities and Activities - Focus Vertical alignment of Resources

As SCUSD begins to focus on coherence, principals at the elementary, middle and high school levels were asked to provide their perceptions of our current state, related to postsecondary opportunities. The reason why this particular goal was selected is to ensure students understand and engage in activities that ensure they graduate and successfully engage in post-secondary opportunities offered by SCUSD. A focus group of principals highlighted that in order for vertical alignment to occur, SCUSD must engage students at earlier stages of their educational journey and begin to develop coherent structures. Coherence begins with ongoing vertical alignment practices.

Equity
Principals reported high rates of failure in math, which can serve the gatekeeper to graduation and access to postsecondary opportunities. Principals acknowledged the intentionality from the district efforts towards instructional coherence and equity.
Principals' Recommendations: Students need to be assessed, then appropriately placed and provided with the proper supports to ensure success in math. At the site level, review inequities in master schedule and uplift them so they can be proactively addressed. Principals acknowledged this was already a component of the equity work the district is currently engaged in.

Career Technical Education Programming (CTE):
Elementary principals maintained they were unaware of CTE programs that exist within the district; as this would be one of the first times discussing post-secondary opportunities through the lens of vertical alignment. At the middle school level, principals maintain, there is not a coherent and articulated pathway to CTE programming and post-secondary opportunities. Currently, there are no staffing requirements or funding for smaller middle schools to introduce the same level of resources to all students. Principals assert that there is a struggle to provide the base level of course offerings within the master schedule, including remediation or accelerated courses. Currently, there have not been planned, district-wide opportunities, connecting elementary schools to career pathways at the high school level. Principals reported that some middle school students have some exposure to CTE during after school programs.
Principals' Recommendations: Principals shared the importance of meeting in cohorts that are vertically aligned. There was also a suggestion to begin vertical cohort walk-throughs in efforts to develop instructional coherence. The intent would be to develop an understanding of the prerequisite skills needed for successful completion of graduation requirements and certification from CTE programs. However, if the focus is on CTE programming as a component of CTE, it is imperative that programming must begin at elementary school. Schools, at every level, must be staffed appropriately and well resourced.

Academic College and Career Counseling:

The high school level counselors offer career, college and academic counseling including graduation planning. Students are also exposed to career exploration, field trips. Elementary principals expressed the need for their students to have social/emotional support from clinicians. Counselors, at the elementary school level provide general academic counseling when possible but most time is spent on social/emotional wellness. Principals shared that many of their students are challenged with food insecurity and homelessness; which go hand in hand with social/emotional challenges. Principals also expressed concern that when CARES money dissipates, human resources will dry up; negatively impacting students' social/emotional wellness. Therefore, as principals shared, there is little opportunity for college and career counseling. Some schools are equipped with Students Support Centers while others are not, which is inequitable, principals acknowledged.
Principals' Recommendations:
There is a need to hire clinicians for elementary school.

College Visits, College and Career Awareness:
There are minimal summer school activities; although principals expressed being aware that the district was working to broaden offerings. Principals suggested the benefits of implementing a Community in School model. They maintained that an on-site, third party could bridge the gap between connecting middle and high school post-secondary opportunities. There are also limitations to introducing college and careers without a dedicated FTE/counselor.
Principals' Recommendations:
Expose elementary and middle school students to career pathways with exploratory days on high school campuses. Market and promote summer programs so principals can assist in ensuring high rates of participation.
.
After College and Career, Seamless Transition, Afterschool programs:
In previous years, dual enrollment opportunities were offered in math. Sixth graders were enrolled at middle schools and middle school students were enrolled at high schools. Principals reported that the dual enrollment program was eliminated due to funding constraints. Currently, there is no exploration of careers at the elementary school level but there are broad, general lessons offered to students. However, as students require additional assistance, there is a lack of more tailored support. Principals reported that parents want additional information around access to middle school programs. Principals also expressed concern about the difficulty for parents attempting to navigate SCUSD systems.
Principals' Recommendations: There is a need for clear and concise communication, district-wide regarding SCUSD initiative and programs in conjunction with a robust marketing and communication plan. Provide funding to reignite dual enrollment opportunities to build avenues of matriculation.

Credit Recovery:
There is not a systematic approach to implementing the timeline. Principals acknowledge the district's ongoing work, to address this issue.
Principals' Recommendation: There needs to be an intentional, ongoing engagement with parents so they know and understand the requirements for graduation and options for credit deficiencies. Parents should be introduced and exposed to the graduation profile so they can partner with schools and understand graduation requirements.

District Climate and Culture Survey Results - Focus Areas - Belongingness/Connectedness and Safety:
The Climate and Culture Survey is administered to students, parents and school site staff. While there are 7 domains measured in the Climate and Culture Survey, for purposes of this analysis and in efforts to begin to identify actions during the LCAP Development phase, there are 2 areas of focus, Belongingness /Connectedness and Safety. These common domains assessed across all three surveys administered. There were 64.8% of students who reported Feeling a Sense of Belongingness/Connectedness 84.4% of parents and 68.7% of staff. The was an increase in the percentages of respondents 25.7% and 29.7% for students and parents, respectively. The was a decrease in staff respondents. SCUSD will need to allocate adequate time an proactively calendar dates for survey administration.There are multiple surveys administered close to the same times which could have attributed to decrease in participation rates for staff. In addition, school sites are engaged in numerous celebrations and end-of the year activities which is the same time surveys are administered. There was a slight decrease in the percentages of students and parents Feeling a Sense of Belongingness and Connectedness, about 2%. Interestingly, parents reported feeling more of a Sense of Belongingness and Connectedness than students by approximately 20%, a significant difference. In terms of Safety, 61.3% of students, 82.8% of parents and 52.2% of staff reported feeling safe. Parents feel more safe than both students and teachers. The results for students, parents and staff saw a decrease in feeling safe. There was only a slight decrease of 2% students feeling safe from 2022 to 2023. However, there was decrease of 7% in staff feeling safe. For the 2023-2024 school year, SCUSD will create a focus group for a more more in-depth, information gathering and analysis.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The input of our SCUSD educational partners influenced the development of the LCAP in several important ways. There are recommendations without budgetary requirements that are focused on systems change. We will be moving forward with adopting systems changes recommendations so that SCUSD can implement a model on continues change that positively impacts student outcomes. Systematic changes will be integrated it to the LCAP. SCUSD will engage in ongoing efforts to ensure recommendations are included. This will require interdepartmental collaboration, well as continued engagement with educational partners.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

According to the California Dashboard, the graduation rate has continued to increase moving to an overall rate of 87% with a performance level designation of Medium. There is a need for continued focus on our student groups to ensure progress towards graduation. It is important to recognize that monitoring progress should begin in ninth grade and continue throughout their high school journey identifying effective supports and interventions. During 2021-2022, there were only 50% of students reported as on-track for graduation, with homeless and foster youth reported at 21%. In conjunction with the preparation for high school graduation is the offering of post secondary opportunities. Although SCUSD has an array of pathways, the completion rates are low with only 13% of students completing career pathways. For our student groups, Foster Youth, American Indian/Alaskan Native, there were no completions, which means students may graduate without having benefited from the workplace certifications.

Providing students 'the greatest number of postsecondary choices from the widest array of options' connects to the definitions of college and career readiness shared in the plan summary. ALL SCUSD students must graduate prepared for ANY post-secondary educational experience and have the skills needed for job training/education. Our charge as a school district is to prepare each and every student so that all possible post-secondary options are open and accessible. While not all students may take the same path following their graduation from SCUSD, they should have the choice of any path. As systems and supports are improved, in particular the implementation of an effective Multi-Tiered System of Supports (MTSS), it is expected that rates for secondary grade outcomes, including high school graduation and college and career readiness, will increase. 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), MY (Migrant 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).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade Source: California School Dashboard Note: Results do not include Charter Schools	2018-19: All: 85.7 EL: 81.2 FY: 66.7 HY: 75.3 SED: 84.7 SWD: 66 AA: 77.1 AI/AN: 81.8 A: 93.7 F: 100 H/L: 84.2 PI: 87 W: 84.6 TOM: 88.1 2019-20: All: 87.3 EL: 75.8 FY: 81.3 HY: 72.9 SED: 86.1	2020-21: AL: 85.1 EL: 80.4 FY: 64.5 HY: 60.3 SED: 83.7 SWD: 64.8 AA: 75.3 AI/AN: 76.9 A: 93.9 F: 96.6 H/L: 82.7 PI: 64.1 W: 90.4 TOM: 83.3	2021-22 ALL:87.8 FY:55.6 HY:62.5 EL: 76.9 SED:86.5 SWD: 74.5 AA: 84.7 AI/AN:70.6 A:93.7 H\L:85.3 F:98.2 PI:85.9 W:87.9 TOM: 90.4		SCUSD’s aims to accelerate an increase in Graduation Rates for all student groups achieving below the level of ‘All students’ so that they are, at a minimum, achieving an 85% rate. This will address the historically disparate outcomes and have the largest impact on improving the ‘All students’ rate.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AA: 39.7 AI/AN: 40.7 A: 70.3 F: 68.6 H/L: 47.4 PI: 40.8 W: 60.2 TOM: 55.8				
1C College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard Source: California School Dashboard Note: Results do not include Charter Schools	2018-19: ALL: 40.5 EL: 19.5 FY: 11.1 HY: 16 SED: 36.2 SWD: 7 AA: 20 AI/AN: 18.2 A: 55.3 F: 58.3 H/L: 35.2 PI: 21.6 W: 51.2 TOM: 51.1 2019-20: ALL: 41.7 EL: 18.7 FY: 30 HY: 12.3 SED: 37.6 SWD: 8.1 AA: 20.7	2020-21 ALL: N/A EL: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI/AN: N/A A: N/A F: N/A H/L: N/A PI: N/A W: N/A TOM: N/A NOTE: This indicator was not published on the 2021 CA School Dashboard.	CDE no longer reporting on this indicator.		SCUSD's aims to accelerate an increase in College/Career Preparedness for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 30% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AI/AN: 20 A: 56.9 F: 58.1 H/L: 35.8 PI: 24.6 W: 53.5 TOM: 51.7				
1D A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting Note: Results do not include Charter Schools *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	2018-29: ALL: 50.7 EL: 35.9 FY: 29.4 HY: 24.6 MY: * SED: 46.1 SWD: 11.8 AA: 32.5 AI: 44.4 A: 70.4 F: 76.6 HL: 41.9 PI: 24.4 W: 54.6 TOM: 56.7 2019-20: ALL: 54 EL: 37.7 FY: 38.5 HY: 20.9 MY: 55.6 SED: 50.3 SWD: 17.6	2020-21 ALL: 54.4 EL: 40.3 FY: 36.8 HY: 31.1 MY: 62.5 SED: 49.5 SWD: 22.9 AA: 41.5 AI/AN: 25 A: 72.6 F: 63.6 H/L: 42.5 PI: 43.6 W: 61.8 TOM: 64.2	2021-22 ALL: 49.6 EL:27.6 FY:6.6 HY:16.6 MY: SED:44.3 SWD:20.1 AA:49.6 AI/AN:35.9 A:66.6 F:68.4 H/L:43.4 PI:22 W: 53.9		SCUSD's aims to accelerate an increase in A-G Completion for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AA: 36.5 AI/AN: 30 A: 71.4 F: 80 H/L: 45.5 PI: 47.5 W: 58.5 TOM: 64.5				
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. 2021-22 Data is to 3.29.22.	2019-20 ALL: 53.8 EL: 34.3 FY: 28 HY: 25 SED: 48.6 SWD: 25.5 AA: 37.4 AI/AN: 39.3 A: 73.7 F: 70.5 H/L: 45.2 PI: 39.8 W: 63.2 TOM: 60.2 2020-21: ALL: 53.9 EL: 36.8 FY: 21.3 HY: 17.8 SED: 48.1 SWD: 27.7 AA: 37.1	2021-22 ALL: 51.5 EL: 32.5 FY: 23.6 HY: 22.2 SED: 45 SWD: 22.6 AA: 35.2 AI/AN: 34.6 A: 67.8 F: 70.4 H/L: 44.5 PI: 35.8 W: 62.8 TOM: 56.8	2021-22: ALL: 43 EL: 22 FY: 6.6 HY: 10.4 SED: 21.1 SWD: 15.8 AA: 25.2 AI/AN: 21.2 A: 61.3 F: 63.9 H/L: 34.8 PI: 24.1 W: 56.3 TOM: 48.8		SCUSD's aims to accelerate an increase in On-track A-G rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 50% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AI/AN: 33.3 A: 71.9 F: 69.1 H/L: 46.3 PI: 38.9 W: 64.1 TOM: 61.3				
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)	ALL 5.8 EL 3.6 FY 0 HY 1.5 SED 4.2 SWD 1.3 AA 2.7 AI 0 A 6.3 F 2.1 HL 3.8 PI 7.1 W 3.7 TOM 4.6 ALL 6.4 EL 3.3 FY 0 HY 0 SED 6.5 SWD 0.7 AA 4.5 AI/AN 0 A 7.8 F 6.4	2020-21 ALL: 8.8 EL: 5.5 FY::0 HY: 6.3 SED: 9.6 SWD: 4.2 AA: 7.6 AI/AN: 15.4 A: 11.8 F: 7.6 H/L: 9.1 PI: 6.1 W: 6.8 TOM: 4.9	2021-2022 ALL:7.7 EL: 1.9 FY:0 HY:0 SED:7.6 SWD:3 AA:5.9 AI/AN:0 A:8.7 F:1.8 H/L: 8.4 PI:1.8 W: 6.9 TOM:11.2		SCUSD's aims to accelerate an increase in completion of both CTE and A-G for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 20% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	H/L 7.2 PI 9.1 W 3.9 TOM 7				
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	2018-19: ALL: 8.9 EL: 7.5 FY: 5.6 HY: 12.3 SED: 9.0 SWD: 6.4 AA: 8.8 AI: 9.1 A: 9.6 F: 8.5 HL: 9.0 PI: 19.0 W: 8.5 TOM: 9.9 2019-20: ALL: 10.9 EL: 9.1 FY: 0 HY: 0 SED: 11.1 SWD: 5.8 AA: 8 AI/AN: 0 A: 10 F: 7.9 H/L: 13.3	2020-21 ALL: 14.7 EL: 12.4 FY: 8.3 HY: 31.3 SED: 16.2 SWD: 13.3 AA: 15.2 AI/AN: 30.8 A: 15.5 F: 10.6 H/L: 15.9 PI: 20.4 W: 11.2 TOM: 9.8	2021-2022 ALL:12.7 EL:6.8 FY:0 HY: 11.5 SED:13.5 SWD:8.8 AA:10.7 AI/AN:0 A:11.3 F:5.4 H/L:14.3 PI:16.1 W:11.4 TOM:17.9		SCUSD's aims to accelerate an increase in CTE Pathway Completion for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 20% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	PI: 13.6 W: 9 TOM: 11.3				
1H CTE Pathway Enrollment Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway Source: CALPADS Reporting (District Analysis)	2019-20: ALL: 23.3 EL: 19.8 FY: 15.4 HY: 25.4 SED: 23.5 SWD: 19.3 AA: 24.2 AI: 23.1 A: 20.1 F: 16.3 HL: 24.7 PI: 28.6 W: 21.8 TOM: 26.1 2020-21: ALL: 24.3 EL: 20.8 FY: 18.0 HY: 19.1 SED: 24.7 SWD: 22.2 AA: 25.4 AI/AN: 17.5 A: 21.6 F: 16.3 H/L: 25.6 PI: 28.4	2021-22 ALL: 20.5 EL: 18.2 FY: 7.7 HY: 11.5 SED: 20.7 SWD: 16.7 AA: 19.4 AI/AN: 8.2 A: 19.7 F: 16.4 H/L 22.0 PI: 22.0 W: 18.9 TOM: 20.9	2021-2022 ALL:20.4 EL: 18.9 FY: 9.6 HY:11.5 SED:20.6 SWD:17.6 AA:20.5 AI/AN:11.5 A:18.4 F:17.4 H/L:22.1 PI:24.9 W:18.7 TOM:19.5		SCUSD's aims to accelerate an increase in CTE Pathway Enrollment for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving a 25% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	W: 23.9 TOM: 24.8				
1I FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) Source: Internal District Reporting	18-19 ALL:68.6 EL: 58.6 FY: 66.7 HY: N/A SED: 68.4 SWD: 34.8 AA: 58.6 AI: 61.5 A: 83..5 F: 80.4 HL: 64.2 PI: 70.2 W: 63.9 TOM: 71.5 19-20 ALL: 77.8 EL: 69.7 FY: 63.6 HY: 54.5 SED: 76.2 SWD: 60 AA: 67.9 AI/AN: 53.8 A: 86 F: 88.3 H/L: 74.1 PI: 78.6 W: 79.1	2020-21 ALL: 59.2 EL: 47.8 FY: 42.9 HY: 27.3 SED: 54.6 SWD: 27.8 AA: 45.7 AI/AN: 55.6 A: 76.4 F: 65.6 H/L: 52.9 PI: 33.3 W: 65.6 TOM: 64.7 2021-22 MY ALL: 61.4 EL: 42.7 FY: 33.3 HY: 44.4 SED: 58.1 SWD: 26.8 AA: 49.6 AI/AN: 31.2 A: 77 F: 65.5 H/L: 59.5 PI: 42.6 W: 58.4	2021-2022 All: 62 EL: 43.7 FY: 33.3 HY: 40 SED: 58.4 SWD:28 AA:50.1 AI/AN:29.4 A:77.8 F: 64.9 H/L:59.8 PI:48.2 W:59.8 TOM:67.1		SCUSD's aims to accelerate an increase in FAFSA completion for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an 80% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	TOM: 83.7	TOM: 66.4 2021-22 Mid-Year Data to 6.1.22.			
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	2019-20 Diploma: ALL: 66 SWD+EL: 63.6 SWD+FY: 53.8 SWD+HY: 50 SWD+SED: 66.3 SWD+AA : 67.6 SWD+AI: * SWD+A: 70.3 SWD+F: * SWD+HL: 65.7 SWD+PI: * SWD+W: 68.9 SWD+TOM: 64.3 2019-20 Certificate of Completion: ALL: 13.9 SWD+EL: 18.7 SWD+FY: 7.7 SWD+HY: 8.3 SWD+SED: 12.6 SWD+AA : 11.8 SWD+AI: * SWD+A: 21.6 SWD+F: * SWD+HL: 9.5 SWD+PI: * SWD+W: 15.6 SWD+TOM: 21.4	2020-21 Diploma: ALL: 65.4 SWD+EL: 69.7 SWD+FY: 33.3 SWD+HY: 32 SWD+SED: 64.5 SWD+AA : 54.5 SWD+AI: * SWD+A: 70.2 SWD+F: * SWD+HL: 68.4 SWD+PI: * SWD+W: 70.7 SWD+TOM: 55.6 2020-21 Certificate of Completion: ALL: 9.8 SWD+EL: 12.8 SWD+FY: 0 SWD+HY: 4 SWD+SED: 9.7 SWD+AA : 9.1 SWD+AI: * SWD+A: 12.8 SWD+F: * SWD+HL: 9.7 SWD+PI: * SWD+W: 8.6 SWD+TOM: 11.1	2021-2022 Diploma: ALL:75.2 EL:77.8 FY:54.5 HY:58.3 SED:73.8 SWD: AA:72.5 AI/AN:62.5 A:87.2 F:100 H/L:77.3 PI:66.6 W:70.2 TOM:0 Certificate of Completion: 2021-2022: ALL:9.3 EL:7.9 FY:18.1 HY:8.3 SED:9.1 SWD:8.3 AA:25 AI/AN:8.5 A: 8.5 F:0 H/L:8.5		The district's desired outcome is to increase the percentage of students with disabilities who earn a diploma AND for 100% of students to earn a diploma OR certificate of completion, with earning a diploma as the prioritized outcome. Note: As the percentage of students who earn a diploma increases, the percentage of students who are able to earn a certificate of completion will decrease (a student cannot receive both).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.		PI:16.6 W:10.7 TOM:0		
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 *Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	2018-19: ALL: 12.7 EL: 6.9 FY: 5.9 HY: 1.6 MY: * SED: 12 SWD: 1.4 AA: 2.8 AI/AN: 0 A: 15.5 F: 12.8 H/L: 16.8 PI: 2.4 W: 10.1 TOM: 10 2019-20: ALL: 14.4 EL: 5.9 FY: 0 HY: 4.7 MY: 44.4 SED: 13.8 SWD: 0	2020-21 ALL: 25.2 EL: 14.5 FY: 5.3 HY: 11.1 MY: 37.5 SED: 23.2 SWD: 4.6 AA: 10.5 AI: 0 A: 29.7 F: 25.5 HL: 26.9 PI: 10.3 W: 30.9 TOM: 18.3	2021-2022: ALL: 11.8 EL: 11.6 FY: 25 HY: 21.1 SED: 10.9 SWD: 2.1 AA: 4.1 AI/AN:0 A:14.1 F: 15.7 HL: 7.6 PI: 2 W: 11		2023-24: 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	AA: 3 AI/AN: 20 A: 14.5 F: 26.7 H/L: 17 PI: 2.5 W: 13.5 TOM: 19.4				
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.	N/A	2020-21: ALL: 0 EL: 0 FY: 0 HY: 0 SED: 0 SWD: 0 AA: 0 AI/AN: 0 A: 0 F: 0 H/L: 0 PI: 0 W: 0 TOM: 0	2021-2022: Percentage of 11th and 12th graders earning the State Seal of Civic Engagement: EL:41 FY:1 HY:1 SED: 66 SWD: 13 AA: 15 AI/AN: 1 A: 22 F: 2 HL:41 PI: 2 W: 17		2023-24: ALL: 15 EL: 15 FY: 15 HY: 15 SED: 15 SWD: 15 AA: 15 AI: 15 A: 15 F: 15 HL: 15 PI: 15 W: 15 TOM: 15
1M	2018-19: 15.4	2020-21: 30.9	17.7		2023-24: 36

