SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item#__11.1__

Meeting Date: February 15, 2024

Subject: **Local Control and Accountability Plan (LCAP) Mid-Year Update**

☒ Information Item Only (pda)-5 (t)2 (/Artifact BMC 0.Z 5T̄/Artifact BMC Z 59.04 43.32 1.0 1 9.f0

☐ Action
☐ Public Hearing

Division: Deputy Superintendent's Office

Recommendation: Information Item.

Background/Rationale:

Financial Considerations: This mid-year review includes an update on the

expended in support of the LCAP as of the First Interim budget information presented to the Board this fall.

LCAP Goal(s): This mid-year review also includes an update on the implementation status and related outcomes.

Documents Attached:
1. Local Control and Accountability Plan (LCAP) Mid-Year Update Executive Summary
2. 2023-24 LCAP Mid-Year Update Available Metrics

Estimated Time of Presentation: 15 minutes
Submitted by: Mary Hardin Young, Interim Deputy Superintendent
              Ed Eldridge, EdD, Executive Director, LCAP
Approved by: Mary Hardin Young, Interim Deputy Superintendent

I. Background

Beginning with the 2023-24 school year, the state Legislature implemented a new mid-year reporting process for the Local Control and Accountability Plan (LCAP). The purpose of this report is to provide information to the public for community and educational partners to understand the district's progress.

II. Driving Governance:

Effective beginning with the 2023

to present a report on the annual update to the Local control and

cal control funding formula budget overview for parents on or before

ly scheduled meeting of the governing board of the school district.

midyear outcome data related to metrics identified in the current year's

available midyear expenditure and implementation data on all actions

ontrol and accountability plan.

23-24 LCAP Progress includes expenditure data aligned to the First Interim

nformation reported to the Board in December 2023.

IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states, "all students are given an equal opportunity graduate with the greatest number of postsecondary choices from the widest array of options. This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities, and it serves as the moral call to action to build on the district's foundation while striving for continuous improvement. The 2023-24 LCAP is the third and final year in the current three-year LCAP cycle.

The key components of the current LCAP include:
- x An overview of the district's context
- x The district's current 11 goals
- x The actions/services that the district will implement to achieve those goals and their projected costs
- x The metrics that will be used to determine success and the targeted outcomes for each metric
- x Analysis of outcomes and expenditures from the previous year
- x Description of how the district is increasing/improving services for unduplicated students
- x Description of how educational partner input was solicited, summary of key input, and how it influence the plan

The California School Dashboard represents a common tool that educational partners may use to understand student progress and achievement in the context of the state's priorities. Every local educational agency (LEA) and all public schools in California are represented by a Dashboard.

The following measures are included in the Dashboard:

Metric	Year 2 Outcome	Mid-Year 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 Note: Results do not include Charter Schools	2022 Graduation Rate ALL: 87.8 FY: 55.6 HY: 62.5 EL: 76.9 SED: 86.5 SWD: 74.5 AA: 84.7 W: 87.7 TOM: 84.7	Source: Five-Year Graduation Rate in California School Dashboard Released in 2023-24	SCUSD's aims to accelerate an increase in Graduation Rates for all student groups achieving below the level of 'All students' so that they are, at a minimum, achieving an 85% rate. This will address the historically disparate outcomes and have the largest impact on improving the 'All students' rate. This is a mid-year data point based on the California School Dashboard, which is typically released in December of each year.
1B On-Track Graduation Status Percentage of 9th-12th grade students on track for graduation considering course completion		2024, from the PTAI Counseling Dashboard	SCUSD's aims to accelerate an increase in On-Track Graduation Rates for all student groups achieving below the level of 'All students' so 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.
1C College/Career Indicator Percentage of graduates who	College/Career Indicator – Not available for California School Dashboard Released in 2022-23	2022-23 College/Career Prepared ALL: 33.2 EL: 12.3 FY: 0	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

are placed in the 'Prepared'
Level on the Dashboard

Source: California School
Dashboard

Note:

	Source: Four-Year Adjusted Cohort Outcome Released in 2022-23 (No charter Schools)		

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 2.506 0 Td ( )Tj -0.005 Tc 0.005 Tw 0.265 0 Td-15( )Tj -0.002 Tc 0.77 0 Td 06 0 TdBTd ( )d [(0 (..48.265 0 Td0.002 Tc 0.77 0 Td 06 0 T. 3 0 02 Tw -12.711 -1.145 Td [

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ELA Early Assessment

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| Source: California School Dashboard

Note: Results do not include Charter Schools | SWD: -147.3
AA: -139.5
AI/AN: -114.8
A: -41.2
F: -22.5
H/L: -92.2*
PI: -114.5
W: -11.4
TOM: -40.3

*Update noted during 2023-24 Mid-Year Update.