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2019-20: 23.8				
1N IB Diploma Completion Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma Source: School Site Reporting	2018-19: 3.3 2019-20: 7.5	2020-21: 29.6	Not reporting this metric		2023-24: 24
1O	2018-19: ALL: 21.4 EL: 0.3	2020-21 ALL: N/A EL: N/A	2021-2022 ALL: 40.2 EL: 4.5		2023-24: ALL: 43 EL: 27

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	FY: N/A HY: 0 SED: 15.5 SWD: 3.4 AA: 7.7 AI: 25 A: 23.3 F: 29.3 HL: 16 PI: 5.8 W: 37.3 TOM: 39	FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A NOTE: State Assessments were not administered during the spring of 2021.	FY: No data, N<11 HY: 7.7 SED: 32.3 SWD: 10.1 AA: 19.3 AI: No data, N<11 A: 50.3 F: 45.5 HL: 32 PI: 20 W: 56.9 TOM: 62.3		FY: 27 HY: 27 SED: 38 SWD: 30 AA: 33 AI: 45 A: 44 F: 48 HL: 39 PI: 31 W: 54 TOM: 56
1P Math Early Assessment Program (EAP) Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment Source: CAASPP Reporting	2018-19: ALL: 10 EL: 1.3 FY: N/A HY: 0 SED: 6 SWD: 0.9 AA: 1.5 AI: 0 A: 14.9 F: 12.1 HL: 5.3 PI: 0 W: 21 TOM: 16.5	2020-21 ALL: N/A EL: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A	2021-2022: ALL: 17.4 EL: 2.4 FY: No data, N<11 HY: 0 SED: 11.6 SWD: 3.3 AA: 4.8 AI: No data, N<11 A: 24.7 F: 21.9 HL: 10 PI: 8.3 W: 32.6 TOM: 29.4		2023-24: ALL: 34 EL: 28 FY: 27 HY: 27 SED: 31 SWD: 28 AA: 28 AI: 27 A: 38 F: 36 HL: 31 PI: 27 W: 42 TOM: 39

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Results do not include Charter Schools		NOTE: State Assessments were not administered during the spring of 2021.			
1Q Post-secondary tracking of Students with Disabilities Percentage of students with confirmed responses to staff outreach following graduation/ matriculation from SCUSD. Source: Special Education department	2018-19: 37.3%	2019-20: 77.40% Note: 2019-20 is the most recent SpED Annual Performance Report (APR) available from CDE	2021-2022 55%		2023-24: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	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	$5,995,738.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 modules 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. Note: Action C4 in the ESSER III Expenditure Plan provides additional funding for teacher FTE and training to implement Linked Learning Programs in high schools.		
1.2	Provide Academic and Career Counseling (Base) (Continuing)	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. Youth Development College Mentors are specifically targeting efforts for at-risk student populations and providing supplemental supports	$3,726,047.00	No

Action #	Title	Description	Total Funds	Contributing
		with the college application and financial aid (e.g. FAFSA) application processes.		
1.3	Academic and Career Counseling (Supplemental) (Continuing)	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. Collaboration with the Urban College Action Network (U-CAN) is focusing efforts on Black/African American students across all high schools to address credit recovery needs. Action B1 in the ESSER III Expenditure Plan supplements this action with additional counseling FTE to provide extended day support in late afternoons and evenings, support dual-enrollment course-taking, develop career exploration opportunities, establish college and career centers, and create a seamless transition from elementary to middle school. This supplemental counseling support is for the 2022-23 and 2023-24 school years.	$3,495,924.00	Yes
1.4	Central support for aligned master scheduling (Continuing)	Coordinate districtwide scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, and maximize overall scheduling efficiency. Continued engagement in partnership with Linked Learning Alliance to audit master schedules and achieve increased efficiency with use of staffing FTE. Implemented by 1.0 FTE Director of Master Scheduling.	$388,695.00	Yes
1.5	Accelerate progress toward graduation	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track	$2,914,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
	through Credit Recovery (Central and site-based) (Continuing)	status. Programs include targeted access at individual high school sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed within the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.		
1.6	Eliminate financial barrier for exam participation (Continuing)	Provide students access to Advanced Placement, International Baccalaureate (IB), PSAT, and SAT exams to ensure that no financial barriers prevent full participation.	$499,165.00	Yes
1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	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 additional staff at the three IB sites (Kit Carson International Academy, Luther Burbank High School, and Caleb Greenwood Elementary), professional learning, and supplemental instructional materials.	$1,659,076.00	Yes
1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	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	$645,006.00	Yes

Action #	Title	Description	Total Funds	Contributing
		targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).		
1.9	Department-level data-based decision-making (Continuing)	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.	$381,465.00	Yes
1.10	Transition Planning for Students with Disabilities (Modified)	Provide adult professional learning regarding individual transition planning for special education instructional staff and school site administration to support development of transition planning at key milestones including, but not limited to: • Preschool to Elementary School • Elementary to Middle School • Middle to High School • High School to Post- Secondary activities • Change in special education placement	$10,000.00	No
1.11	Post-secondary Tracking of Students with Disabilities (New)	Improve post-secondary tracking of students with disabilities and the student response rate following their graduation/matriculation from SCUSD to inform transition strategic planning. This will be monitored using data from the Annual Performance Report (APR) and is linked to metrics 1Q and 9A.		No
1.12	Establish college and career readiness labs at Middle Schools (New)	Develop, build, and implement college and career readiness labs at the middle school level across the district. Planned enrollment of the first group of students in grades 7 and 8 by 2022-23 (Will C. Wood, Sam Brannan, Sutter, and Einstein Middle Schools), and expansion of	$7,536.00	No

Action #	Title	Description	Total Funds	Contributing
		sites, sections and grade levels in 2023-24 (Fern Bacon and California Middle Schools). Reference: Action C2 in ESSER III Expenditure Plan		
1.13	Implement State Seal of Civic Engagement (SSCE) program for students (New)	Continue implementation initiated in 2021-22 including refinement of rubrics, expansion of entry points for students, creation of additional opportunities for engagement in K-12 curriculum, and expansion of the number and range of partnerships that provide students opportunity for community engagement. Reference: Action C3 in ESSER III Expenditure Plan		No

Goal Analysis [2022-23]

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

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

The LCAP actions for Goal 1 were implemented in accordance with the plan. Action 1.2 calls for a digital, 4 year plan. The creation of such a plan required a great deal of technical expertise and is near completion. Action 1.3 called for us to increase counselors in high school and elementary school. Unfortunately, the elementary counseling positions have been very difficult to fill. The plan is to utilize the one counselor that has been hired to provide direct services to students at one elementary school and develop a comprehensive program to determine scalability. Action 1.5 was carried out as written as well, however, there was an increased need of seats due to the high number of students needing to remediate courses post pandemic. For action 1.10, the funding was not exhausted because training for instructional staff were recorded and integrated into the collaborative time allotted on Thursday afternoons. Site administration were also provided training during their contract time. Last year, we identified sites that needed additional support to create ELAC committees. We made contact with sites and provided on-site training to parents and principals.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Action 1.2 (CTE): Budgeted Expenditures were projected at $$4,054,175.00 and Estimated Actual Expenditures and actual expenditures totaled $3,638,538.15. This was due primarily to unstaffed positions for all or part of the school year.
- Action 1.8 (SPSA actions): Budgeted Expenditures were projected at $918,691.00 and the actual expenditures were $820,00.00 due to implementation being impacted by the overall pandemic and staffing contexts.

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

Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.12, and 1.13 all contribute to the progress of this goal. Counselors are critical in ensuring students understand what the graduation requirements are and walk students through what their post-secondary options. The intent of installing the middle school career labs is to proactively begin conversation with students much sooner. Through diligent monitoring of the master schedule and diligent coordination of all of these actions supported students through one of the most challenging years in education. The state of California granted districts the ability to waive credits to gradate via AB 104, which resulted in an increased number of seniors graduating. This growth, however, is a bit misleading and it does not reflect the impact the pandemic had on seniors. The number of students in grades 9-11 truly reflects the impact the pandemic had on students academically. We will remain committed to coordinating these efforts to ensure students are being supported and are able to leverage the resources to remediate coursework. The actions 1.10 and 1.11 support students eligible for special education to engage in legally mandated processes regarding Individualized Transition Planning and inform post secondary goals and aspirations.

This year the Multilingual Department is continuing to make progress by continuing to provide principal and parent support to implement ELAC processes and procedures to engage EL families. We have developed strong collaborative relationships with the Family and Community Engagement Office to deliver English Language Proficiency Assessment presentations to bring awareness to families. Additionally, the Multilingual Department is working with the Migrant Education Butte County Office of Education to improve services to migrant families. They are working across departments to bring special presentations to both bodies of work with the goal of improving English Learner parent and family engagement across the district.

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.

There are no changes to the planned goal, actions or desired outcomes. However there were changes for two metrics for the International Baccalaureate Program that were not monitored.These metrics will need to be reviewed to further develop reporting mechanisms. In addition, the Multilingual Literacy Department will continue; a1) Improve on the delivery of service to sites to increase the number and percentage of “active” ELAC, 2) Increase the number of DELAC representatives, and 3) Increase the number of training opportunities for parents/families in service of English learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
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.

This goal directly aligns to strategic priorities of Culturally Responsive Practices, MTSS and High Quality Instruction. Analysis of student data from the most recent state assessments (2021-22) shows that students scored 32.9 points below standards in ELA. For math, students scored 69.4 below standards. There is continued performance gaps 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. Research on Culturally Responsive Teaching in Mathematics for example, “Promotes student engagement and enhances learning from culturally and linguistically diverse backgrounds across grade levels.” High-quality, core instruction in mathematics which is also MTSS Tier 1 instruction, emphasizes a standards aligned curriculum and the use of evidence based practices. When students are still challenged in trying to build conceptual understanding, MTSS acts to provide a safety net by offering differentiated instruction in a smaller group for more individualized support of student learning.

Educational partners have emphasized the need for equity, inclusion, 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 educational partner input has been the consistent implementation of district common assessments. Without a systematic approach to gauging students’ performance throughout the school year, it becomes difficult to thoroughly analyze the effectiveness of curriculum, instructional programs and interventions and supports for students. MTSS, a proactive strategy for addressing continued low performance, relies on the interims to determine district-wide, next steps as it relates to support and interventions for students as well as budget allocations to support the interventions.

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), MY (Migrant 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).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 Source: California School Dashboard Note: Results do not include Charter Schools	2018-19: ALL: -21.5 EL: -58 ELO: -100 RFEP: 10.6 FY: -82.3 HY: -88.1 SED: -43.9 SWD: -100.5 AA: -72.5 AI: -61.2 A: -5.4 F: 22.6 HL: -39.7 PI: -66.1 W: 34.1 TOM: 3.3	2020-21 ALL: N/A EL: N/A ELO: N/A RFEP: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A NOTE: State Assessments were not administered during the spring of 2021.	2021-22: ALL: EL:76.1 FY: -115.2 HY: -52.6 SED: 60.5 A:-15.5 AA: -96.9 SWD: -116.7 AI/AN: 78.4% F:-14. H/L:-128.1 PI: - 82.6 W:-22.1 TOM: -1.3		2023-24: 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
2B Math State Assessment	2018-19: ALL: -48.8 EL: -75.1 ELO: -112.5 RFEP: -13.9	2020-21 ALL: N/A EL: N/A ELO: N/A RFEP: N/A	2021-2022: ALL: -69.4 EL: -102.6 FY: -127.6 HY: - 92.2		2023-24: ALL: -35.6 EL: -54.7 ELO: -82 RFEP: -10.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	FY: -116.4 HY: -122.3 SED: -70.5 SWD: -129.1 AA: -107 AI: -98.6 A: -19.8 F: -3.2 HL: -69.8 PI: -91.9 W: 5.1 TOM: -21.4	FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A NOTE: State Assessments were not administered during the spring of 2021.	SED: -96.3 SWD: -147.3 AA: -139.5 AI/AN: -114.8 A: - 41.2 F:-22.5 H/L: - 153.3 PI: -114.5 W: -11.4 TOM: 40.3		FY: -84.9 HY: -89.2 SED: -51.4 SWD: -94.1 AA: -78 AI: -71.9 A: -14.4 F: -2.3 HL: -50.9 PI: -67 W: 18.4 TOM: -15.6
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) Source: CDE Dataquest Reporting	2018-19: ALL: 24.8 EL: 1.5 FY: N/A HY: 8.5 SED: 17.7 SWD: 6.5 AA: 9.4 AI: 20 A: 31.4 F: 36.2 HL: 16.6 PI: 10.9 W: 45.6 TOM: 35.5	2020-21 ALL: N/A EL: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A	2021-22: ALL: 24.8% FY:23.8 HY:16.4 SED: 16.19 SWD: 8.72 A: 31.7 AA:9.03 AI/AN: 15.38 HL:4.62 F: 37.8 PI:7.93 W:46 TOM: 34.6		2023-24: ALL: 45 EL: 28 FY: : 33 HY: 33 SED: 40 SWD: 32 AA: 34 AI: 42 A: 50 F: 53 HL: 39 PI: 35 W: 60 TOM: 53

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: Results do not include Charter Schools		NOTE: State Assessments were not administered during the spring of 2021.			
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	2018 to 2019: % of ELs decreasing at least 1 ELPI level: 18.5 % of ELs who maintained ELPI Level of 1-3: 37.4 % of ELs who maintained ELPI Level 4: 3.4 % of ELs who progressed at least 1 ELPI Level: 40.6 % Making Progress: 44.1	2020-21 to 2021-22: % of ELs decreasing at least 1 ELPI level: 13 % of ELs who maintained ELPI Level of 1-3: 51 % of ELs who maintained ELPI Level 4: 3 % of ELs who progressed at least 1 ELPI Level: 33 % Making Progress: 36	2021-2022 46% of ELs are making progress towards proficiency. % of ELs Decrease in at Least 1 ELPI Level: 18.5 %of ELs who Maintained ELPI Levels 1, 2L, 3L, 3H: 35.4 %of ELs who Maintained ELPI Level 4: 3.3 %of ELs who Progressed at Least One ELPI Level: 42.7		2023-24: 55.6% of ELs will progress at least 1 ELPI Level AND 59.1% of ELs overall will make progress
2E		2021-22: 4.5%	2021-2022		2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 9.5% 2019-20: 10.5%	(21-22 Rate is an internal estimate from Multilingual Literacy Department)	347 students or 5%		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%
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	2019-20:% 6th: 26 7th: 22 8th: 21 9th: 17 10th: 19 11th: 15 12th: 28	2020-21:% 6th: 52.6 7th: 47.5 8th: 43 9th: 41.5 10th: 30.6 11th: 25.6 12th: 28.6	2021-22: 3,215 (43%) students are LTELs out of 7,498 ELs.		2023-24:% 6th: 18 7th: 17 8th: 15 9th: 13 10th: 15 11th: 11 12th: 14
2G	18-19	2020-21	2021-2022:		23-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	ALL: 10.6 EL: 4.4 FY: 0 HY: 1.4 SED: 8 SWD: 0.4 AA: 2.4 AI: 1.5 A: 16.8 F: 17.6 HL: 8.9 PI: 1.8 W: 15.7 TOM: 15.1 19-20 ALL: 5.7 EL: 2.1 FY: 0.0 HY: 0.0 SED: 4.2 SWD: 0.7 AA: 1.6 AI/AN: 0.0 A: 9.3 F: 8.7 H/L: 4.4 PI: 1.6 W: 8.3 TOM: 6.9	ALL: 10.2 EL: 2.5 FY: 0 HY: 0 SED: 7 SWD: 0.6 AA: 2.9 AI: 1.9 A: 16 F: 15.1 HL: 7.3 PI: 1.6 W: 16.7 TOM: 13.6	ALL:17.9 EL: 6.2 FY: 0 HY: 2.1 SED: 12.2 SWD: 2.2 AA: 9.1 AI/AN: 8.5 A:24.5 F:29.3 H/L:14.4 PI:4.5 W: 26.1 TOM: 22.2		ALL: 20 EL: 8 FY: 2 HY: 3 SED: 16 SWD: 5 AA: 5 AI: 3 A: 20 F: 20 HL: 15 PI: 3 W: 20 TOM: 20
2H	2018-19: 43.4%	Effective February 2022, the California	2021-22: ALL: 26		2023-24: 67%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	2019-20: 49.9%* Note: Spring 2020 AP Exams were modified and administered online due to COVID-19	Department of Education discontinued the creation and publication of this report. Moving forward, SCUSD will determine if a comparable internal report will be used in place of this metric.	EL: 11.7 HY:N/A FY:N/A SED:N/A SWD:11.1 A:29.5 AA:19/6 AI:N/A F:26.4 H/L:23.1 PI:7.7 W:26.9 TOM:27.1		
2I 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)	2019-20: ALL: 25.5 EL: 9.2 FY: 3.4 HY: 7.9 SED: 20.1 SWD: 2.7 AA: 12.4 AI: 15.7 A: 37.5 F: 39.1 HL: 19.9 PI: 11.4 W: 34.1 TOM: 33.8 2020-21: ALL: 25.4 EL: 7.2	2021-22 ALL: 23.6 EL: 8.8 FY: 0 HY: 2.1 SED: 16.5 SWD: 3.3 AA: 12.7 AI: 8.5 A: 33.3 F: 36.3 HL: 19.1 PI: 8.1 W: 32.4 TOM: 29.8	2021-2022: ALL:47.9 EL:38.5 FY: 0 HY: 0 SED: 43.8 SWD: 43.5 AA: 29.7 AI/AN: 33.3 A: 48.9 F: 50.8 H/L:44.2 PI:18.2 W: 54.4 TOM: 54.1		2023-24: ALL: 30 EL: 15 FY: 5 HY: 10 SED: 30 SWD: 5 AA: 20 AI: 20 A: 40 F: 40 HL: 25 PI: 15 W: 40 TOM: 40

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	FY: 2.5 HY: 4.2 SED: 19.7 SWD: 2.7 AA: 12.9 AI/AN: 9.6 A: 38.9 F: 39.6 H/L: 18.7 PI: 11.8 W: 35 TOM: 33.5				
2J 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	First Grade 2018-19 All Students: EL: 21.2 FY: 0.3 HY: 0.7 SED: 69.0 SWD: 14.3 AA: 13.8 AI: 0.7 A: 18.7 HL: 39.9 PI: 2.1 W: 17.3 TOM: 7.6 GATE Students ALL: 12.6 EL: 11.2 FY: 0.0 HY: 0.0	Interim assessments for GATE identification are in progress through June 2022. Results will be available in Summer 2022.	2021-2022 ALL:15 EL: 5 HY:N/A FY:N/A SED:8 SWD:5 A:18.3 AA:4.7 AI:7.6 H/L:9.4 PI:5.5 W:34 TOM:23.7		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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SED: 43.2 SWD: 6.8 AA: 2.9 AI/AN: 0.7 A: 23.1 F: 24.7 H/L: 1.1 PI: 34.1 W: 13.4 TOM: 12.6				
2K 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	2018-19 Grades 2-12 ALL Students ALL N/A EL 18.0 SED 60.3 SWD 15.6 AA 13.2 AI 0.5 A 19.2 HL 40.7 PI 2.2 W 16.7 TOM 7.4 Grades 2-12 GATE ALL: 15.0 EL: 4.0 SED: 8.0 SWD: 5.0 AA: 4.7 AI: 7.6	Interim assessments for GATE identification are in progress through June 2022. Results will be available in Summer 2022.	2021-2022 ALL:15 EL: 5 HY:N/A FY:N/A SED:8 SWD:5 A:18.3 AA:4.7 AI:7.6 H/L:9.4 PI:5.5 W:34 TOM:23.7		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).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	A: 18.4 HL: 9.4 PI: 5.6 W: 29.9 TOM: 23.7				
2L State Standards Implementation Survey Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain Source: Local Survey of Administrators	2020-21: Providing Professional Learning: 28 Identifying Professional Learning Needs: 20 Providing Standards-Aligned Materials: 45 Implementing Standards: 19 Implementing Policies or Programs to help staff identify areas of improvement: 3	2021-22: Providing Professional Learning: 21 Identifying Professional Learning Needs: 13 Providing Standards-Aligned Materials: 51 Implementing Standards: 20 Implementing Policies or Programs to help staff identify areas of improvement: 4	2021-22: Providing Professional Learning: 21 Identifying Professional Learning Needs: 13 Providing Standards Aligned Materials: 51 Implementing Standards: 20 Implementing Policies or Programs to help staff identify areas of improvement: 4		2023-24: 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
2M District Common Assessment Participation Rate (Math) Percentage of students completing the second Interim District Common Assessment in Math	2020-21: ALL: 24 EL: 30 SED: 24 SWD: 18 AA: 17 AI: 18 A: 31 HL: 23 PI: 22	2021-22: ALL: 6 EL: 6 SED: 6 SWD: 6 AA: 4 AI: 9 A: 8 HL: 5 PI: 7			2023-24: ALL: 95 EL: 95 FY: 95 HY: 95 SED: 95 SWD: 95 AA: 95 AI: 95 A: 95

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: District Analysis Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.	W: 23 TOM: 23	W: 5 TOM: 6			HL: 95 PI: 95 W: 95 TOM: 95
2N District Common Assessment Participation Rate (ELA) Percentage of students completing the second Interim District Common Assessment in ELA Source: District Analysis Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.	2020-21: 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	2021-22: ALL: 21 EL: 20 FY: 19 HY: 16 SED: 19 SWD: 22 AA: 27 AI: 20 A: 23 HL: 20 PI: 21 W: 21 TOM: 19	2021-2022: ALL: 6 EL: 6 SED: 6 SWD: 6 AA: 4 AI: 9 A: 8 HL: 5 PI: 7 W: 5 TOM: 6		2023-24: ALL: 95 EL: 95 FY: 95 HY: 95 SED: 95 SWD: 95 AA: 95 AI: 95 A: 95 HL: 95 PI: 95 W: 95 TOM: 95
2O	2020-21: ALL: 59	2021-22: ALL: 57	2021-2022: ALL: 21		2023-24: ALL: 70

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Common Assessment Performance (Math) Percentage of correct responses on the second Interim District Common Assessment (Math) Source: District Analysis Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.	EL: 51 FY: TBD HY: TBD SED: 54 SWD: 49 AA: 46 AI: 53 A: 61 HL: 54 PI: 50 W: 72 TOM: 64	EL: 47 SED: 51 SWD: 48 AA: 44 AI: 47 A: 61 HL: 51 PI: 40 W: 72 TOM: 63	EL: 20 FY: 19 HY: 16 SED: 19 SWD: 22 AA: 27 AI: 20 A: 23 HL: 20 PI: 21 W: 21 TOM: 19		EL: 64 FY: TBD HY: TBD SED: 66 SWD: 63 AA: 61 AI: 66 A: 72 HL: 66 PI: 64 W: 80 TOM: 74
2P District Common Assessment Performance (ELA) Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA) Source: District Analysis	2020-21: ALL: 54 EL: 40 FY: 40 HY: 39 SED: 48 SWD: 41 AA: 44 AI: 48 A: 56 HL: 49 PI: 45 W: 65 TOM: 60	2021-22: ALL: 55 EL: 43 FY: 48 HY: 38 SED: 50 SWD: 43 AA: 47 AI: 50 A: 57 HL: 51 PI: 45 W: 65 TOM: 61	2021-22: ALL: 55 EL: 43 FY: 48 HY: 38 SED: 50 SWD: 43 AA: 47 AI: 50 A: 57 HL: 51 PI: 45 W: 65 TOM: 61		2023-24: ALL: 66 EL: 56 FY: 56 HY: 56 SED: 62 SWD: 57 AA: 59 AI: 62 A: 68 HL: 63 PI: 60 W: 74 TOM: 71

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.					
2Q 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	2018-19: ALL: 21.5 EL: 4.2 RFEP: 29.7 HY: 3.6 SED: 13.5 SWD: 9.4 AA: 8.6 AI: 7.1 A: 21.7 F: 37.5 HL: 14.8 PI: 7.1 W: 43.1 TOM: 33.9	2020-21 ALL: N/A EL: N/A RFEP: N/A FY: N/A HY: N/A SED: N/A SWD: N/A AA: N/A AI: N/A A: N/A F: N/A HL: N/A PI: N/A W: N/A TOM: N/A NOTE: State Assessments were not administered during the spring of 2021.	2021-2022: ALL: 55 EL: 43 FY: 48 HY: 38 SED: 50 SWD: 43 AA: 47 AI: 50 A: 57 HL: 51 PI: 45 W: 65 TOM: 61		The district's desired outcome for this metric is that 100% of all students and all student groups will exceed the standard on the reading-specific domain of the state's ELA assessment.
2R	2020-21 Baseline: 0	Note: The following results provide the fall	This metric will not be used moving forward.		The district's desired outcome for this

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Third Grade Reading Proficiency (District Assessment) Percentage of students achieving proficiency on the Reading-specific domain of the district's local ELA assessment Source: District Common Assessments	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. Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.	and spring percentage of students who placed above or on grade-level for the iReady ELA assessment. 2021-22 Fall: K: 73 1st: 35 2nd: 26 3rd: 31 4th: 18 5th: 18 6th: 21 2021-22 Spring: K: 78 1st: 43 2nd: 34 3rd: 40 4th: 27 5th: 27 6th: 31			metric is that 100% of all students and all student groups will achieve proficiency on the reading-specific domain of the district's local ELA assessment.
2S Collaboration Time Percentage of school sites completing collaboration time data collection tool	Data collection tool to be developed and implemented in 2021-22. Tool will ask sites to describe how collaboration time is used, including how efforts are focused on	This metric will be assessed in 2022-23. Data was not collected in 2021-22.	This meric will be removed moving forward.		Response rate: 100% Confirmation of explicit use rate: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students. Source: Site Administrator Responses	improved outcomes for unduplicated students. 2020-21 Baseline for response rate: 0% 2020-21 Baseline for confirmation of explicit use rate: 0%				
2T Least Restrictive Environment Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time. Source: SpED Annual Performance Report (APR)	2018-19 Percent of students with disabilities spending more than 80% of the time in regular class: 57.7 Percent of students with disabilities spending less than 40% of the time in regular class: 23.8	2020-21 Percent of students with disabilities spending more than 80% of the time in regular class: 54.1 Percent of students with disabilities spending less than 40% of the time in regular class: 22	2021-2022 LRE Rate: In Regular Class more than 80%: 55.73% LRE Rate: In Regular Class less than 40%: 23.61%		2023-24 Percent of students with disabilities spending more than 80% of the time in regular class: 61 Percent of students with disabilities spending less than 40% of the time in regular class: 20

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards (Continuing)	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 include 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).	$4,536,174.00	Yes
2.2	Differentiated course and program options for advanced learners (Continuing)	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 2.0 FTE (1.0 Coordinator, 1.0 Resource Teacher). This includes a 0.2 FTE increase in the Resource Teacher position. Title 1 funding has been leveraged to focus additional effort on serving GATE students at Title 1 schools.	$286,254.00	Yes
2.3	Provide a range of Expanded Learning Programs (Modified)	Youth Development Support Services (YDSS) provides expanded learning programs at 70 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. Beginning in 2022-23, implementation of the Expanded Learning Opportunities Plan (ELOP) will operate in alignment with this action.	$37,995,966.00	No

Action #	Title	Description	Total Funds	Contributing
		The ELOP is focusing on implementation of (1) increase the number of student served in high needs areas, (2) expanding services to sites that do not currently have After School Education and Safety (ASES) funding, (3) providing extended care for transitional kindergarten and kindergarten students, (4) providing additional before school care, and (5) extending intersession and summer offerings.		
2.4	Multisensory Reading Intervention: Curriculum and Training (Continuing)	Continue expanding the accessibility to Sonday reading curriculum and training to all special education instructional staff (including Special Day Class (SDC) teachers and Resource Specialist Program (RSP) teachers) and Curriculum & Instruction coaches. Ongoing implementation support to be provided. It is expected that this action, while especially benefitting students with disabilities, will contribute to improved reading instruction districtwide.	$7,680.00	No
2.5	Language Acquisition Programs for English Learners (Modified)	Build-out the ELD training specialist structure to support implementation of (1) Dual Language Immersion (DLI) program expansion (per the DLI proposal), (2) implement and align DLI teacher network vertically, (3) implement cycles of improvement to support professional learning and implementation of best practices for newcomer pathways (K-12), and (4) continue work to increase reclassification and graduation rates.	$406,575.00	Yes
2.6	Professional Learning specific to instruction for English Learners (Modified)	Continue focus on professional learning to support: (1) implementation of English Language Development (Designated and Integrated ELD), (2) foundational skills training, (3) alignment of work with cycles of improvement to support coaching, (4) implementation of academic conferences, and (5) evaluation of EL services.	$406,575.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Reference: Action B26 in the ESSER III Expenditure plan provides funding for the additional Secondary ELD Training specialist in the 2022-23 and 2023-24 schools years. This position expands the capacity of Multilingual Literacy to provide professional learning and direct support to school sites.		
2.7	Pathways to Multiliteracy (Continuing)	The Avant and ALTA 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 ensure appropriate placement. The exam will also be offered to newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English to waive the state and district world language graduation requirement. This process will increase the number of students who receive the State Seal of Biliteracy and are on-track for graduation and UC/CSU A-G eligibility. 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.	$406,575.00	Yes
2.8	Class Size Reduction (K-3) (Continuing)	Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade. Includes 20.5 teacher FTE for the 2021-22 school year.	$2,976,210.00	Yes
2.9	Additional staffing for high-needs sites (Continuing)	Provide additional staffing (FTE) to high-needs sites across the district to reduce class size and expand access to programs. Includes 146.5 teacher FTE for the 2021-22 school year.	$37,701,235.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Weekly Collaboration Time for certificated staff (Continuing)	Provide one hour of time per week for teachers to collaborate with peers 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.	$5,082,331.00	Yes
2.11	Restructured Salary Schedule (Continuing)	Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	$11,257,480.00	Yes
2.12	Early Childhood Education: Preschool Programs (Continuing)	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 40 classrooms across the district with approximately 948 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. Includes 158 certificated and classified FTE for the 2022-23 school year.	$14,998,391.00	No
2.13	Transitional Kindergarten (Continuing)	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 school readiness skills and a strong learning foundation for success in kindergarten and beyond. The district will continue implementation of the existing half-day TK programs at 10 school sites. As a next step towards the statewide expansion to Universal Transitional Kindergarten, SCUSD will expand to 9 new school locations with full-day TK programs. At 7 of the new sites, these full-day programs will implemented in partnership with existing California State Preschool Programs and 2 of the new sites will collaborate with Head Start programs.	$3,378,828.00	No

Action #	Title	Description	Total Funds	Contributing
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	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.	$1,686,408.00	Yes
2.15	Theater Arts/Social Emotional Learning Program (Continuing)	Maintain recent expansion of integrated Theater Arts/Social Emotional Learning program. Implementation includes professional development for teachers and course offerings for students. This program focuses on using the arts as a strategy to address mental health issues, trauma, absenteeism, and other well-documented effects of the COVID- 19 pandemic on already at-risk youth. Within selected school sites, trained artists and community partners will collaborate to be a positive adult presence for students, and as needed, connect students in need of mental health support services through existing referral pathways and service providers. Current capacity enables 140 classrooms to participate. Reference: Action B4 in ESSER III Expenditure Plan		No
2.16	Visual and Performing Arts Opportunities (Continuing)	Provide instrumental music instructors for 7-8th grade students in our comprehensive middle schools and larger K-8 schools and ensure that students are provided access to instruments, needed supplies, and sheet music through a music library. Provide arts assemblies and residencies through the Any Given Child Program, as well as 3rd and 4th grade recorder instruction through the Kennedy Center's Link-Up! program.	$826,801.00	Yes
2.17	Site-determined, SPSA-based actions	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English	$1,243,789.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to support Goal 2 (Specific to EL Progress) (Continuing)	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).		
2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	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).	$1,120,870.00	Yes
2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	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).	$543,463.00	Yes
2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	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).	$3,531,271.00	Yes
2.21	Increase access to Extra and co-curricular opportunities (Modified)	Provide increased access for students to College Visits, Field Trips, and other experiential learning opportunities including elementary athletics. These increased opportunities are intended to primarily benefit unduplicated students, in particular low-income students, who may not have the same access to such opportunities outside of school. For 2022-23 and 2023-24, this action will be supplemented by actions B2 and C5 in the ESSER III Expenditure Plan. Action B2 provides	$1,117,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		funding for every 6th grade student to attend a science camp experience, such as the outdoor environmental educational program at Sly Park. Action C5 provides additional funding for visits to colleges, universities, and connections to business industry partners. This latter action is targeted towards Homeless Youth, Foster Youth, English Learners, and Students with Disabilities. Efforts will be inclusive of all college segments (Community College, CSU, UC, and Private universities) and utilize the California College Guidance Initiative (CCGI) lessons.		
2.22	Building Teacher Capacity to Teach Reading Districtwide (New)	Continue implementation of a six-year literacy improvement plan. Provide LETRS (Language Essentials for Teachers of Reading and Spelling) training for all elementary principals and staff. Training was initiated in 2020-21 and continued in 2021-22 for ELA/ELD Teacher Specialists, Inclusion Coaches, and ELA/ELD Coordinators. In 2022-23 and beyond, successive cohorts of instructional staff will go through training, with each cohort receiving two years of training. Training in year 6 and beyond will ensure that newly hired staff are included. Student outcomes will be measured using district common assessments.	$361,273.00	No
2.23	Instructional Technology Professional Development and Support (New)	Design and develop models of enhanced instruction for teachers that engage them in the use of instructional technology. Provide professional learning on technology integration for core and intervention materials. Provide additional support for classroom teachers on technology use. This action is implemented by a staff of Education Technology Training Specialists (4.0 FTE). Reference: Action C6 in ESSER III Expenditure Plan	$520,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.24	Create, Adopt, and Implement District Arts Master Plan (New)	Starting in Fall of 2021, the Visual and Performing Arts (VAPA) department began working with various educational partners to develop a Visual and Performing Arts Strategic Master Plan. In February of 2022, the re-formed District Arts Team (DAT) met for the first time and started looking at arts equity data collected from the district over the last 3 years. This group then formed a vision statement and created a set of goals for a 3 to 5-year District Arts Plan. In May 2022, this group presented their findings to the Community Arts Team (CAT) and then documented feedback from this group about the direction and scope that the arts plan should encompass. In 2022-23 a District Arts Master Plan will be created and adopted. Implementation will begin in 2022-23 and continue into 2023-24 and beyond. This action is funded by a Strategic Arts Planning Grant that SCUSD received in 2019.	$21,357.00	No

Goal Analysis [2022-23]

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.

Actions for goal 2 will continue through Year 3, 2023-2024 of the LCAP plan. The actions identified below reflect current update of progress.

(Action 2.1) – The based on the designation form the California Dashboard, the district recognizes the need to “Low” the district understands the importance of professional learning and how training specialist and support the growth of teacher capacity. Centralized professional learning opportunities are publicized to all certificated staff via Academic Office email and are housed in PowerSchool. Training specialists are providing professional learning (PL) focused on instructional best practices, data-based decision making and curriculum for ELA, Math, Science, Educational Technology, Culture & Climate and foundational literacy. Training specialists develop PL proposals, which must include learning outcomes, target audience, evidence of need and research-based practices and must be aligned to the five strategic priorities, specifically high quality instruction, MTSS and culturally responsive professional learning. Proposals are reviewed by Directors of Professional Learning, then designed and delivered by Training Specialists. Since training specialists have begun offering centralized PL in January, we have offered more than 20 courses with about 430 certificated staff participants. Training specialists also provide site-based

supports and coaching based on site leader and staff request. This support is available for all content areas and is primarily focused on instructional best practices, data-based decision making and curriculum support. The targeted support provided by Training Specialists is primarily designed to support district initiatives and priorities, and intensive support for Professional Learning Communities PLCs, the Early Literacy Support Block (ELSB) Grant and the Gear Up Math grant.

Action (2.16) – The district is working diligently to improve and expand Performing and Visual Arts based on the California proposition 28. basically funds the entire VAPA department budget for the district. This includes providing part-time certificated music teachers to each middle school and funding the Music Library, which orders sheet music for each school and is the central hub for musical instrument repairs. Through this budget we are also able to provide some artist residencies for schools (about 30) and purchase recorders for schools that participate in the Sacramento Philharmonic's Link-Up program. This budget is managed through the Music Section in C&I. There was no substantial difference in the way this funding was proposed to how it was executed. We did, however, discover that there are several teacher stipends that we are required to provide to teachers that we may require more funding for in subsequent years. These were not anticipated by budget this year because it involved programs that we were unable to provide during the pandemic and the VAPA coordinator was not consulted during the Budget process for that year.

Last year, the Multilingual Literacy Department worked with eight training specialists to provide site requested professional learning to support individual sites. Training specialists were assigned based on the needs of schools. They used site level data to analyze and determine areas of focus for each site. Training specialists used elements of a coaching model to support their expert intervention. There is a need to continue to develop the training specialist support by ensuring that they are trained at the beginning of the year on a specific coaching model to ensure that the delivery of service is consistent with the goals of the department and the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.8 SCUSD is continuing to expand the TK programs. The projected budget 2,606,800 with an expenditure of 10,4423,864.67. Action 2.12 SCUSD continues to expand preschool programs. the project amount was $12,673,513.00 and the actual expenditure amount was $13,588,404.46.

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

This year's collaboration with the Curriculum and Instruction team has established a more cohesive and streamlined process to address site level and district professional learning needs. Multilingual Literacy Department (MDL) is working to strengthen the training specialist structure to provide site level professional development and district wide professional learning Power Schools. We are working to improve the training specialist structure so that all members of the team clearly understand their roles and responsibilities and effectively provide assistance to schools to improve the implementation of Designated ELD, Integrated ELD, the Newcomer Pathway, and regularly monitored

compliance items.Assessments through Avant and Alta continue to provide timely feedback to support language pathways to ensure appropriate placement of students in programs. These assessments will contribute to the identification of seniors working to achieve the State. The action 2.4 supports students eligible for special education to engage in professional learning from from curriculum and instruction and also have access to Training Specialists for professional learning which focuses on high quality instruction.

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.

There is a need to embed more professional learning for training specialists, teachers, site and central administrators to align practices to support the implementation of the basic program for English learners. For example, a coaching model rooted in the Quality Professional Standards would allow opportunities for teachers and training specialists to engage in meaningful content, active learning, support for collaboration, and models for effective practice. This would support the analysis of student performance and would allow professionals to collaborate in 1:1 learning, small group or whole group. There are currently Transitional Kindergarten has no half day sites. There are 7 Transitional Kindergarten and State Preschools classrooms operated as a transitional kindergarten due to staffing restraints, and the other 2 TK/Head Start Collaboration classrooms operated as intended (full day Transitional /Preschool). For the 2023/24 school year:, There are 14 new Transitional Kindergarten classrooms will be in operation (added to the 10.) The 9 Transitional kindergarten/preschool collaborations will be Transitional kindergarten, State Pre-Schools and Headstart.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Hispanic/Latino students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.

An explanation of why the LEA has developed this goal.

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. As schools begin implement the MTSS structure, Tier 1, is the universal approach to ensuring social and emotional wellness of our students. In the event, students face challenges in Tier 1, unique student data is analyzed by school site team in efforts to determine the best approach and most effective interventions for assisting and supporting students. In the event, students continue to struggle, sites have the opportunity to partner with clinicians and/community organizations to further work with students on their social/emotional development.

During educational partner engagement, students expressed the need for mental health services and social/emotional supports. They discussed the challenges faced which often times result in chronic absenteeism or lack of motivation in completing assignments. Educational partner input has emphasized the importance of providing wrap-around services for students at the individual level, with particular focus on student groups with the highest needs. 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 educational partner groups. According to the California Dashboard, 36.7% of students were chronically absent, approximately 27, 569 students. In addition, 12 of the 13 student groups had performance level identified as Very High. With an integrated system of support, there are opportunities to decrease chronic absenteeism.

Currently, the Student Support Center staff have provided over 3,500 individualized mental health services/supports have been provided to date. 46,006 classroom interventions have been provided on a range of social emotional skills covering mindfulness, bullying prevention, social emotional learning and relationship building. From August 2022 to April 13, 2023, Student Support and Health staff (SSHS) staff have identified and supported 27,344 students (unduplicated count) and provided 156,267 tiered interventions. Of the students served and supported, 15% (4,074) identify as Black/African-American, while representing 13.2% of the total district population. Over the years the SSHS Department has leveraged a number of grant funds to provide professional development to department staff. SSC staff have been trained in Mindfulness practices and curriculum, suicide risk assessment and prevention, LGBTQ supports, EIIS system, Brief Intervention, tobacco use prevention education, commercial sexual exploitation of children, trauma informed practices and intervention, understanding psychosis, Undocu Alley/Family Preparedness/Know Your Rights training, bully prevention, responding to grief and school crises, and

compassion fatigue and secondary traumatic stress and more. SSHS staff often provide training to school-based staff based on identified needs at the school site - topics may include child abuse, trauma-informed practices, SEL skills, Mindfulness practices, bullying prevention. Based on the need and use of services and supports, mental health and social/emotional wellness will continue to be an area of focus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A Attendance Rate Percentage of students who attended school 96% of the time or more Source: District Attendance, Behavior, and Course Performance (ABC) Reports Note: Rates are to 2.4.20 for 2019-20, to 2.25.21 for 2020-21, and to 3.30.22 for 2021-22.	2019-20: ALL: 60 EL: 64 FY: 41 HY: N/A SED: 57 SWD: 52 AA: 48 AI: 54 A: 76 F: 69 HL: 56 PI: 46 W: 63 TOM: 59 2020-21: ALL: 67 EL: 62 FY: 46 HY: 17 SED: 61 SWD: 59 AA: 47 AI/AN: 55 A: 78	20-21-22 MY ALL: 31 EL: 31 FY: 26 HY: 7 SED :26 SWD: 24 AA: 19 AI: 18 A: 46 F: 42 HL: 25 PI: 19 W: 38 TOM: 32	2021-2022 ALL: 28 EL:27 FY: 18 HY: 6 SED: 23 SWD: 22 AA: 17 AI/AN:15 A: 42 F: 83 HL: 22 PI: 15 W: 34 TOM: 29		2023-24: ALL: 76 EL: 72 FY: 61 HY: 39 SED: 72 SWD: 70 AA: 61 AI: 67 A: 84 F: 88 HL: 73 PI: 60 W: 87 TOM: 79

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	F: 83 H/L: 63 PI: 45 W: 82 TOM: 71				
3B Chronic Absenteeism Rate Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days Source: California School Dashboard Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21. Note: 2021-22 Mid-Year data is an internal analysis to 6.1.2022 and includes students K-12 and	2018-19: ALL: 14.8 EL: 11.2 FY: 30.1 HY: 57.9 SED: 18.1 SWD: 19.8 AA: 27.6 AI: 25.7 A: 5.5 F: 7.8 HL: 16.5 PI: 27.3 W: 8.3 TOM: 14.9 2019-20 MY: ALL: 11 EL: 8.3 FY: 21.4 HY: 42.8 SED: 12.4 SWD: 12.8 AA: 20.2 AI/AN: 16.3 A: 4.1 F: 6	2020-21 EOY ALL: 18.6 EL: 18.5 FY: 33.9 HY: 71.4 SED: 23.9 SWD: 25 AA: 38.6 AI: 31.1 A: 10.3 F: 7.8 HL: 20.2 PI: 37.4 W: 8.3 TOM: 17.4 2021-22 Mid-Year ALL: 40.7 EL: 37.7 FY: 55.1 HY: 80.2 SED: 46.7 SWD: 49.5 AA: 58.8 AI: 60 A: 26.1 HL: 45.2	2021-22 EOY ALL K-8: 36.9 EL: 33.4 FY: 56.6 HY: 79.4 SED: 44.6 SWD: 45.1 AA: 56.7 AI: 57.5 A: 22.3 F: 18 HL:42.8 PI: 54.1 W 23.3 TOM: 36.2		2023-24: ALL: 8 EL: 6.1 FY: 15.6 HY: 31.2 SED: 9 SWD: 9.3 AA: 14.7 AI: 11.9 A: 3 F: 4.4 HL: 8.6 PI: 13.4 W: 5.8 TOM: 8.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
dependent charter schools.	H/L: 11.8 PI: 18.4 W: 7.9 TOM: 11.1 2020-21 MY: ALL: 17.8 EL: 20.4 FY: 33.8 HY: 63.6 SED: 22.6 SWD: 24 AA: 33.5 AI/AN: 25.9 A: 9.9 F: 8 H/L: 19.5 PI: 31.3 W: 9 TOM: 16.3	PI: 55.7 W: 29.4 TOM: 40.3			
3C Chronic Absenteeism Interventions Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions	2019-20: ES (K-6): 58.6 MS (7-8): 52.5 HS (9-12): 48.2 20-21 ES (K-6): 38.8 MS (7-8): 40.68 HS (9-12): 37.3 Note: 2020-21 results are to 3.10.21	2020-21 EOY: ES (K-6): 46.5 MS (7-8): 43 HS (9-12): 55.1 21-22 Mid-Year: ES (K-6): 42.4 MS (7-8): 40.8 HS (9-12): 56.9 Note: 2021-22 results are to 2.1.22	2021-2022 ES 38.7 MS 34.9 HS 60.9		2023-24: ES (K-6): 55 MS (7-8): 57 HS (9-12): 54

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: SCUSD Performance Targeted Academic Index (PTAI)					
3D Attendance Interventions Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31 Source: SCUSD Performance Targeted Academic Index (PTAI)	2019-20: ES (K-6): 21.4 MS (7-8): 25.49 HS (9-12): 29.98 2020-21: ES (K-6):23.8 MS (7-8): 26.5 HS (9-12): 19.8	2021-22: ES (K-6):15.4 MS (7-8): 11.7 HS (9-12): 15.5	2021-22 ES 22.2 MS 18 HS 34.6 ALL 24.9		2023-24: ES (K-6): 44 MS (7-8): 46 HS (9-12): 42
3E Provision of Responsive Services Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification	2019-20: ALL: 35.7 EL: 51.6 FY: 86.6 HY: 74.1 SED: 42.7 SWD: 37.9 AA: 42.9 AI: 43.8	2020-21 EOY ALL: 37.1 EL: 50.5 FY: 94.4 HY: 96.6 SED: 43.5 SWD: 40 AA: 44.4 AI: 43.5	2021-22 ALL: 46.8 EL: 61.6 FY: 88.9 HY: 95.5 SED: 54.2 SWD: 51.3 AA: 57.1 AI: 54.1		For 2023-24, 100% of identified HY and FY will be provided responsive services. For all other groups, increases in support are dependent on staffing capacity. If

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and Intervention System (EIIS) and had response services Source: SCUSD EIIS (Indicator 14620) Note: 2020-21 data is to 4.5.21	A: 41.7 F: 25.3 HL: 40.5 PI: 48.5 W: 15.8 TOM: 25 2020-21: ALL: 9.6 EL: 42.6 FY: 94.3 HY: 95.2 SED: 36.8 SWD: 34.3 AA: 39.4 AI/AN: 38.5 A: 31 F: 19.9 H/L: 33.8 PI: 45.4 W: 12.1 TOM: 20.2	A: 37.2 F: 26.1 HL: 42.6 PI: 54.4 W: 20.1 TOM: 26.6 2021-22 EOY: ALL: 46.8 EL: 61.6 FY: 88.9 HY: 95.5 SED: 54.2 SWD: 51.3 AA: 57.1 AI: 54.1 A: 50.7 F: 37.1 HL: 51.5 PI: 61.8 W: 25.5 TOM: 33.9	A: 50.7 F: 37.1 HL: 51.5 PI: 61.8 W: 25.5 TOM: 33.9		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.
3F High School Drop-out Rate Percentage of students in the 4-year adjusted cohort who drop out of high school	2018-19: ALL: 7.6 EL: 10 FY: 37.5 HY: 22.8 SED: 8.4 SWD: 10.3 AA: 14.6 AI: 9.1 A: 4.4	2020-21 ALL: 7.4 EL: 11 FY: 15.6 HY: 19.2 MY: 9.1 SED: 8.3 SWD: 9.3 AA: 13.5 AI: 9.1	2020-21 ALL: 7.4 EL: 11 FY: 15.6 HY: 19.2 MY: 9.1 SED: 8.3 SWD: 9.3 AA: 13.5 AI: 9.1		2023-24: ALL: 4.5 EL: 9.5 FY: 12.2 HY: 16.1 SED: 5 SWD: 5.7 AA: 7.1 AI: 9.1 A: 1.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CDE Dataquest Reporting Note: Results do not include Charter Schools	F: 0 HL: 7.4 PI: 4.3 W: 6.1 TOM: 8.6 2019-20: ALL: 6.2 EL: 13 FY: 16.7 HY: 22.1 SED: 6.9 SWD: 7.8 AA: 9.7 AI/AN: 12.5 A: 2.5 F: 0 H/L: 7.6 PI: 14.3 W: 2.6 TOM: 8.4	A: 2.6 F: 3.4 HL: 8.9 PI: 20.6 W: 3.8 TOM: 4.8	A: 2.6 F: 3.4 HL: 8.9 PI: 20.6 W: 3.8 TOM: 4.8		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	2018-19: ALL: 0.1 EL: 0.1 FY: 0 HY: 0 SED: 0.04 SWD: 0.1 AA: 0.1 AI: 0 A: 0.1 F: 0.9	2020-21 ALL: 0.09 EL: 0 FY: 0 HY: 0 SED: 0.12 SWD: 0 AA: 0 AI: 0 A: 0 F: 0	2021-2022 ALL:0.1 EL0:.4 FY:0 HY:0 SED:0.1 SWD:0.2 AA:.03 AI:0 A:0 F:0		2023-24: ALL: 0 EL: 0 FY: 0 HY: 0 SED: 0 SWD: 0 AA: 0 AI: 0 A: 0 F: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: CALPADS Reporting (District Analysis)	HL: 0.1 PI: 0 W: 0 TOM: 0.2 2019-20: ALL: 0.06 EL: 0 FY: 0 HY: 2.5 SED: 0.08 SWD: 0 AA: 0.11 AI/AN: 0 A: 0 F: 0 H/L: 0.07 PI: 0 W: 0.08 TOM: 0	HL: 0 PI: 0 W: 0.45 TOM: 0	HL:.2 PI:0 W:0 TOM:0		HL: 0 PI: 0 W: 0 TOM: 0

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Services and support for Foster Youth (Continuing)	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 9.0 FTE (1 Coordinator, 7 Program Associates (4 Elementary, 1 Middle, and 1 High School), and 1 clerk).	$1,513,798.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Services and support for Homeless Youth (Continuing)	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 1 Homeless Program Coordinator, 3 Social Workers, 3 Youth and Family Mental Health Advocates, and 1 Clerk. This reflects the expansion in 2021 of 1 social worker, 2 Youth and Family Mental Health Advocates, and 1 Clerk to increase supports to students and families. The increase has decreased caseload ratios, enabled more school site coverage, and provided more intervention services for students. This action aligns with the new LCAP goal specific to improved identification rates for Homeless Youth (Goal 10).	$923,241.00	No
3.3	School Psychologists (Continuing)	School psychologists conduct special education assessments, serve as a member of Student Success Team (SST) to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals. This action is supplemented by action B23 in the ESSER III Expenditure plan which provides funding for additional psychologist FTE for the 2022-23 and 2023-24 school years.	$8,443,430.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Instructional assistance for Students with Disabilities (Continuing)	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP). Note: To more accurately reflect the full scope of staffing specific to students eligible for special education, this action will be removed from the LCAP at the end of this three-year cycle. The staffing represented in this action will continue to provide support and services as reflected in the district's Special Education Local Plan Area (SELPA) Local Plan, along with the wide range of staffing supports for students eligible for special education that are not present in the current LCAP. The LCAP will provide clear references and linkages to the SELPA Local Plan and will, where possible, avoid redundancies.	$3,048,946.00	No
3.5	Social, Emotional, and Mental Health supports for Students with Disabilities (Continuing)	Provide students with disabilities access to trained mental health professionals (School Social Workers) that can assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, and consultation with teachers, parents, and administrators. Note: To more accurately reflect the full scope of staffing specific to students eligible for special education, this action will be removed from the LCAP at the end of this three-year cycle. The staffing represented in this action will continue to provide support and services as reflected in the district's Special Education Local Plan Area (SELPA) Local Plan, along with the wide range of staffing supports for students eligible for special education that are not present in the current LCAP. The LCAP	$1,826,265.00	No

Action #	Title	Description	Total Funds	Contributing
		will provide clear references and linkages to the SELPA Local Plan and will, where possible, avoid redundancies.		
3.6	Adopt and Implement English Learner Master Plan (Modified)	Following anticipated approval of the new English Learner Master Plan in early fall 2022, the Multilingual Literacy department will expand awareness of the new plan and coordinate with colleagues to implement the actions established within. This will include collaboration with school sites to understand the implications of the new plan and provision of guidance and support to implement.	$406,575.00	Yes
3.7	Intervention and Supports specific to English Learners (Continuing)	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 provide an introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year. Tutoring specific to Migrant Students will be provided by certificated staff. These staff members will be compensated through Title III funding. Summer School programs and services are being prioritized for specific student groups, including English Learners. Staffing and materials will be funded through one-time CARES funding. A summer program specific to English Learners with support for language development and academic skills will be planned for summer of 2023. Secondary Newcomer intervention will include USA Learns and In the USA workbook by National Geographic Cengage. Primary Newcomer student curriculum is embedded within Benchmark Advance, SIPPS,	$478,009.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Heggerty and LETRS training in collaboration with the ELD/ELA department. World languages have recently been incorporated into the Multilingual Department. This includes responsibility for presenting professional learning in the new state standards, designated and integrated ELD, Universal Design for Learning, addressing the Federal Program Monitoring findings for administrative and site teams, on-going coaching and teacher professional learning.		
3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	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. This action is supplemented by action A1 in the ESSER III Expenditure Plan, which provides funding for additional nurse and health aide FTE for 2022-23 and 2023-24.	$5,819,160.00	Yes
3.9	Attendance and Engagement Strategies (Modified)	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		No

Action #	Title	Description	Total Funds	Contributing
		Success Program (LCSSP) state grant. Through the combined efforts of LCSSP and ESSER III funding, the Attendance and Engagement Office has expanded support to all schools within the district. Expanded supports will include capacity building for staff, tiered re-engagement and absence support, engaging youth voice to promote positive engagement and attendance, implementation of a restorative School Attendance Review Board (SARB) process, and summer community outreach events. The Attendance and Engagement Office staffing includes 10 staff: 1 Director, 1 Supervisor who oversees truancy/SARB, 1 Student and family Support Specialist, and 7 Child Welfare and Attendance Specialists (CWAS). The expanded CWAS capacity is being maintained in 2022-23 and 2023-24 through action B7 in the ESSER III Expenditure Plan.		
3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	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. 34 schools have site-specific Student Support Centers. These are grant and site-funded and serve as local hubs to coordinate a range of services. School sites without Student Support Centers are supported by the Connect Center. Beginning in 2022-23, the Student Support and Health Services (SS&HS) team plan to implement a reorganization of the central Connect Center into three regional hubs that each have a Coordinator and 5-6 social workers. Each hub will support a cluster of schools including arranging community supports and ensuring that MTSS practices are aligned across the sites.	$5,390,589.00	Yes

Action #	Title	Description	Total Funds	Contributing
		For 2022-23 and 2023-24 this action is being supplemented by action B8 in the ESSER III Expenditure Plan. This action includes funding for additional School Social Workers and Student Support Center Coordinators. This has enabled the establishment of additional Student Support Centers at individual school sites as well as the expansion of districtwide services available to schools without a Student Support Center.		
3.11	Enrollment Center (Continuing)	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.	$2,441,939.00	Yes
3.12	Summer programming to address learning loss (New)	Summer Matters@SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. During the morning hours, students will participate in academics and physical education. Enrichment activities such as art, dance, music, and STEM programming will be held in the afternoon hours. Each day will open with a social and emotional (SEL) welcoming, a daily skill-builder following a weekly theme. Staff from Community-Based Organizations will provide classroom instruction while Credentialed teachers pull out groups of three to four students for high-dosage tutoring sessions of 45 minutes. The day will end with an SEL closing.	$8,695,671.00	No

Action #	Title	Description	Total Funds	Contributing
3.13	Grade Level Readiness Intervention (Continuing)	Provide research and evidence-based interventions at Title 1 schools for students who are low income and for students demonstrating high needs. Intervention is intended to accelerate progress towards grade-level readiness, particularly for those students who demonstrate gaps in grade-level proficiency.	$1,396,500.00	No
3.14	Address the unique needs of American Indian and Alaska Native students (Continuing)	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. The expanded staffing capacity for the AIEP to serve additional students will be maintained through 2023-24 through action B15 of the ESSER III Expenditure Plan.	$9,173.00	No
3.15	Tobacco Use Prevention Education (Continuing)	Educate students on the dangers of tobacco use and the impact on themselves and their community through the Tobacco Use Prevention Education (TUPE) program. 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.	$406,966.00	No
3.16	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	$468,596.00	Yes

Action #	Title	Description	Total Funds	Contributing
	(Continuing)	targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).		
3.17	Data practices for Students with Disabilities (Continuing)	Continue efforts to improve engagement and practices with district data system, Special Education Information System (SEIS), to better monitor providing compliant special education services and supports. This will include a quarterly review of timely completion of initial, annual, and evaluation meetings by school site. *Costs for this action are addressed within existing department budgets.	$0.00	No
3.18	Site Assistance to improve supports for Foster and Homeless Youth (Continuing)	District staff will provide assistance to sites to improve their ability to support Foster and Homeless Youth. This will result in monthly reviews of multiple data sources for homeless and foster youth to analyze the effectiveness of interventions and supports. Staff will also provide a webinar training for school sites that provides professional learning on how to support, care for, and identify families experiencing homelessness and foster youth using healing-centered engagement strategies. A policies and procedures handbook will also be developed to define assessment, case management, and intervention processes and timelines. Student Support Staff will continue to participate on District MTSS and Leadership Teams to ensure needs of foster students and students with unstable housing are addressed, with emphasis on their academic and social emotional needs. This action aligns to the overall work of the Foster and Homeless Youth Services teams as well as the efforts detailed in LCAP Goals 10 and 11. *Costs for this action are addressed in the budgets for actions 3.1 and 3.2.	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

The English Learner Master plan was presented in DELAC and other parent advisory structures to bring awareness on the importance of English learner compliance. In the previous year, the Office of Student Attendance & Engagement at Sacramento City Unified School District (SCUSD) implemented Goal 3 of the LCAP, focusing on providing integrated supports for all students, particularly vulnerable student groups. The planned actions included efforts to reduce chronic absenteeism, regular attendance team meetings, data-based goal setting, development of attendance-specific MTSS structures, and student case management. The specific planned actions included:

1.)Support school sites in focused efforts to reduce chronic absenteeism
2.) Regular attendance team meetings
3.) Data-based goal setting
4.) Development of attendance-specific MTSS structures
5.) Student case management
6.) Participation in a monthly peer network
7.) Expanded support through LCSSP and ESSER III funding
8.) Capacity building for staff
9.) Tiered reengagement and absence support
10.) Engaging youth voice to promote positive engagement and attendance
11.) Implementation of a restorative School Attendance Review Board (SARB) process
12.) Summer community outreach events
13.) Continued partnership with InClass Today/EveryDay Labs

However, the COVID-19 pandemic created challenges in meeting the district's goal of reducing chronic absenteeism to 11%. Quarantine requirements and constantly changing guidelines disrupted regular attendance routines and resulted in conflicting messages being sent to families. Despite these challenges, the Attendance and Engagement Team was able to execute most of the planned actions, with the exception of targeted summer community outreach events. We did however partner with the Communication Team to Co-Host the “Sac Goes Back” Community Event to celebrate Back to School with a fun, family oriented event to improve School climate and provide access to resources and community agencies.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 3.6 - The projected amount was $311,915.00 and the actual expenditures was $386, 606.00; as actions within the English Master Plan has been expanded and implementation happening with fidelity.
Action 3.9 - The projected amount was $$558,301.00 and the actual expenditures were $592,596.00 due to implementing the attendance and engagement activities with fidelity.

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

Several specific actions were effective in making progress toward the goal. Concentrated support from the Attendance and Engagement Office at certain sites led to improved communication between home and school and increased coordination of services across school sites through MTSS. Restorative Student Attendance Review Board (SARB) meetings proved highly effective in addressing chronic absenteeism by fostering open communication and shared responsibility among students, families, and school staff. Additionally, the partnership with Kevin Bracy's Greatness Squad demonstrated significant success in improving attendance and overall engagement among chronically absent 4th-6th grade boys in 15 elementary schools. Although the district did not meet its goal of reducing chronic absenteeism to 11%, these actions contributed to progress toward that goal, despite the challenges posed by the COVID-19 pandemic.

The English Learner Master plan is currently used as an instructional tool for education partners and site leaders to continue address questions about a) EL reclassification, b) implementation of Designated and Integrated ELD, c) parent engagement in ELAC and DELAC, d) instructional supplementary supports, and d) the identification process of English learners.

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.

The English Learner Master plan will be updated in May 2023. SCUSD will continue to use this document to assist education partners in understanding the laws and regulations and continue to elevate the work for English learners.

In response to reflections on prior practices and the ongoing challenges posed by the COVID-19 pandemic, the Attendance and Engagement Team has made several changes to its planned goal, metrics, desired outcomes, and actions for the coming year. These changes include: 1.) Adjusting the target for reducing chronic absenteeism from 11% to a more realistic 22%, considering the impact of COVID-19 and the similar challenges faced by schools nationwide.

2.) Shifting the focus from the "Be HERE" initiative to a more comprehensive and appropriate approach called CARE (Connect, Ask, Relate, Engage), which emphasizes building relationships and fostering positive communication and trust with students, families, and the community to enhance overall student attendance and engagement.
3.) Identifying 20 Focus Sites with extremely high chronic absence and low attendance rates, and supporting these sites in implementing the Attendance MTSS Framework. Child Welfare and Attendance Specialists (CWASs) now work from these Focus Schools one day per week to better understand the community and the sites' systems and routines, enabling them to provide more effective support.
4.) Acknowledging that summer outreach events were not feasible, and adapting strategies accordingly.
5.) Continuing the implementation of restorative Student Attendance Review Board (SARB) meetings, which have proven highly effective in addressing chronic absenteeism by fostering open communication, understanding the underlying issues contributing to poor attendance, and developing tailored support plans.
6.) Maintaining collaboration with Kevin Bracy's Greatness Squad, which has demonstrated significant success in improving attendance and overall engagement among chronically absent 4th-6th grade boys in 15 elementary schools.
7.) Increasing focus on data and problem-solving practices through the partnership with EveryDay Labs. In addition to sending absence report mailings and text nudges, EveryDay Labs has developed Every Day Pro (EDP), an interactive real-time attendance and engagement dashboard and MTSS intervention monitoring tool. EDP guides the work of MTSS attendance teams, streamlining the cycle of continuous improvement and facilitating timely progress monitoring of interventions.

These changes reflect the Office of Attendance and Engagement Department's ongoing commitment to adapt and respond to the unique challenges faced by students and families during the pandemic, while continuing to prioritize the overall attendance and engagement of all students. By adjusting goals and strategies based on prior experiences and current circumstances, we aim to effectively support our students and improve educational outcomes in the coming year.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, Homeless Youth, and LGBTQ+ Youth.

An explanation of why the LEA has developed this goal.

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. This goal also uplifts the need for an effective MTSS structure to support the social and emotional growth and wellness in effort to that could decrease the number of suspensions and expulsions. In addition, the goal also promotes the need for culturally responsive professional learning to ensure an equity lens is the driver behind disciplinary determinations. While SCUSD endeavors to reduce the expulsion rate whenever possible, there are violations that must be followed up with expulsions in accordance with California Education Code. However, SCUSD has been a State leader in finding alternatives to expulsions. In recent years, SCUSD, has developed a strategy to reduce the number of suspensions which includes ongoing communication and training for administrators, collaborating with community and advocacy groups thereby reducing the number of suspensions for disruption and defiance. Also, SCUSD employing campus mediators and safety officers to resolve disputes, prior to suspensions. While these efforts are emerging, all signs point to an improvement. There is substantially more work that needs to be done around building safer, more inclusive and culturally competent practices. SCUSD will need a comprehensive professional learning plan for both district and site leaders.

Educational partners have expressed disappointment with the current state and have set expectations for improvements to address the disproportionality in suspension rates. According to the California Dashboard 2021-2022 Suspension data, there are 4 student groups with a performance level designation of Very High to include African Americans, Foster Youth, Homeless Youth and Students with Disabilities. Within this performance level, African American Students are higher than any other group. The needs for systems change, as recommended by our educational partners, will provide opportunities to effective presses to reduce suspensions and expulsions.

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), MY (Migrant 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).

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. 2021-22 Mid-year data from internal district data system and to 6.1.22	2018-19: ALL: 5.6 EL: 3.7 FY: 21.2 HY: 12.2 SED: 6.8 SWD: 10 AA: 14.6 AI: 8 A: 1.6 F: 3 HL: 5.4 PI: 6.4 W: 2.9 TOM: 4.9 2019-20: ALL: 3.7 EL: 2.3 FY: 13.5 HY: 6.4 SED: 4.5	2020-21: ALL: 0.02 EL: 0.03 FY: 0.0 HY: 0.0 MY: 0.0 SED: 0.02 SWD: 0.05 AA: 0.06 AI: 0.0 A: 0.0 F: 0.0 HL: 0.02 PI: 0.0 W: 0.03 TOM: 0.0 2021-22 Mid-Year ALL: 4.3 EL: 3.1 FY: 15.6 HY: 9.3	2021-2022 ALL: 4.8 EL: 3.1 FY:19.4 HY:13.1 SED: 2.1 SWD:8.2 AA:12.2 AI:7 A:1.8 F:3.9 HL:4.3 PI:5 W:2.7 TOM:5.7		2023-24: ALL: 2.7 EL: 1.7 FY: 9.8 HY: 4.7 SED: 3.3 SWD: 4.9 AA: 7.5 AI: 2.2 A: 0.7 F: 0.9 HL: 2.4 PI: 2.8 W: 1.5 TOM: 3.1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD: 6.7 AA: 10.3 AI/AN: 3.0 A: 1.0 F: 1.3 H/L: 3.3 PI: 3.8 W: 2.1 TOM: 4.2	SED: 5.4 SWD: 7.8 AA: 10.9 AI: 7.0 A: 1.7 HL: 4.0 PI: 4.5 W: 2.5 TOM: 5.1			
4B Suspension Disproportionality Percentage of students with 1 or more suspension whose student groups are disproportionately represented* among all suspended students. Source: CDE Dataquest *Includes AA and AI/AN students.	 % of Suspended Students All: 39.2 K-3: 51.5 4-6: 37.7 7-8: 35 9-12: 40.1 % of Total Enrollment All: 14.7 K-3: 13.4 4-6: 14.9 7-8: 14.4 9-12: 16	2020-21: % of Suspended Students by Grade Span All: 33.3 K-3: 0 4-6: 0 7-8: 33.3 9-12: 100.0 % of Total Enrollment by Grade Span All: 13.6 K-3: 11.3 4-6: 14.3 7-8: 14.1 9-12: 15.1	All: 33.9 K-3: 40.4 4-6: 35.6 7-8: 31.2 9-12: 34.5 % of Total Enrollment by Grade Span All: 13.6 K-3: 11.8 4-6: 14.3 7-8: 13.8 9-12: 14.		The desired outcome for this metric is to eliminate all disproportionality in suspension. This would result in African American and American Indian or Alaska Native students making up a percentage of all suspended students that is reflective of their proportional representation in the total student population.
4C Expulsion Rate	2018-19: ALL: 0.04	2020-21: ALL: 0	ALL:.01 EL:.01		2023-24: ALL: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students expelled at any time during the school year Source: CDE Dataquest	EL: 0.01 FY: 0.56 HY: 0.19 SED: 0.04 SWD: 0.06 AA: 0.12 AI: 0 A: 0 F: 0 HL: 0.04 PI: 0 W: 0.04 TOM: 0 2019-20: ALL: 0.01 EL: 0.01 FY: 0 HY: 0 SED: 0.02 SWD: 0.01 AA: 0.03 AI/AN: 0.42 A: 0.03 F: 0 H/L: 0.01 PI: 0 W: 0 TOM: 0	EL: 0 FY: 0 HY: 0 SED: 0 SWD: 0 AA: 0 AI/AN: 0 A: 0 F: 0 H/L: 0 PI: 0 W: 0 TOM: 0	FY: 0 HY: 0 SED:.02 SWD:.01 AA:.04 AI/AN:0 A: 0 F: 0 H/L:.01 PI:.10 W: 0 TOM:.03		EL: 0 FY: 0 HY: 0 SED: 0 SWD: 0 AA: 0 AI: 0 A: 0 F: 0 HL: 0 PI: 0 W: 0 TOM: 0
4D	2020-21:	2021-22 Mid-Year:	2021-22 Mid-Year: Leadership (Site and		2023-24:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Anti-bias/Anti-racist Professional Learning for staff Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components. Source: Curriculum & Instruction department	Leadership (Site and Central): 95% Teachers: 0% Support Staff: 0%	Leadership (Site and Central): TBD Teachers: 81% Support Staff: 0%	Central): TBD Teachers: 81% Support Staff: 0%		Leadership (Site and Central): 100% Teachers: 100% Support Staff: 100%
4E 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	2020-21: Safety: ALL: 73 EL: 66 FY: 75 HY: 64 SED: 71 SWD: 67 AA: 68 AI: 74 A: 71 F: 73 HL: 73 PI: 71 W: 79 TOM: 75 K-6: 74	2021-22: Safety: ALL: 63 EL: 57 FY: 59 HY: 59 SED: 61 SWD: 58 AA: 59 AI: 55 A: 63 F: 65 HL: 63 PI: 60 W: 67 TOM:65 K-6: 63	2021-22: Safety: ALL: 63 EL: 57 FY: 59 HY: 59 SED: 61 SWD: 58 AA: 59 AI: 55 A: 63 F: 65 HL: 63 PI: 60 W: 67 TOM:65 K-6: 63 K-8: 58		2023-24: Safety: ALL: 80 EL: 75 FY: 82 HY: 74 SED: 79 SWD: 76 AA: 77 AI: 81 A: 79 F: 80 HL: 80 PI: 79 W: 85 TOM: 82 K-6: 81

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2020. Results from the Spring 2021 survey will be used as the baseline when available.	K-8: 77 MS: 77 Large HS: 69 Small HS: 75 Teachers: 63 Family: 92 Connectedness: ALL: 72 EL: 65 FY: 74 HY: 64 SED: 69 SWD: 68 AA: 68 AI: 69 A: 68 F: 74 HL: 71 PI: 68 W: 78 TOM: 75 K-6: 77 K-8: 78 MS: 76 Large HS: 65 Small HS: 73 Teachers: 78 Family: 90	K-8: 58 MS: 65 Large HS: 63 Small HS: 72 Teachers: 60 Family: 87 Connectedness: ALL: 67 EL: 60 FY: 65 HY: 62 SED: 65 SWD: 63 AA: 64 AI: 62 A: 64 F: 69 HL: 67 PI: 65 W: 72 TOM: 72 K-6: 70 K-8: 62 MS: 67 Large HS: 61 Small HS: 74 Teachers: 74 Family: 86	MS: 65 Large HS: 63 Small HS: 72 Teachers: 60 Family: 87 Connectedness: ALL: 67 EL: 60 FY: 65 HY: 62 SED: 65 Year 1 Outcome Year 2 Outcome SWD: 63 AA: 64 AI: 62 A: 64 F: 69 HL: 67 PI: 65 W: 72 TOM: 72 K-6: 70 K-8: 62 MS: 67 Large HS: 61 Small HS: 74 Teachers: 74 Family: 86		K-8: 83 MS: 83 Large HS:77 Small HS: 82 Teachers: 73 Family: 94 Connectedness: ALL: 80 EL: 74 FY: 81 HY: 74 SED: 77 SWD: 77 AA: 77 AI: 77 A: 77 F: 81 HL: 79 PI: 77 W: 84 TOM: 82 K-6: 83 K-8: 84 MS: 83 Large HS: 74 Small HS: 80 Teachers: 84 Family: 93

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Integration of Social Emotional Learning (SEL) (Continuing)	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. 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.	$1,147,041.00	Yes
4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Continuing)	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. Focus areas moving forward include (1) identification and teaching of 3-5 universal behavior expectations schoolwide, (2) providing direct instruction in high priority positive behavior expectations, (3) providing high levels of positive reinforcement, (4) ensuring enforcement of consequences is consistent and fair, (5) focusing on prevention through the modification of situations that are known to produce high levels of problem behavior, (6) using discipline data to plan, evaluate, and improve the PBIS implementation process, and (7) monitor student progress continuously and match students up with appropriate interventions and supports.	$203,509.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	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.		No
4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	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.	$500,000.00	Yes
4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	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).	$1,785,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	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).	$383,229.00	Yes
4.7	Behavior Interventions and Data Management (New)	Provide access to and deliver training for an online platform for site teams to collaborate, develop, and track progress regarding Tier 1, 2, and 3 behavioral supports. This action is intended to specifically support Behavior Interventions and Data Management for Students with Disabilities and will utilize the online program Behavior Advantage.		No
4.8	Implement Safety Intervention and Response Plan (New)	The Safety Intervention and Response Plan is a coordinated effort led by the Sacramento City Unified School District to identify, plan and respond to a variety of safety issues that arise throughout the school year. By utilizing the resources of community organizations, the district has the potential to appropriately address behavior and safety concerns in an innovative effort to better serve our students through engagement and mentoring. This action aligns to Action C11 in the ESSER III Expenditure plan and provides for staffing and resources to support alternative district safety programs that focus on improving school climate and ensuring that students feel welcomed and safe in district schools. Efforts will be focused on preventing and intervening on issues that lead to crisis and violence.		No

Goal Analysis [2022-23]

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

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

The action as described is being implemented with fidelity. Bullying prevention staff visits school sites for rade level presentations, whole school assembly presentations and in some cases mediations between small groups. In addition, whenever needed, safety plans are developed for individual students or groups. Staff goals have been achieved. There ongoing, daily communication with constituent services and other departments.

The action as indicated is being implemented to the highest degree possible. SEL Department staff provide ongoing support on topics such as SEL, PBIS, Anti-Racism, etc. Any substantive differences would be adapting interventions and supports the shift education had to move when we exited heavy COVID-19 protocols. Additionally, shifting the initial foundation of SEL to be more Transformative in nature was needed given the racist incidents that were occurring in the country and at school sites.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4.2 - As schools move toward the implementation of Positive Behavioral Intervention Systems (PBIS), a MTSS Tier 1 Intervention, the projected amount was $772,022.00 and the actual expenditure amount was $1,095,365.15.
Action 4.5 - The projected amount was $1,590,129.00 and the actual expenditure was $1,095,365.15; as school sites provide further support to improving/enhancing climate and culture.

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

Effectiveness, as evidenced by principal and parents satisfaction is high. In addition, rarely do students involved in bullying prevention cases require additional disciplinary actions. In cases where additional disciplinary action is needed or required, the bullying prevention department will involve constituent services and the student hearing and placement department.

The work/actions of the SEL department are always well-received by the entire system. Their efforts are present in the central office, site, and classrooms. As the systems shifts to adopting more effective quantifiable data systems, we will be able to better track and monitor the effectiveness of how the work of the SEL dept. Supports progress towards the goal.

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

There are no changes to the planned goal, metrics, or desired outcomes, actions for the coming year. There will be opportunities to work collaboratively to develop structures and systems, aimed at reducing suspensions and expulsion rates.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

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. In the district's 2021 reporting on State Priority 3: Parent Involvement and Family Engagement, the district rated three out of five across all indicators. A rating of three indicates the district is in the 'Initial Implementation' phase. Initial ratings for 2022 indicate that (hold) The goal is for the district to progress to level five in every element of each of the three domains (Building relationships between school staff and families, Building partnerships for student outcomes, and Seeking input for decision-making). This will indicate that the district is in the 'Full Implementation and Sustainability' phase in each of the key domains of parent involvement and family engagement.

This goal continues the district's long-standing commitment to educational partner engagement. Educational partner input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. Specific input 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 includes 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 educational partners during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for educational partners 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.

Notes:
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), MY (Migrant 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).

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	2020-21 Final: 3736 2021-22 Mid-Year: 1187 (to Dec 2021)			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	2020-21: Number of Participating Sites: 40 Number of Sites reaching 10% threshold: 15 Percentage of Sites reaching threshold: 38	2021-22: Number of Participating Sites: 42 Number of Sites reaching 10% threshold: 15 Percentage of Sites reaching threshold: 36			2023-24: 100% (100% of participating sites will meet the 10% participation threshold)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement (FACE) Department					
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	2021-22: 35% through January DELAC meeting			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 accessible on their school website to	2020-21 Percentage: 28% (17/60) Total number of schools with an ELAC: 60	2021-22 Percentage: 25%* (15/60) Total Number of Schools with an ELAC: 60 *Based on number of sites that have provided evidence of	2021-2022 ELAC: 25% (16/63) DELAC: 35% (22/63)		2023-24: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
support community involvement and increase awareness of ELAC/DELAC. Source: Multilingual Literacy Department		ELAC meetings to Multilingual Literacy Department as of 5.13.22			
5E CAC Attendance Average number of attendees at Community Advisory Committee (CAC) meetings/workshops Source: Special Education Department	2019-20: 25	2021-22: 27.4	2021-22: 27.4 2022-2023: 26.4		2023-24: 30
5F 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.	2021-22: 8%	2022-23: 26.4		100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			2022-2023 has been a year of re-engagement. After not being allowed on campus for more than 2 years, parents were welcomed back.		
5H Parent Leadership Pathway Workshop (PLPW) Participant Growth Number of participants demonstrating increased engagement as measured by pre- and post-surveys. Source: Family and Community Engagement (FACE) Department	Baseline: 0 Pre- and post-surveys will be developed and implemented during 2021-22. Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.	No survey was developed due to the challenges associated with the COVID-19 pandemic therefore the FACE team adapted their approach to the Parent Leadership Pathway program. Modified supports have included the online parent learning toolkit, virtual and recorded trainings, a bi-weekly newsletter for school site distribution, Family Learning Kits for K-3 families, and continued presence in the Parent Resource Center.	In an effort to re-engage families and re-build community, initial surveys took the form of a needs assessment. Once sessions were completed, a final survey was administered to demonstrate increased engagement.		2023-24: 100% of participants demonstrate increased engagement following participation in the PLPW series.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		From Sep 2021 through Jan 2022, over 2500 parents have participated in FACE online trainings and the Resource Center has served over 2,400.			
5I District Committee Impact Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact. Source: Family and Community Engagement (FACE) Department	Baseline: 0%	2021-22: % of respondents answering 'Agree' or 'Strongly Agree' I believe that the voice of my committee/group has been heard: 50% I believe that the voice of my committee is making an impact on a district-wide level: 33%			2023-24: 100% satisfaction on all measures developed
5J Parent/ Caregiver Experience Percentage of parents/ caregivers responding 'Agree' or 'Strongly Agree' to	2020-21: My child's school helps me understand what areas my student needs to improve in: 64%	2021-22: My child's school helps me understand what areas my student needs to improve in: 55%			2023-24: My child's school helps me understand what areas my student needs to improve in: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
specified survey items. Source: Annual LCAP Survey	My child's school helps me advocate for what is best for my student: 50% Parents are an important part of the decision-making process at my school: 59%	My child's school helps me advocate for what is best for my student: 44% Parents are an important part of the decision-making process at my school: 49%			My child's school helps me advocate for what is best for my student: 100% Parents are an important part of the decision-making process at my school: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Family and Community Empowerment (Continuing)	The Family and Community Empowerment (FACE) department implements a range of capacity-building opportunities including the Parent Leadership Pathway Program (PLPP) and the Parent Information Exchange (PIE). The PLPP engages parents/caregivers in a full schedule of workshops offered over the course of 10 weeks. These build their skills in supporting their child's education and their capacity to take on leadership roles at the site and district level. The PIE is a monthly meeting that brings together key representatives from school parent groups, SCUSD staff, community organizations, city and county agencies, and business partners to discuss their programs and services for families. The District Parent Resource Center, based at the Serna Center, provides direct support and referrals for families. FACE 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).	$572,921.00	Yes

Action #	Title	Description	Total Funds	Contributing
5.2	Parent Teacher Home Visits (PTHV) (Continuing)	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. Training and support has expanded and will maintain access to bridge visits in addition to home visits. These bridge visits provide staff and families the opportunity to conduct meetings virtually.	$1,022,500.00	Yes
5.3	Translation and Interpretation Services (Continuing)	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 for 2022-23 includes 7.0 FTE. The MOC is part of the district's Enrollment Center (Action 3.11). The staffing and funds that are part of this action are non-redundant to the projected expenditure in Action 3.11.	$1,285,184.00	Yes
5.4	Fingerprinting for Volunteers (Continuing)	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success.	$25,000.00	No
5.5	Family Communication Tools (Continuing)	Provide family outreach to partner with parents/caregivers in increasing student engagement and reducing chronic absenteeism. The Every Day Labs platform facilitates delivery of personalized messages to families based on an analysis of individual student attendance data. Communications help families take action to support	$179,619.00	Yes

Action #	Title	Description	Total Funds	Contributing
		attendance and participate in student support. The Every Day Labs platform also provide a suite of user-friendly attendance dashboards for staff to support their site-based family communication.		
5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	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).	$304,512.25	Yes
5.7	Student Advisory Council (Continuing)	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.	$155,000.00	No
5.8	Men's and Women's Leadership Academy (MWLA) (Continuing)	The MWLA is Sacramento City Unified School District's conscious effort to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments. Through a framework of Social Justice Youth Development, and with an active collaboration of district administration, school counselors, certified teachers and youth voice, MWLA empowers students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. Action B13 in the ESSER III Expenditure Plan provides funding for continued expansion of the MWLA through 2023-24.	$855,068.00	No

Action #	Title	Description	Total Funds	Contributing
5.9	Special Education Adult Professional Learning (New)	Provide adult professional learning regarding federal and special education law, multi-tiered system of supports, and alternative dispute resolution to SCUSD Ombudspersons to expand their expertise in providng information and supports to guardians' requests for assistance in achieving resolution.	$3,500.00	No

Goal Analysis [2022-23]

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.

During the 2022-2023 school year was the first year after distance learning that parents were allowed back on school sites. After having programming 100% on-line, the 22-23 year was a re-engagement year for FACE. Additionally, the former supervisor of FACE retired and a Family Partnership Facilitator left the team.
The pandemic had significant influence on parent and family engagement in ELAC and DELAC. Multilingual Literacy staff worked with central and school site staff to support the process and operations of ELAC and DELAC. The meetings were held via the Zoom platform.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no unexpected differences as budgets were decreased due to implementation. There will be a need to develop additional funding sources for the 2024-2025 LCAP development phase.

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

In an effort to re-engage families and re-build community, a needs assessment was conducted. Parents shared their specific learning needs. The Multilingual Literacy Department and FACE collaborated in the development and delivery of the ELPAC Parent Workshop. Participants learned about the ELPAC assessments, the reclassification process and how to support their emergent bilingual students. Session evaluations informed the increased awareness of parents

Multilingual Literacy staff planned and facilitated DELAC meetings. DELAC officers were elected and committed to developing a strong parent partnership to support English learners. A needs assessment was conducted to inform district staff and the community about parent engagement strategies, students data (i.e. reclassification, district level assessments, attendance, CAASPP, and ELPAC). Parents also requested support in the following areas: mental health services, SEL, process to reclassify dually identified students, and requirements for college entrance.

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.

The Family and Community Empowerment (FACE) Department will continue to support school sites in expanding parent engagement strategies. FACE will also continue to empower parents in becoming actively engaged in their children's educational journey through parent workshops, educational recordings and volunteer assistance. The Multilingual Literacy Department will continue to work in collaboration with other central office leaders to support sites in operationalizing ELACs and ensuring that each school (serving 21 or more English learners) has a DELAC member attending meetings. There is a need to continue to empower the parent officers so that they may provide updates to the Board of Education and other community meetings.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

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, a 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 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. By the end of the 22-23 school year, all sites will have received basic MTSS implementation training, facilitated in part with Dr. Brain Gaunt, a leading MTSS expert. Training includes building a shared common understanding of MTSS language, building site leadership teams, data based problem solving, developing site infrastructure, and developing tiered interventions. Progress monitoring using the LCAP metrics are to be determined in May 2023, including sites using the SAM results to action plan for the following year.

SCUSD leadership has highlighted the words of 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. By the end of the 22-23 school year, all sites will have received basic MTSS implementation training, facilitated in part with Dr. Brain Gaunt, a leading MTSS expert. Training includes building a shared common understanding of MTSS language, building site leadership teams, data based problem solving, developing site infrastructure, and developing tiered interventions. Progress monitoring using the LCAP metrics are to be determined in May 2023, including sites using the SAM results to action plan for the following year.It is a system for educating all of our students and educating them completely as a “whole” person.”

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
6A Multi-Tiered System of Supports (MTSS) Implementation Average overall rating, by training cohort, on the Self-Assessment of MTSS (SAM) Implementation Tool Source: MTSS Staff	2019-20: 0	Cohort 1 2020-21: 0.91 2021-22: 1.01 Cohort 2 2021-22: 0.79	The metrics will be changed for 2023-2024.		Target average SAM rating by Cohort: Cohort 1: 3 (Optimizing) Cohort 2: 3 (Optimizing) Cohort 3: 2 (Operationalizing)
6B Regular Team Meetings Percentage of schools conducting regular	2019-20: 0	Cohort 1 2020-21: 4 2021-22: 10.5 Cohort 2 2021-22: 8	The metric will be changed for 2023-2024.		2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
MTSS team meetings (of schools that completed first year of training) Source: MTSS Staff					
6C Data Practices Percentage of schools that have clear data sources universally used (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0	Cohort 1 2020-21: 12 2021-22: 0 Cohort 2 2021-22:- 8	The metric will be changed for 2023-2024.		2023-24: 100
6D Tiered Interventions Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0	Cohort 1 2020-21: 12.5 2021-22: 15.8 Cohort 2 2021-22: 16	The metric will be changed for 2023-2024.		2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership (Continuing)	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.	$190,053.00	No
6.2	Professional Learning for school site leadership teams (Continuing)	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.	$660,000.00	No
6.3	Ongoing support for sites to implement and sustain an effective MTSS (Continuing)	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.	$290,000.00	No
6.4	Peer Mentoring (Continuing)	Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.	$150,000.00	No

Goal Analysis [2022-23]

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.

Director of MTSS has hired. MTSS Coordinators have not been hired of yet. which could provide critical support in effective MTSS implementation. Cohort 3 has participated in a 5-day scope and sequence for initial MTSS implementation. Cohort 3 sites (the final cohort) are completing their year-long scope and sequence this year, which will complete the three year sequence of professional development for sites. Funding has been secured for MTSS Site Leadership Teams (SLT) to meet after contract hours to implement and monitor MTSS; which happens by way of Instructional Area Superintendents. However, SCUSD has yet to approve or hire MTSS coaches to provide ongoing MTSS support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no unexpected difference between budget expenditures and estimated actual expenditures.

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

It has been effective to have a Director in place to oversee the planning and coordination of MTSS implementation. Initial training is somewhat effective, and variable based on site. While professional development sessions are valuable, they are not complete without follow-up coaching and job embedded support. This need is meant to be filled by MTSS coaches/coordinators.

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.

There are differentiated changes made based on Cohort feedback to improve the learning scope and sequence for Cohort 3. There was dedicated planning and collaboration time extended for Cohort 3.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
7	SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of educational partners and adopt the updated version by the end of 2022-23. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

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 is a tool that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate high school in order to be successful in the 21st century. It helps to define priority goals for teaching and learning and should be easily communicated to students, parents, staff, and community members to align their collective efforts. The Graduate Profile provides an opportunity for the 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. This work will also align with and build upon the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18. These will help to frame the Graduate Profile process, particularly in considering how the Graduate Profile can increase shared responsibility for student outcomes, provide a framework for monitoring progress toward improved student outcomes, and serve as a point of alignment for professional learning that leads to accelerated student achievement.

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
7A Educational partner Documentation of meetings to convene stakeholders Source: Graduate Profile Team	Educational partners have not yet been convened to revise Graduate Profile Baseline: 0	Completion Status: No meetings convened	Completion Status: No meetings convened		All meetings to be completed by end of 2021-22
7B Board Adoption Adoption of revised Graduate Profile Source: Board Meeting records	A revised Graduate Profile has not been adopted by the board Baseline: 0	Completion Status: Not yet adopted	Completion Status: Not yet adopted		To be adopted by end of 2021-22
7C Awareness of Graduate Profile	N/A	2020-21: % Aware Students: 0 Staff: 0	2021-22: % Aware: Students: 26 Staff :40		2023-24: % Aware Students: 100 Staff : 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of stakeholders that demonstrate awareness of revised Graduate Profile Source: Survey of Stakeholders		Family: 0	Family: 19		Family: 100
7D Evidence of School Site Alignment Percentage of school sites that demonstrate alignment of site plan to Graduate Profile Source: Survey of Stakeholders Evidence of School Plan Alignment	2020-21: 0	2021-22: Not available yet	2021-22: Not available yet		100% of sites will demonstrate alignment of school plans to Graduate Profile

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Revision and Adoption of Graduate Profile (Continuing)	Convene educational partners to review existing graduate profile and recommend revisions. Educational partners to include advisors from industry, post-secondary educators, SCUSD staff, family, and students. (To be completed in 2022-23)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		*Costs associated with actions in Goal 7 will be addressed through the Career and Technical Education (CTE) budget (Action 1.1).		
7.2	Develop Implementation Plan (Continuing)	Develop implementation plan for Year 2 (To be completed in 2022-23) • Engage lead teachers from sites where the current graduate profile is consistently used to lead groups of peers at other sites in implementation planning. • Engage principals to build understanding of expectations for site alignment and to support development of site-specific implementation plans. *Costs associated with actions in Goal 7 will be addressed through the Career and Technical Education (CTE) budget (Action 1.1).	$0.00	No
7.3	Build Awareness of Graduate Profile (Continuing)	Collaboration with the district communications team to develop an awareness campaign and ongoing education of staff and community members on the new Graduate Profile purpose and elements. (To be implemented throughout 2022-23 and 2023-24) *Costs associated with actions in Goal 7 will be addressed through the Career and Technical Education (CTE) budget (Action 1.1).	$0.00	No
7.4	Support School Site Alignment (Continuing)	Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised Graduate Profile. (To be implemented throughout 2022-23 and 2023-24)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		*Costs associated with actions in Goal 7 will be addressed through the Career and Technical Education (CTE) budget (Action 1.1).		

Goal Analysis [2022-23]

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.

Unfortunately, only Action 7.1 has been implemented. A central office team was convened and the team is in the process of gathering input on the existing graduate profile. The input will be reconciled and a revised/updated graduate profile will be developed by Summer of 2023.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are no differences between projected expenditures and actual expenditures since there are zero amounts from year to year until the Graduate Profile begins.

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

The planning committee has been extremely effective as it has become a cross departmental effort. This is a critical part of the plan and the graduate profile will be embedded into SCUSD's Theory of Action.

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.

Given the late start to this work due to unforeseen staffing transitions, SUSD aims to complete actions 7.2, 7.3, and 7.4 in 2023-2024, and 2024-2025.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

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. Find, keep and grow extraordinary adults to serve the children in the Sacramento school community. We see ourselves as the architects of the employee experience in SCUSD; we work to ensure employees feel valued, honored, and supported. That they have opportunities to develop, excel, and be recognized for their efforts.hese 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. Educational partners 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.

A key challenge related to priority 1 has been the number of classroom vacancies. The preexisting shortage of teachers has been greatly exacerbated by COVID-19 pandemic and many schools have experienced classroom vacancies at points throughout the year. This challenge is likely to continue in the coming year(s) and remains an areas of focus that the district is working to address through recruitment and retention efforts and collaboration with labor partners.

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	2021-22: 0			2023-24: 0
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	2021-22: 100			2023-24: 100
8C Teacher Credentialing Status	2019-20: 97 2020-21: 98	2021-22: 100			2023-24: 100

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers fully credentialed Source: School Accountability Report Card (SARC) / Human Resources Department					
8D Teacher Assignment Number of teachers misassigned and number of teachers of English Learners misassigned Source: School Accountability Report Card (SARC) / Human Resources Department	All Teachers 2019-20: 0 2020-21: 1 Teachers of English Learners: 2019-20: 0 2020-21: 0	All Teachers 2021-22: 0 Teachers of English Learners: 2021-22: 0			All Teachers: 0 Teachers of English Learners: 0
8E Teacher Vacancies Number of classroom teacher vacancies	2019-20: 29 2020-21: 17.1	2021-22: 37.5			2023-24: 0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Source: School Accountability Report Card (SARC) / Human Resources Department					

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Facilities Support Services (Continuing)	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.	$46,254,874.00	No
8.2	Board-adopted Instructional Materials (Continuing)	Provide all students sufficient instructional materials for board-adopted curricula. Includes newly adopted materials and replacement materials for lost/damaged items.	$2,149,828.00	No
8.3	Base Classroom Staffing (Continuing)	Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers.	$165,116,106.00	No
8.4	New Teacher Support (Continuing)	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	$770,477.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
8.5	Employee Pipelines (Continuing)	Develop and implement pathways and pipelines for current employees and community members to acquire credentials and certifications (e.g. teaching credential). This action includes the efforts identified in Action C9 of the ESSER III Expenditure Plan (Classified Employee Teacher Development Pipeline) and the Educator Effectiveness Blog Grant (EEBG).	$179,700.00	No
8.6	Recruitment and Retention (New)	Increase SCUSD's presence in the community and around the nation to recruit highly qualified individuals and retain valued employees. This action is particularly focused on recruitment and retention of teachers to improve outcomes for low-income students and students of color, as teacher attrition disproportionately impacts these schools. This action includes the efforts identified in Action C10 of the ESSER III Expenditure Plan (Staff Recruitment and Retention) and the Educator Effectiveness Block Grant.	$81,060.00	No

Goal Analysis [2022-23]

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

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

There are no differences in the planned actions and actual implementation of these actions. Plans are moving forward as expected.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 8.2 The projected amount was $2,353,195.00 and the actual expenditure amount was $3,340,911.00 due to increases in materials to schools.

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

There are 3 capital projects are occurring Kemble/Chavez, Nicholas and Oak Ridge.

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.

There were no any changes made to the planned goals, metrics, desired outcomes and actions.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

As discussed in the plan summary, the performance of Students with Disabilities as reflected on the California School Dashboard in 2021-2022 has placed SCUSD in Differentiated Assistance status and informed the development of this student group-specific LCAP goal. SCUSD has been eligible for Differentiated Assistance based on the performance of Students with Disabilities for three consecutive years. In the most recent Dashboard, the indicators for Students with Disabilities demonstrate Very Low performance levels in the following indicators: Chronic Absenteeism, Suspension and Graduation Rates, English Language Arts (ELA), and Mathematics. This placed Students with Disabilities in the lowest performance levels for all indicators on the Dashboard. There has been continued, consistent and significant disparity in the outcomes for Students with Disabilities across these dashboard areas.

The need to ensure that all students eligible for special education support and services are served in the least restrictive environment - with standards-aligned instruction that enables them to meet or exceed standards - has been a point of educational partner advocacy and a district priority. SCUSD's data, while showing some recent improvements, still has a 22% rate of students with disabilities in regular class less than 40% of the time (statewide target is less than 20.6%) and a 5.7% rate of students with disabilities participating in a separate school (statewide target is less than 3.6%). Educational partners have reiterated that there are many students in the district who could benefit from a more inclusive educational environment and that focused training, improved instructional practices, and shifting systemic beliefs in this area are essential to improve outcomes for students with disabilities.

This goal has strong alignment to existing actions and metrics throughout the LCAP that are specific to students with disabilities. This includes actions 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). In the measurable outcomes section below, it has been noted where key metrics appear in other goals. While redundant actions are not included, it is helpful to note that actions such as Action 1.10 (Transition Planning for Students with Disabilities), 1.11 (Post-secondary tracking of Students with Disabilities), 2.4 (Multisensory Reading Intervention), 4.7 (Behavior Interventions and Data Management), and 5.9 (Special Education Adult Professional Learning) are working in alignment with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
9A (Also 1Q) Post-Secondary Outcomes Rate of student respondents that are enrolled in higher education or competitively employed. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 37.28% Statewide Target: >74.4%	2019-20: 77.4% Statewide Target: >74.4%	2020-21: 71.79% Statewide Target: >75%		2023-24: 83.4% Statewide Target: >74.4%
9B 4 Year Cohort Graduation Rate Combined graduation rate, which reflects all students who: (1) graduate in four years as part of the most current graduating class and (2) graduate	2018-19: 66.02% Statewide Target: >90%	2019-20: 66% Statewide Target: >90%	2020-21: 66.02% Statewide Target: >90%		2023-24: 70% Statewide Target: >90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
in five years as part of the prior year graduating class. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data					
9C (Also 2T) Least Restrictive Environment Rate of students with disabilities in Regular Class more than 80% Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 57.67% Statewide Target: >52.2%	2019-20: 54.1% Statewide Target: >53.2%	2020-21: 55.73% Statewide Target: >58%		2023-24: 60% Statewide Target: >53.2%
9D (Also 2T) Least Restrictive Environment	2018-19: 23.79% Statewide Target:	2019-20: 22% Statewide Target:	2020-21: 23.61% Statewide Target: <19.5%		2023-24: 20% Statewide Target:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rate of students with disabilities in Regular Class less than 40% of the time. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	>21.6%	>20.6%			>20.6%
9E Least Restrictive Environment Rate of students with disabilities participating in a separate school. Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data	2018-19: 6.27% Statewide Target: <3.8%	2019-20: 5.7% Statewide Target: <3.6%	2019-20: 5.17% Statewide Target: <2.9%		2023-24: 4% Statewide Target: <3.6%

Actions

Action #	Title	Description	Total Funds	Contributing
9.1	Preschool District Capacity Assessment (New)	Conduct a cross departmental District Capacity Assessment with Child Development and Special Education which will inform the development of a SCUSD Capacity Action Plan. The action plan will support a common infrastructure for the implementation of effective innovations to achieve desired outcomes for students.	$10,000.00	No
9.2	Educational Technology for Students with Disabilities (New)	Establish a Department Computer Support Technician position and provide educational technology (including hardware, software, and connectivity) for special education students and staff. These actions will support regular and substantive educational interactions between students and their special education service providers and student access to assistive technology. Reference: Action B21 in ESSER III Expenditure plan	$8,116,044.00	No
9.3	Expanded Special Education Staffing (New)	Additional special education staffing to expand student access to appropriately credentialed/licensed special education providers and district access to special education leadership positions, which support the organization and appropriate supervision of staff. Reference: Action B22 in ESSER III Expenditure plan	$7,000,000.00	No
9.4	Team Engagement specific to the needs of Students with Disabilities (New)	Develop and invest in opportunities to engage diverse teams to monitor improvement, build professional capacity, and build towards long-term restorative change. This includes investments in adult professional learning for staff and community regarding legal compliance and effective instructional practices, educational partner engagement, and regular collaboration work which fosters continuous improvement practices that positively impact students with disabilities.	$2,501,726.00	No

Action #	Title	Description	Total Funds	Contributing
		Reference: Action C1 in ESSER III Expenditure Plan This action closely aligns to actions 2.1, 2.4, and 2.6.		
9.5	California Commission on Teacher Credentialing (CCTC) Authorization Alignment (New)	Review and, where necessary, update special education job descriptions to ensure qualifications and duties align with California Teacher Credentialing requirements and authorizations.	$5,000.00	No

Goal Analysis [2022-23]

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.

Overall, the actual implementation of the actions within Goal 9 are in alignment with the plan. The ongoing impacts of COVID-19 continued to exacerbate the staffing shortages, including substitute positions that have existed across the state and in SCUSD–directly impacting action 9.3.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There is ongoing budgetary expenditures that will need to be replaced through other sources.

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

The implementation of actions within Goal 9 have furthered the district's efforts to to provide every SCUSD student eligible for special education support and services with an educational program in their least restrictive environment that includes standards-aligned instruction enabling students to meet or exceed state standards.

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.

Changes with budgetary constrains are not recommended at this time. However, there are additional actions that will be added without budgetary requirements.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
10	SCUSD will respectfully, efficiently and effectively identify all eligible homeless youth so that they can be connected to and provided the appropriate family, academic social/emotional, behavioral, health, and other services. The percentage of all socioeconomically disadvantaged students who are identified as homeless will increase and approach the expected 5-10% rate.

An explanation of why the LEA has developed this goal.

As discussed in the plan summary, the performance of Homeless Youth as reflected on the California School Dashboard 2021-2022 has placed SCUSD in Differentiated Assistance status and informed the development of this student group-specific LCAP goal. SCUSD has been eligible for Differentiated Assistance based on the performance of Homeless Youth for three consecutive years. In the most recent Dashboard with Performance Results (2021-2022), Homeless Youth has been designated as Very Low in the following areas: Chronic Absenteeism, Suspension and Graduation Rates, Mathematics, and English Language Arts (ELA). There are continued, consistent and significant disparity in the outcomes for Homeless Youth across all 5 dashboard indicators.

With national and state guidance indicating that, on average, a district's identified homeless youth population should be approximately 5-10% of their low-income population, SCUSD has a chronic under-identification issue. On the most recent California School Dashboard (2021-2022), SCUSD had 272 identified homeless youth, 0.7%. Accurate and efficient identification of homeless youth status is a key first step to the provision of many other services including housing, health, academics, social/emotional, behavioral, and more. Effective identification is a necessary precursor to the wrap-around supports that will enable improvement across the dashboard indicators, including the indicators designated as Very Low on the 2021-2022 Dashboard.

This goal has strong alignment to existing actions and metrics throughout the LCAP that are specific to Homeless Youth. While redundant actions are not included, it is helpful to note that actions such as 3.2 (Services and support for Homeless Youth) and 3.18 (Site Assistance to improve supports for Foster and Homeless Youth) are in alignment with this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10A Overall Identification Rate Percentage of Total Low Income Student group that are identified as Homeless Youth Source: CA School Dashboard	2020 Dashboard: 0.86%	2021 Dashboard: 0.97%			5%
10B Identification Process Percentage of District Housing Surveys that lead to identification of a student who is homeless/unhoused Source: Homeless Youth Services records	Baseline: 0	N/A			7%

Actions

Action #	Title	Description	Total Funds	Contributing
10.1	Professional Development to Build Staff Capacity to Identify and Support Homeless Youth (New)	Develop and provide professional development for staff to expand the awareness of homelessness, build understanding of the homeless identification process, and provide tools and strategies for making appropriate referrals and providing support. Homeless Services has recently developed and released on-line training tools that are available for all SCUSD staff. These are focused on helping staff to understand the unique needs of students experiencing homelessness and how to identify students and link them to supports. They include flyers, policy documents, and examples of surveys. The online training webinar can be found here: https://drive.google.com/drive/folders/1pMWVlGEaLIp-iVa5V6JAHV1-syuqOx9- Homeless Services staff will continue to provide direct trainings, facilitate access to online trainings, and work with staff individually to identify and link homeless youth to supports. Note: This action's costs are included in the overall Homeless Youth Services (HYS) budget in Action 3.2		No
10.2	Increase and improve referral processes for homeless identification (New)	Continue to develop and refine procedures and policies for referral of students and families to be identified as Homeless. Recent improvements include the development and implementation of a universal housing survey. This survey will be sent to all families in the district twice each year, as well as to any newly enrolled students upon entry to the district. Families that indicate housing instability will be identified and offered supportive services for homelessness. Note: This action's costs are included in the overall Homeless Youth Services (HYS) budget in Action 3.2		No

Goal Analysis [2022-23]

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

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

The LCAP goals for students experiencing homelessness are intentionally designed to identify eligible students/families and provide individualized support and services to improve safety, stability, and access to educational, social-emotional, basic needs supports and services. Case management support is offered to all eligible students/families experiencing homelessness throughout the school year. Using the EIIS database, allows the team to triage student priority for support based on the EIIS colored tier system. Students falling in the Purple/ Red (Tier III) and Yellow (Tier II) categories for attendance and behavior are given priority for case management and services through the Homeless Services team or school-site Student Support Centers.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no materials differences; as funding is decreases due to implementation additional funding sources will need to be considered.

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

In the 2021-2022 school year 486 students received 2,390 Tier II or III interventions and services by the Homeless Services team.

Highlights from the Homeless Services Team Department this year include the following:
1,)Collaborated with Sacramento Steps Forward.
2.)Started implementing the Housing Survey within the SSHS department to identify students experiencing homelessness.
3.)Revision of enrollment policies for homeless students.
4.) In the process of leveraging CDE grant funds we purchased school supplies, winter kits, backpacks, blankets, and hygiene kits and received additional workbooks and books for students.

Highlights from Case Management efforts include the following:
1.)8 families that were able to obtain permanent housing.
2.)Supported 2 students who were both kicked out of their parents house on their 18th birthday. The team was able to support students in finding temporary shelter and then permanent housing, meeting with them and helping them apply for CA benefits, connecting them to counseling services, and helping them gain employment. Both students graduated AND are college bound.
3.)We received a referral from the COVID Contact Tracing team for a family who lost their housing when they tested positive for COVID. HS Team was able to successfully refer family to Project Room Key so they could quarantine in a hotel for about 10 days and were given a 7 day motel voucher for after their time with Project Room Key. HS Team connected father to River City Food Bank for support with the CalFresh

application. HS team provided support in contacting 311 for the Motel Voucher Program and supported the father in applying for various jobs. After this meeting, the father was offered a job with Amazon. Other basic needs, school supplies and health resources were provided to the family as well.
4.) Six professional development trainings were provided by the HS Team to over 100 school and district staff on supporting unhoused students and families, enrollment for unhoused students, homeless services resources and the housing survey.

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.

There are no changes planned at this time, as we are continuing to deepen our implementation of planned strategies.

Actions for the coming (2023-2024) year include implementation of the housing survey integrated into the online SCUSD registration system and electronic emergency cards and other parent/caregiver forms. The HS team continues to strengthen the identification process of students who are unhoused, including increasing capacity to identify students within the student information system (Infinite Campus) and notify school sites. The HS team continues providing professional development training to SCUSD staff and community partners on identifying students and families who are unhoused and meeting their needs.

The Homeless Services team has continued strengthening coordination and collaboration with housing shelters and other community partners. The Homeless Services Team has formed a partnership with the Sacramento Kindness Campaign to provide emergency motel vouchers for Families. The Sacramento Food Bank was able to provide clothing, hygiene, and school supplies as a result of Sac Food Bank closing their main facilities in the Oak Park location. They also created a relationship/connection with Fishers of Men to continuously receive donations for clothing closet. The Homeless Services Team collaborated with the Department of Human Assistance to get an inbox for SCUSD homeless services to connect families for different services provided by the DHA/CalWorks more quickly and easily.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

As discussed in the plan summary, the performance of Foster Youth as reflected on the California School Dashboard in 2021-2022 has placed SCUSD in Differentiated Assistance status and informed the development of this student group-specific LCAP goal. SCUSD has been eligible for Differentiated Assistance based on the performance of Foster Youth for three consecutive years. In the most recent Dashboard with Performance Results (2021-2022), was designated a performance level of Very Low in the following indicators: Chronic Absenteeism, Suspension and Graduation Rates, Foster Youth had Red performance levels for Suspension Rate, Graduation Rate, and Mathematics and English Language Arts (ELA). This placed Foster Youth in the lowest performance level on all 5 indicators on the California Dashboard. There is continued, consistent, and significant disparity in the outcomes for Foster Youth across these dashboard areas.

Receiving timely intervention (such as tutoring) based on accurate assessment of needs is a critical factor in achieving ELA and Math proficiency, as well as an important precursor step towards graduation. Receiving appropriate academic supports and accelerating progress toward grade level proficiency is also a key factor in increasing overall student engagement and a mitigating factor for Suspension Rate, Attendance issues, and other behavioral factors. This goal has strong alignment to existing actions and metrics throughout the LCAP that are specific to Foster Youth. While redundant actions are not included, it is helpful to note that actions such as 3.1 (Services and support for Foster Youth) and 3.18 (Site Assistance to improve supports for Foster and Homeless Youth) are in alignment with this goal.

Note:
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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11A Provision of Tutoring Services Percentage of Foster Youth with below-grade level Math and/or ELA proficiency who were offered and received Tutoring Services Source: Foster Youth Services	N/A	N/A	2021-2022: 32% of Foster Youth below grade level are receiving services based on Yellow/Red category status in the Early Identification and Intervention System (EIIS). The 32% does not include students who have been offered services but are awaiting a tutor assignment. 32% The current year (2021-22) is the baseline year for this metric		100%
11B Academic Improvement Percentage of foster youth that gain at least one month of academic growth for every month of tutoring support Source: Foster Youth Services	N/A	Baseline (No data available)	2021- 2022 A total of 72 foster youth received 1:1 tutoring services. On average, students saw a 32% gain (or 3.2 absolute gain) between their pre and post assessments. Researched backed assessments based on CA state standards measured grade-level mastery.		60%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
11C Attendance Improvement Percentage of Foster Youth who demonstrate 90% of greater attendance after receiving Foster Youth Services supports Source: Foster Youth Services	N/A	2020-2021:44%	2021-22: 49%		100%

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Tutoring Services for Foster Youth (New)	Foster youth students who have been identified as having the greatest need for tutoring services (i.e. falling below grade level academically) are eligible for 1:1 or small group tutoring services. Tutoring services are provided by an outside contracted provider. All tutoring services are tailored to each foster youth student's needs. Note: Action B4 in the ESSER III Expenditure plan provides addition funding for Foster and Homeless Youth Tutoring in 2022-23 and 2023-24.	$400,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
11.2	Individualized Case Management (New)	Case management is an approach-based method that is used to provide direct services to individualized populations. It entails developing a plan of action between the Foster Youth Services case manager and the student. Case plans should reflect the preferences and interests of the individual being served. Strong emphasis is placed on enabling the student to make positive decisions and empowering them to propel themselves through life. Note: Costs for this action are included in action 3.1.		Yes

Goal Analysis [2022-23]

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

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

The LCAP goals for foster youth are intentionally designed to identify eligible foster youth students/families and provide individualized support and services to improve safety, stability, and access to educational, social-emotional, basic needs supports and services. Case management support and tutoring services were offered to all eligible foster youth throughout the school year. Using the EIIS database, we triaged student priority for case management and tutoring services based on the EIIS colored tier system. Students falling in the Purple and/or Red (Tier III) categories for attendance and behavior were given priority for case management support. Case management support included developing an individualized support plan based on the students needs and areas of concern. Students falling in the Yellow and/or Red (Tier II) categories for course performance are given first priority for tutoring services. Referrals for tutoring were completed by foster youth services case managers. Tutoring services were provided by an outside contracted provider and were tailored to each foster youth student's needs. Tutoring services provided were 1:1 and are provided either, in person at home, at school or via online platforms.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The projected amount of $250,000.00 and has since been decreasing due to implementation. Additional funding sources will need to be considered during the LCAP Development phase in 2024-2025.

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

The prioritizing youth with the greatest need using the EIIS database has proved to be effective. Foster Youth Services is able to get a general idea of what areas (academic, behavioral or attendance) needed improvement. That information helped to develop individualized and supportive case plans that included interventions to support positive changes.

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.

There are no planned changes planned at this time.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
85,088,201	8,847,661.85

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
23.60%	2.33%	$8,583,593.08	25.93%

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

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

Overall, services for Foster Youth, English Learners, and low-income students are being increased or improved through a range of actions that include actions focusing only on one or more unduplicated student groups, actions that are funded by multiple resources with one or more components focused on the needs of unduplicated students, and actions that are funded only/primarily by LCFF Supplemental and Concentration Grant funds and implemented broadly, with the expectation that implementation is principally benefitting unduplicated students.

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 (1.1)

- Counselors, Master Schedule Director, and Credit Recovery Programming (1.2, 1.3, 1.4, 1.5)
- Exam Fee Support (IB, AP, PSAT/SAT) and Advanced Learning staffing (1.6, 2.2)
- Additional support for International Baccalaureate (IB) Programs (1.7)
- Department-Level Data-based Decision-Making (1.9)
- Curriculum Coordinators and Training Specialists (2.1)
- Language Acquisition Programs for English Learners (2.5)
- Professional Learning specific to instruction for English Learners (2.6)
- Pathways to Multiliteracy (2.7)
- Class Size Reduction and Additional staffing for high-needs sites (2.8 and 2.9)
- Weekly Collaboration Time for certificated staff (2.10)
- Restructured Salary Schedule (2.11)
- District librarians at secondary schools (2.14)
- Extra and Co-curricular Opportunities and Visual and Performing Arts Opportunities (2.15, 2.16, 2.21)
- Foster Youth Services (3.1)
- School Psychologists (3.3)
- Develop and Adopt new English Learner Master Plan (3.6)
- Intervention and Supports specific to English Learners (3.7)
- Health Services: Nurses and Immunization Clinic (3.8)
- Student Support: Connect Center and Student Support Centers (3.10)
- Enrollment Center (3.11)
- Social Emotional Learning (SEL) and Anti-bias/Anti-racism Professional Learning (4.1 and 4.4)
- District Parent Resource Center and Parent Teacher Home Visits (PTHV) (5.1 and 5.2)
- Translation and Interpretation (Matriculation and Orientation Center) (5.3)
- Family Communication Tools (5.5)

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
3. Translation and Interpretation (Matriculation and Orientation Center): Directed specifically towards English Learners and students and families who require translation and interpretation.

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.
- Health 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.
- SEL and Anti-bias/Anti-racism Professional Learning: As discussed in the previous section, the SEL team has focused efforts on target schools to address the disproportionate disciplinary outcomes for student groups (including unduplicated students) and improve school climate and culture. This must include provision of the training necessary to increase understanding and capacity to dismantle systemic policies and practices that perpetuate disparate and disproportionate student outcomes.
- School Psychologists: Increasing the number of positions will enable psychologists to regularly participate in Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs.
- Family Communication Tools: Particularly for Homeless and Foster Youth, this action increases the resources available to staff and families to identify student attendance/engagement needs, communication between home and school, and connect students to the necessary services and supports.

Detailed descriptions of these actions have been provided in the previous section.

Actions that are funded only/primarily by LCFF Supplemental and Concentration grant funding, are being implemented on a broad basis, and are intended to principally benefit unduplicated students include the following. Detailed descriptions of these actions have been provided in the previous section:

- Counselors, Master Schedule Director, and Credit Recovery Programming: Counseling services provide additional academic, college/career, and other supports to unduplicated students, who lack access relative to peers with more financial resources, speak English at home, or have family members who have graduated from college.
- Exam Fee Support (IB, AP, and PSAT/SAT) and Advanced Learning Staffing: Providing exam support to all removes barriers for unduplicated students, who may be less likely to access these advanced courses and testing opportunities due to financial circumstances. Provide leadership for Advanced Placement and Gifted and Talented Education (GATE) to increase representative participation in these programs.
- Additional support for International Baccalaureate (IB) Programs: There programs provide unduplicated students access to a rigorous curriculum focused developing global awareness and multilingualism. Students have the opportunity to earn college credit and develop a skill set that prepares them for post-secondary success.
- Class Size Reduction and Additional staffing for high-needs sites: Maintains K-3 class size at 24:1 for all students and provides targeted assistance to school sites to ensure that schools and programs can maintain the current range of program offerings available.
- Weekly Collaboration Time for certificated staff: 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. This time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs.
- Restructured Salary Schedule: 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.
- District librarians at secondary schools: District librarians provide additional support to meet these needs beyond what is provided in the classroom and enables all students to access library resources, in particular students in high-poverty areas where county library locations are limited.
- Visual and Performing Arts Opportunities and Extracurricular and Co-Curricular Opportunities: Provide students at Middle School with Visual and Performing Arts (VAPA) educational experiences. Provide teachers professional development to support arts instruction. Provide students access to experiential opportunities (field trips, college/business visits, other) and elementary athletics.

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

In SCUSD, 14 schools have an Unduplicated Pupil Percentage (UPP) below 55% and 54 schools have an Unduplicated Pupil Percentage (UPP) above 55% (This does not include dependent charter schools). The additional concentration grant add-on funding will be used to provide additional staffing support to high-needs schools (those with Unduplicated Pupil Percentages above 55%). This will be primarily used to provide additional certificated staffing (salaries/benefits), including maintenance of positions and additional staffing support as needs

are identified. These funds have been aligned to LCAP Action 2.9 (Additional staffing for high needs school sites) and are reflected in the projected expenditures for that action.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1 to 74.8	1 to 54.1
Staff-to-student ratio of certificated staff providing direct services to students	1 to 18.5	1 to 17.1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$313,533,115.25	$64,092,336.00	$802,547.00	$55,274,571.00	$433,702,569.25	$360,597,314.30	$73,105,254.95

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	English Learners Foster Youth Low Income	$2,810,428.00	$2,593,291.00		$592,019.00	$5,995,738.00
1	1.2	Provide Academic and Career Counseling (Base) (Continuing)	All	$3,726,047.00				$3,726,047.00
1	1.3	Academic and Career Counseling (Supplemental) (Continuing)	English Learners Foster Youth Low Income	$3,361,833.00			$134,091.00	$3,495,924.00
1	1.4	Central support for aligned master scheduling (Continuing)	English Learners Foster Youth Low Income	$201,486.00			$187,209.00	$388,695.00
1	1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	English Learners Foster Youth Low Income	$2,226,627.00	$687,729.00			$2,914,356.00
1	1.6	Eliminate financial barrier for exam participation	English Learners Foster Youth	$499,165.00				$499,165.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Continuing)	Low Income					
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	English Learners Foster Youth Low Income	$1,659,076.00				$1,659,076.00
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	English Learners Foster Youth Low Income	$645,006.00				$645,006.00
1	1.9	Department-level data-based decision-making (Continuing)	English Learners Foster Youth Low Income	$381,465.00				$381,465.00
1	1.10	Transition Planning for Students with Disabilities (Modified)	Students with Disabilities				$10,000.00	$10,000.00
1	1.11	Post-secondary Tracking of Students with Disabilities (New)	Students with Disabilities					
1	1.12	Establish college and career readiness labs at Middle Schools (New)	All				$7,536.00	$7,536.00
1	1.13	Implement State Seal of Civic Engagement (SSCE) program for students (New)	All					
2	2.1	Professional Development to support implementation of state standards (Continuing)	English Learners Foster Youth Low Income	$415,074.00	$1,247,042.00		$2,874,058.00	$4,536,174.00
2	2.2	Differentiated course and program options for advanced learners	English Learners Foster Youth Low Income	$188,198.00			$98,056.00	$286,254.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Continuing)						
2	2.3	Provide a range of Expanded Learning Programs (Modified)	All		$34,197,076.00		$3,798,890.00	$37,995,966.00
2	2.4	Multisensory Reading Intervention: Curriculum and Training (Continuing)	All		$7,680.00			$7,680.00
2	2.5	Language Acquisition Programs for English Learners (Modified)	English Learners	$141,138.00			$265,437.00	$406,575.00
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	English Learners	$141,138.00			$265,437.00	$406,575.00
2	2.7	Pathways to Multiliteracy (Continuing)	English Learners	$141,138.00			$265,437.00	$406,575.00
2	2.8	Class Size Reduction (K-3) (Continuing)	English Learners Foster Youth Low Income	$2,976,210.00				$2,976,210.00
2	2.9	Additional staffing for high-needs sites (Continuing)	English Learners Foster Youth Low Income	$37,701,235.00				$37,701,235.00
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	English Learners Foster Youth Low Income	$5,082,331.00				$5,082,331.00
2	2.11	Restructured Salary Schedule (Continuing)	English Learners Foster Youth Low Income	$11,257,480.00				$11,257,480.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.12	Early Childhood Education: Preschool Programs (Continuing)	All		$8,010,020.00	$526,850.00	$6,461,521.00	$14,998,391.00
2	2.13	Transitional Kindergarten (Continuing)	All	$3,378,828.00				$3,378,828.00
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	English Learners Foster Youth Low Income	$1,686,408.00				$1,686,408.00
2	2.15	Theater Arts/Social Emotional Learning Program (Continuing)	All					
2	2.16	Visual and Performing Arts Opportunities (Continuing)	English Learners Foster Youth Low Income	$826,801.00				$826,801.00
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	English Learners	$1,243,789.00				$1,243,789.00
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	English Learners Foster Youth Low Income	$1,120,870.00				$1,120,870.00
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	English Learners Foster Youth Low Income	$543,463.00				$543,463.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	English Learners Foster Youth Low Income	$3,531,271.00				$3,531,271.00
2	2.21	Increase access to Extra and co-curricular opportunities (Modified)	English Learners Foster Youth Low Income	$1,117,604.00				$1,117,604.00
2	2.22	Building Teacher Capacity to Teach Reading Districtwide (New)	All				$361,273.00	$361,273.00
2	2.23	Instructional Technology Professional Development and Support (New)	All				$520,000.00	$520,000.00
2	2.24	Create, Adopt, and Implement District Arts Master Plan (New)	All		$21,357.00			$21,357.00
3	3.1	Services and support for Foster Youth (Continuing)	Foster Youth	$538,052.00			$975,746.00	$1,513,798.00
3	3.2	Services and support for Homeless Youth (Continuing)	Homeless Youth				$923,241.00	$923,241.00
3	3.3	School Psychologists (Continuing)	English Learners Foster Youth Low Income	$4,555,114.00	$84,835.00	$163,364.00	$3,640,117.00	$8,443,430.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Instructional assistance for Students with Disabilities (Continuing)	Students with Disabilities		$3,048,946.00			$3,048,946.00
3	3.5	Social, Emotional, and Mental Health supports for Students with Disabilities (Continuing)	Students with Disabilities		$1,354,794.00		$471,471.00	$1,826,265.00
3	3.6	Adopt and Implement English Learner Master Plan (Modified)	English Learners	$141,138.00			$265,437.00	$406,575.00
3	3.7	Intervention and Supports specific to English Learners (Continuing)	English Learners	$141,138.00		$71,434.00	$265,437.00	$478,009.00
3	3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	English Learners Foster Youth Low Income	$2,248,288.00	$1,441,624.00		$2,129,248.00	$5,819,160.00
3	3.9	Attendance and Engagement Strategies (Modified)	All					
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers	English Learners Foster Youth Low Income	$837,323.00		$40,899.00	$4,512,367.00	$5,390,589.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		(Modified)						
3	3.11	Enrollment Center (Continuing)	English Learners Foster Youth Low Income	$1,390,169.00			$1,051,770.00	$2,441,939.00
3	3.12	Summer programming to address learning loss (New)	All		$8,040,671.00		$655,000.00	$8,695,671.00
3	3.13	Grade Level Readiness Intervention (Continuing)	All				$1,396,500.00	$1,396,500.00
3	3.14	Address the unique needs of American Indian and Alaska Native students (Continuing)	American Indian and Alaska Native students				$9,173.00	$9,173.00
3	3.15	Tobacco Use Prevention Education (Continuing)	All		$406,966.00			$406,966.00
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	English Learners Foster Youth Low Income	$468,596.00				$468,596.00
3	3.17	Data practices for Students with Disabilities (Continuing)	Students with Disabilities	$0.00				$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.18	Site Assistance to improve supports for Foster and Homeless Youth (Continuing)	Foster Youth and Homeless Youth	$0.00				$0.00
4	4.1	Integration of Social Emotional Learning (SEL) (Continuing)	English Learners Foster Youth Low Income	$392,102.00			$754,939.00	$1,147,041.00
4	4.2	Positive Behavioral Intervention and Supports (PBIS) implementation (Continuing)	All				$203,509.00	$203,509.00
4	4.3	Bullying Prevention Training, Intervention, and Response (Continuing)	All					
4	4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	English Learners Foster Youth Low Income	$500,000.00				$500,000.00
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	English Learners Foster Youth Low Income	$1,785,642.00				$1,785,642.00
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	English Learners Foster Youth Low Income	$383,229.00				$383,229.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.7	Behavior Interventions and Data Management (New)	Students with Disabilities					
4	4.8	Implement Safety Intervention and Response Plan (New)	All					
5	5.1	Family and Community Empowerment (Continuing)	English Learners Foster Youth Low Income	$401,776.00			$171,145.00	$572,921.00
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Low Income	$206,387.00			$816,113.00	$1,022,500.00
5	5.3	Translation and Interpretation Services (Continuing)	English Learners	$714,941.00			$570,243.00	$1,285,184.00
5	5.4	Fingerprinting for Volunteers (Continuing)	All				$25,000.00	$25,000.00
5	5.5	Family Communication Tools (Continuing)	English Learners Foster Youth Low Income	$149,619.00	$30,000.00			$179,619.00
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	English Learners Foster Youth Low Income	$304,512.25				$304,512.25
5	5.7	Student Advisory Council (Continuing)	All				$155,000.00	$155,000.00
5	5.8	Men's and Women's Leadership Academy (MWLA) (Continuing)	Low-Income students				$855,068.00	$855,068.00
5	5.9	Special Education Adult Professional Learning (New)	Students with Disabilities				$3,500.00	$3,500.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.1	Implementation leadership (Continuing)	All				$190,053.00	$190,053.00
6	6.2	Professional Learning for school site leadership teams (Continuing)	All				$660,000.00	$660,000.00
6	6.3	Ongoing support for sites to implement and sustain an effective MTSS (Continuing)	All				$290,000.00	$290,000.00
6	6.4	Peer Mentoring (Continuing)	All				$150,000.00	$150,000.00
7	7.1	Revision and Adoption of Graduate Profile (Continuing)	All	$0.00				$0.00
7	7.2	Develop Implementation Plan (Continuing)	All	$0.00				$0.00
7	7.3	Build Awareness of Graduate Profile (Continuing)	All	$0.00				$0.00
7	7.4	Support School Site Alignment (Continuing)	All	$0.00				$0.00
8	8.1	Facilities Support Services (Continuing)	All	$46,254,874.00	$0.00	$0.00	$0.00	$46,254,874.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
8	8.2	Board-adopted Instructional Materials (Continuing)	All	$0.00	$2,149,828.00	$0.00	$0.00	$2,149,828.00
8	8.3	Base Classroom Staffing (Continuing)	All	$165,116,106.00	$0.00	$0.00	$0.00	$165,116,106.00
8	8.4	New Teacher Support (Continuing)	All	$0.00	$770,477.00	$0.00	$0.00	$770,477.00
8	8.5	Employee Pipelines (Continuing)	All	$0.00	$0.00	$0.00	$179,700.00	$179,700.00
8	8.6	Recruitment and Retention (New)	All	$0.00	$0.00	$0.00	$81,060.00	$81,060.00
9	9.1	Preschool District Capacity Assessment (New)	Students with Disabilities				$10,000.00	$10,000.00
9	9.2	Educational Technology for Students with Disabilities (New)	Students with Disabilities				$8,116,044.00	$8,116,044.00
9	9.3	Expanded Special Education Staffing (New)	Students with Disabilities				$7,000,000.00	$7,000,000.00
9	9.4	Team Engagement specific to the needs of Students with Disabilities (New)	Students with Disabilities				$2,501,726.00	$2,501,726.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
9	**9.5**	California Commission on Teacher Credentialing (CCTC) Authorization Alignment (New)	Students with Disabilities				$5,000.00	$5,000.00
10	**10.1**	Professional Development to Build Staff Capacity to Identify and Support Homeless Youth (New)	Homeless Youth					
10	**10.2**	Increase and improve referral processes for homeless identification (New)	Homeless Youth					
11	**11.1**	Tutoring Services for Foster Youth (New)	Foster Youth				$400,000.00	$400,000.00
11	**11.2**	Individualized Case Management (New)	Foster Youth					

2023-24 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$360,609,394	85,088,201	23.60%	2.33%	25.93%	$95,057,260.25	0.00%	26.36 %	**Total:**	$95,057,260.25
								LEA-wide Total:	$82,865,812.00
								Limited Total:	$1,958,683.00
								Schoolwide Total:	$10,232,765.25

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	High School (9-12)	$2,810,428.00	
1	1.3	Academic and Career Counseling (Supplemental) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary (7-12)	$3,361,833.00	
1	1.4	Central support for aligned master scheduling (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$201,486.00	
1	1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	High School (9-12)	$2,226,627.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	Eliminate financial barrier for exam participation (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	High School (9-12)	$499,165.00	
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Caleb Greenwood, Kit Carson, Luther Burbank	$1,659,076.00	
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$645,006.00	
1	1.9	Department-level data-based decision-making (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	High Schools (9-12)	$381,465.00	
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$415,074.00	
2	2.2	Differentiated course and program options for advanced learners (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$188,198.00	
2	2.5	Language Acquisition Programs for English Learners (Modified)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$141,138.00	
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$141,138.00	
2	2.7	Pathways to Multiliteracy (Continuing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	High School (9-12)	$141,138.00	
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	K-3	$2,976,210.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$37,701,235.00	
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,082,331.00	
2	2.11	Restructured Salary Schedule (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,257,480.00	
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Secondary Schools (7-12)	$1,686,408.00	
2	2.16	Visual and Performing Arts Opportunities (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	Middle School	$826,801.00	
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	Yes	Schoolwide	English Learners	All Schools	$1,243,789.00	
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,120,870.00	
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$543,463.00	
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,531,271.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.21	Increase access to Extra and co-curricular opportunities (Modified)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,117,604.00	
3	3.1	Services and support for Foster Youth (Continuing)	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	$538,052.00	
3	3.3	School Psychologists (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,555,114.00	
3	3.6	Adopt and Implement English Learner Master Plan (Modified)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$141,138.00	
3	3.7	Intervention and Supports specific to English Learners (Continuing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$141,138.00	
3	3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,248,288.00	
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$837,323.00	
3	3.11	Enrollment Center (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,390,169.00	
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$468,596.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.1	Integration of Social Emotional Learning (SEL) (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$392,102.00	
4	4.4	Anti-bias/Anti-racism Professional Learning (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500,000.00	
4	4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,785,642.00	
4	4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$383,229.00	
5	5.1	Family and Community Empowerment (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$401,776.00	
5	5.2	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	Schoolwide	Low Income	Specific Schools: Title 1 Schools	$206,387.00	
5	5.3	Translation and Interpretation Services (Continuing)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$714,941.00	
5	5.5	Family Communication Tools (Continuing)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$149,619.00	
5	5.6	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$304,512.25	
11	11.1	Tutoring Services for Foster Youth (New)	Yes	LEA-wide	Foster Youth	All Schools		
11	11.2	Individualized Case Management (New)	Yes	LEA-wide	Foster Youth	All Schools		

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$418,485,950.02	$402,663,780.76

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	$3,832,452.00	$4,636,119.37
1	**1.2**	Provide Academic and Career Counseling (Base) (Continuing)	No	$4,054,175.00	$3,638,538.15
1	**1.3**	Academic and Career Counseling (Supplemental) (Continuing)	Yes	$5,776,988.00	$3,905,098
1	**1.4**	Central support for aligned master scheduling (Continuing)	Yes	$195,924.00	$195,486.53
1	**1.5**	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	Yes	$1,718,742.00	$1,579,185.00
1	**1.6**	Eliminate financial barrier for exam participation (Continuing)	Yes	$499,165.00	$70,302.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	Yes	$527,994.00	$489,471.77
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	Yes	$918,691.00	$820,285.76
1	1.9	Department-level data-based decision-making (Continuing)	Yes	$461,753.00	$381,465.00
1	1.10	Transition Planning for Students with Disabilities (Modified)	No	$10,000.00	$10,000.00
1	1.11	Post-secondary Tracking of Students with Disabilities (New)	No	$0.00	$0.00
1	1.12	Establish college and career readiness labs at Middle Schools (New)	No	$240,333.00	$240,333
1	1.13	Implement State Seal of Civic Engagement (SSCE) program for students (New)	No	$47,040.00	$65,000
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	$4,536,174.00	$7,338,272.41
2	2.2	Differentiated course and program options for advanced learners (Continuing)	Yes	$258,145.00	$285,205.69
2	2.3	Provide a range of Expanded Learning Programs (Modified)	No	$23,967,922.00	$24,383,063
2	2.4	Multisensory Reading Intervention: Curriculum and Training (Continuing)	No	$40,000.00	$13,180.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Language Acquisition Programs for English Learners (Modified)	Yes	$311,915.00	$386,606.00
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	Yes	$441,915.00	$386,606.00
2	2.7	Pathways to Multiliteracy (Continuing)	Yes	$311,915.00	$386,606.00
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	$2,606,800.00	$10,443,864.67
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	$38,528,384.00	$31,376,005.16
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	$6,299,952.00	$4,793,765
2	2.11	Restructured Salary Schedule (Continuing)	Yes	$13,956,407.00	$10,770,680
2	2.12	Early Childhood Education: Preschool Programs (Continuing)	No	$12,673,513.020	$13,588,404.46
2	2.13	Transitional Kindergarten (Continuing)	No	$1,163,666.00	$2,720,375.52
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	$1,658,460.00	$1,454,784
2	2.15	Theater Arts/Social Emotional Learning Program (Continuing)	No	$701,692.00	$645,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.16**	Visual and Performing Arts Opportunities (Continuing)	Yes	$971,351.00	$649,601.33
2	**2.17**	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	Yes	$1,427,309.00	$1,211,711.60
2	**2.18**	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	Yes	$1,071,254.00	$837,090.27
2	**2.19**	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	Yes	$490,712.00	$563,915.07
2	**2.20**	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	Yes	$3,181,595.00	$2,828,678.48
2	**2.21**	Increase access to Extra and co-curricular opportunities (Modified)	Yes	$1,681,649.00	$287,299.30
2	**2.22**	Building Teacher Capacity to Teach Reading Districtwide (New)	No	$361,273.00	$0.00
2	**2.23**	Instructional Technology Professional Development and Support (New)	No	$520,000.00	$376,846.00
2	**2.24**	Create, Adopt, and Implement District Arts Master Plan (New)	No	$21,357.00	$0.00
3	**3.1**	Services and support for Foster Youth (Continuing)	Yes	$871,677.00	$659,556.78

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Services and support for Homeless Youth (Continuing)	No	$1,053,044.00	$747,314.52
3	**3.3**	School Psychologists (Continuing)	Yes	$8,858,386.00	$7,748,638.30
3	**3.4**	Instructional assistance for Students with Disabilities (Continuing)	No	$2,660,963.00	$1,059,876.58
3	**3.5**	Social, Emotional, and Mental Health supports for Students with Disabilities (Continuing)	No	$1,707,139.00	$1,267,715.09
3	**3.6**	Adopt and Implement English Learner Master Plan (Modified)	Yes	$311,915.00	$386,606.00
3	**3.7**	Intervention and Supports specific to English Learners (Continuing)	Yes	$413,675.00	$454,837.00
3	**3.8**	Health Services: School Nurses and Immunization Clinic (Continuing)	Yes	$4,723,024.00	$4,514,335.60
3	**3.9**	Attendance and Engagement Strategies (Modified)	No	$558,301.00	$592,596.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	Yes	$4,899,385.00	$3,430,693.55
3	3.11	Enrollment Center (Continuing)	Yes	$3,116,876.00	$1,684,549.75
3	3.12	Summer programming to address learning loss (New)	No	$7,060,388.00	$2,204,960.00
3	3.13	Grade Level Readiness Intervention (Continuing)	No	$1,396,500.00	$34,662.87
3	3.14	Address the unique needs of American Indian and Alaska Native students (Continuing)	No	$35,138.00	$35,138
3	3.15	Tobacco Use Prevention Education (Continuing)	No	$382,424.00	$211,247.90
3	3.16	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	Yes	$362,463.00	386,743.33
3	3.17	Data practices for Students with Disabilities (Continuing)	No	$0.00	$0.00
3	3.18	Site Assistance to improve supports for Foster and Homeless Youth (Continuing)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Integration of Social Emotional Learning (SEL) (Continuing)	Yes	$944,249.00	$910,250.26
4	**4.2**	Positive Behavioral Intervention and Supports (PBIS) implementation (Continuing)	No	$772,022.00	$1,095,365.15
4	**4.3**	Bullying Prevention Training, Intervention, and Response (Continuing)	No	$143,198.00	$15,481.17
4	**4.4**	Anti-bias/Anti-racism Professional Learning (Continuing)	Yes	$500,000.00	$491,000.00
4	**4.5**	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	Yes	$1,590,129.00	$1,621,852.61
4	**4.6**	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	Yes	$320,309.00	$295,687.95
4	**4.7**	Behavior Interventions and Data Management (New)	No	$50,000.00	$0.00
4	**4.8**	Implement Safety Intervention and Response Plan (New)	No	$1,000,000.00	$1,061,229
5	**5.1**	Family and Community Empowerment	Yes	$493,003.00	$399,514.52

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		(Continuing)			
5	**5.2**	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	$841,213.00	$828,367.67
5	**5.3**	Translation and Interpretation Services (Continuing)	Yes	$1,137,628.00	$1,054,430.04
5	**5.4**	Fingerprinting for Volunteers (Continuing)	No	$30,000.00	$1,598.00
5	**5.5**	Family Communication Tools (Continuing)	Yes	$179,619.00	$177331.17
5	**5.6**	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	Yes	$280,733.00	$240,386.29
5	**5.7**	Student Advisory Council (Continuing)	No	$155,000.00	$549.75
5	**5.8**	Men's and Women's Leadership Academy (MWLA) (Continuing)	No	$1,109,810.00	$398,717.25
5	**5.9**	Special Education Adult Professional Learning (New)	No	$3,500.00	$0.00
6	**6.1**	Implementation leadership (Continuing)	No	$190,053.00	$191,437.89
6	**6.2**	Professional Learning for school site leadership teams (Continuing)	No	$660,000.00	$504,948.20
6	**6.3**	Ongoing support for sites to implement and sustain an effective MTSS (Continuing)	No	$290,000.00	$504,948.20
6	**6.4**	Peer Mentoring (Continuing)	No	$150,000.00	$504,948.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.1	Revision and Adoption of Graduate Profile (Continuing)	No	$0.00	$0.00
7	7.2	Develop Implementation Plan (Continuing)	No	$0.00	$0.00
7	7.3	Build Awareness of Graduate Profile (Continuing)	No	$0.00	$0.00
7	7.4	Support School Site Alignment (Continuing)	No	$0.00	$0.00
8	8.1	Facilities Support Services (Continuing)	No	$44,916,063.00	$44,092,886
8	8.2	Board-adopted Instructional Materials (Continuing)	No	$2,353,195.00	$3,340,911.00
8	8.3	Base Classroom Staffing (Continuing)	No	$166,829,621.00	$181,053,014.25
8	8.4	New Teacher Support (Continuing)	No	$433,950.00	$390,707.38
8	8.5	Employee Pipelines (Continuing)	No	$715,354.00	$1,069,344

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
8	**8.6**	Recruitment and Retention (New)	No	$1,254,386.00	$1,069,344
9	**9.1**	Preschool District Capacity Assessment (New)	No	$10,000.00	$0.00
9	**9.2**	Educational Technology for Students with Disabilities (New)	No	$1,000,000.00	$399,090.00
9	**9.3**	Expanded Special Education Staffing (New)	No	$12,000,000.00	$3,772,125.00
9	**9.4**	Team Engagement specific to the needs of Students with Disabilities (New)	No	$4,000,000.00	$0.00
9	**9.5**	California Commission on Teacher Credentialing (CCTC) Authorization Alignment (New)	No	$5,000.00	$0.00
10	**10.1**	Professional Development to Build Staff Capacity to Identify and Support Homeless Youth (New)	No	$0.00	$0.00
10	**10.2**	Increase and improve referral processes for homeless identification (New)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
11	**11.1**	Tutoring Services for Foster Youth (New)	Yes	$250,000.00	$0.00
11	**11.2**	Individualized Case Management (New)	Yes	$0.00	$0.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
92081160	$92,922,475.00	$87,179,422.00	$5,743,053.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Expand Career and Technical Education (CTE) Pathways and Programs (Continuing)	Yes	$687,960.00	2,710,300		
1	1.3	Academic and Career Counseling (Supplemental) (Continuing)	Yes	$3,764,437.00	3,675,128		
1	1.4	Central support for aligned master scheduling (Continuing)	Yes	$195,924.00	198,897		
1	1.5	Accelerate progress toward graduation through Credit Recovery (Central and site-based) (Continuing)	Yes	$1,673,742.00	1,870,704		
1	1.6	Eliminate financial barrier for exam participation (Continuing)	Yes	$499,165.00	499,165		
1	1.7	Provide additional support for International Baccalaureate (IB) Program (Continuing)	Yes	$527,994.00	224,489		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.8	Site-determined, SPSA-based actions to support Goal 1 (Continuing)	Yes	$918,691.00	1,073,485		
1	1.9	Department-level data-based decision-making (Continuing)	Yes	$461,753.00	381,465		
2	2.1	Professional Development to support implementation of state standards (Continuing)	Yes	$415,074.00	174,617		
2	2.2	Differentiated course and program options for advanced learners (Continuing)	Yes	$176,568.00	93,582		
2	2.5	Language Acquisition Programs for English Learners (Modified)	Yes	$90,812.00	95,365		
2	2.6	Professional Learning specific to instruction for English Learners (Modified)	Yes	$90,812.00	95,365		
2	2.7	Pathways to Multiliteracy (Continuing)	Yes	$90,812.00	95,365		
2	2.8	Class Size Reduction (K-3) (Continuing)	Yes	$2,606,800.00	2,606,800		
2	2.9	Additional staffing for high-needs sites (Continuing)	Yes	$38,528,384.00	37,223,793		
2	2.10	Weekly Collaboration Time for certificated staff (Continuing)	Yes	$6,299,952.00	5,140,720		
2	2.11	Restructured Salary Schedule (Continuing)	Yes	$13,956,407.00	11,388,337		
2	2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians) (Continuing)	Yes	$1,658,460.00	1,454,812		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.16	Visual and Performing Arts Opportunities (Continuing)	Yes	$971,351.00	649,601		
2	2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress) (Continuing)	Yes	$1,427,309.00	1,444,646		
2	2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to English Language Arts (ELA)) (Continuing)	Yes	$1,071,254.00	1,102,608		
2	2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math) (Continuing)	Yes	$490,712.00	563,963		
2	2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards) (Continuing)	Yes	$3,181,595.00	2,883,677		
2	2.21	Increase access to Extra and co-curricular opportunities (Modified)	Yes	$682,995.00	303,029		
3	3.1	Services and support for Foster Youth (Continuing)	Yes	$505,247.00	370,096		
3	3.3	School Psychologists (Continuing)	Yes	$4,404,498.00	4,071,161		
3	3.6	Adopt and Implement English Learner Master Plan (Modified)	Yes	$90,812.00	95,365		
3	3.7	Intervention and Supports specific to English Learners (Continuing)	Yes	$90,813.00	95,365		
3	3.8	Health Services: School Nurses and Immunization Clinic (Continuing)	Yes	$1,815,667.00	1,803,421		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.10**	Student Support: Central Connect Center and Site-based Student Support Centers (Modified)	Yes	$861,894.00	398,261		
3	**3.11**	Enrollment Center (Continuing)	Yes	$142,164	157,624		
3	**3.16**	Site-determined, SPSA-based actions to support Goal 3 (Continuing)	Yes	$362,463.00	390,080		
4	**4.1**	Integration of Social Emotional Learning (SEL) (Continuing)	Yes	$206,792.00	208,166		
4	**4.4**	Anti-bias/Anti-racism Professional Learning (Continuing)	Yes	$500,000.00	253,354		
4	**4.5**	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate) (Continuing)	Yes	$1,590,129.00	1,634,177		
4	**4.6**	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific) (Continuing)	Yes	$320,309.00	299,920		
5	**5.1**	Family and Community Empowerment (Continuing)	Yes	$317,712.00	324,412		
5	**5.2**	Parent Teacher Home Visits (PTHV) (Continuing)	Yes	$227,551.00	179,966		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
5	**5.3**	Translation and Interpretation Services (Continuing)	Yes	$562,109.00	540,963		
5	**5.5**	Family Communication Tools (Continuing)	Yes	$149,619.00	157,620		
5	**5.6**	Site-determined, SPSA-based actions to support Goal 5 (Continuing)	Yes	$280,733.00	249,558		
11	**11.1**	Tutoring Services for Foster Youth (New)	Yes	$25,000.00	0		
11	**11.2**	Individualized Case Management (New)	Yes				

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
368185508	92081160	1.00%	26.01%	$87,179,422.00	0.00%	23.68%	$8,583,593.08	2.33%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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.

1. 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 educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

2. 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.

3. 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 educational partners, 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.

4. Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

5. 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 2020–21 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 **2021–22** or when adding a new metric.

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 action 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 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.

6. 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

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

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must

enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

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

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

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

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

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action

was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

7. Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

8. Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

9. LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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