Source: Math Academic Performance in California School Dashboard Released in 2022-23 | SWD: -141.4
AA: -132
AI/AN: -103.5
A: -38.5
F: -31.2
H/L: -91.2
PI: -112.2
W: -8.8
TOM: -36.2

Source: Math Academic Performance in California School Dashboard Released in 2023-24 | 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

Note: Results do not include Charter Schools

2021-22 CAST Students standards/Exceeded

| (ELPAC)

Source: California School Dashboard

Note: Results do not include Charter Schools | 3L, 3H: 35.4
%of ELs who Maintained ELPI Level 4: 3.3

%of ELs who Progressed at Least One ELPI Level: 42.7

Source: English Learner Progress Indicator in California School Dashboard Released in 2022-23 | 3L, 3H: 38.6

% of ELs who Maintained ELPI Level 4: 3.1

% of ELs who Progressed at Least One ELPI Level: 39.5

Source: English Learner Progress Indicator in California School Dashboard Released in 2023-24 | |

| 2E

Reclassification Rate

Percentage of English Learners reclassified to Fluent English Proficient (RFEP)

Source: District ME Analysis based on Student Information System Records

Note: Results do not include Charter Schools | 2021-22 RFEP Rate: 4.1*

*Update noted during 2023-24 Mid-Year Update.

Source: District ME Analysis based on Student | |

| 2H

Advanced Placement (AP) Pass Rate 2

Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more

Source: District TS Analysis based on CALPADS | 2021-22 Advanced Placement (AP) Students Passing 1 or More AP Tests

ALL: 47.9*
EL: 38.5*
HY: 0*
FY: 0*
SED: 43.8*
SWD: 43.5*
A: 48.9*
AA: 29.7*
AI/AN: 33.3*
F: 50.8*
H/L: 44.2*
PI: 18.2*
W: 54.4*
TOM: 54.1*

*Update noted during 2023-24 Mid-Year Update.

Source: District TS Analysis based on CALPADS | 2022-23 Advanced Placement (AP) Students Passing 1 or More AP Tests

ALL: 30
EL: 8
HY: 0
FY: 0
SED: 22.7
SWD: 11.8
A: 35
AA: 18
AI/AN: 0
F: 30
H/L: 22.7
PI: 15.4
W: 35.5
TOM: 36.7

Source: District TS Analysis based on CALPADS | 2023-24 Advanced Placement (AP) Students Passing 1 or More AP Tests

ALL: 67 |
| 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 | 2021-22 GATE Identification for Grade 1 Students

ALL:15
EL: 5
HY:N/A | | |

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		year.	

2K

GATE Demographics

Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade
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Percentage of correct responses
on the second Interim District
Common Assessment for

2R 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	ELA Grade 3 Reading Domain Only Assessment The reporting system does not contain this metric contemplated. The district is no longer using the district-created district common assessment for ELA and has adopted the use of i-Ready.	ELA Grade 3 Reading Domain Only Assessment The reporting system does not contain this metric contemplated. The district is no longer using the district-created district common assessment for ELA and has adopted the use of i-Ready.	The district's desired outcome for this metric is that 100% of all students and all student groups will achieve proficiency on the reading-specific domain of the district's local ELA assessment.
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)	2020-21 LRE Rate: In		

3D   2022-23 Less
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)

	PI: 11.9* W: 6.3* TOM: 4.6* *Update noted during 2023-24 Mid-Year Update. Source: Four-Year Adjusted Cohort Outcome Released in 2022-23 (No Charter Schools)	PI: 18.5 W: 6.7 TOM: 9.8 Source: Four-Year Adjusted Cohort Outcome Released in 2023-24 (No Charter Schools)	W: 1.9 TOM: 6.1
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	2021-22 Suspension Rate ALL: 4.9* EL: 3.4* FY: 19.0* HY: 13.4* SED: 6.2* -		

Update

Source: CDE Dataquest Suspension Rate
Report, Non- Charter

5A
Parent Teacher Home Visits
(PTHVs)

2022-23: Final: The information for this metric will need to be restructured for 2023-2024. No data available at this time.

Number of PTHVs conducted by staff across all school sites

Source: Parent Teacher Home Visits Office

Source: Multilingual Literacy Department			

5E

CAC Attendance

Average number of attendees at Community Advisory Committee (CAC) meetings/workshops

Source: Special Education Department

9A	2020-21: 71.79%	2021-22: 62.03%	2023-24:
Post-Secondary Outcomes	Statewide Target: >75%	Statewide Target: > 76.5%	83.4% Statewide Target: >74.4%
Rate of student respondents that are enrolled in higher education or competitively employed.	Source: SpED Annual Performance Report (APR) Released in June 2022	Source: SpED Annual Performance Report (APR) Released in June 2023	
Source: SpED Annual Performance Report (APR)	Note: APR includes dependent charter data	Note: APR includes dependent charter data	
Note: APR includes dependent charter data			
9B	2020-21: 66.02%		
4 Year and 5 Year Cohort Graduation Rate	Statewide Targœt Source: SpED AnnuaTc 7-6.3 (t)-1.f (t)-1.2.3 (i)-8..2 (or)5.7 (m)-.4 (anc)-8.1 (e)]TJ 0 Tc 0 Tw ( )Tj -0.002 ( )0 Tc 0 Tw 5.952		
Combined graduation rate, which reflects all students who: (1) graduate in four years as part of the most current graduating class and (2) graduate in five years as part of the prior year graduating class.			
Source: SpED Annual Performance Report (APR) Note: APR includes dependent charter data			

| in Regular Class less than 40% of the time.

Source: SpED Annual Performance Report (APR)

Note: APR includes dependent charter data | Note: APR includes dependent charter data | Note: APR includes dependent charter data | |

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

2020-21: 5.17%

Statewide Target: < 2.9%

Source: