

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Luis Coastal Unified School District	Rick Mayfield, Elementary Director Instructional Services: Learning and Achievement	rmayfield@slcusd.org (805) 549-1225

Plan Summary 2022-23

General Information

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

San Luis Coastal Unified School District’s (SLCUSD) schools include ten elementary, two middle, two comprehensive high schools, and one continuation high school. Maintaining small schools reflects our educational philosophy of knowing students on a very personal level. Our schools are dynamic, student-centered learning communities where all children are expected to take risks, explore new opportunities, and discover their unique potential.

Our Students: With a student enrollment of 7,361, over 10% (767) are English learners, and 42.5% (3,132) come from socioeconomically disadvantaged (SED) households. Through the three “Rs” of rigor, relevance, and relationship, students are provided valuable opportunities to become the very best they can be. “Success for All” requires many hands, multiple networks of thoughtful people, and an expectation that every child can achieve to their fullest potential. This is our conscious journey as a school district.

Our Community: SLCUSD shares the broader community with the postsecondary learning institutions of Cuesta Community College and California Polytechnic State University. We have established strong partnerships with both schools. We have also partnered with several nonprofit agencies to open Family Resource Centers (FRCs) in the communities of Los Osos and San Luis Obispo. FRCs are designed to assist our families who struggle with the challenges of poverty, employment, and navigating the school system. We also have developed strong relationships with the City of Morro Bay, City of San Luis Obispo and the County of San Luis Obispo. The City and the YMCA play instrumental roles in providing before and after school care for our students.

San Luis Coastal Unified School District is a “Basic Aid” or “Community Funded School District,” property taxes are higher than the amount we would receive from the state. With the future closure of the Diablo Canyon Nuclear Power Plant, a large portion of those property taxes will gradually go away. To assist with this loss of revenue, SB 1090 was passed by the State Legislature and signed by the Governor. This law has provided the district with funds to ease the loss of revenue as well as establish a district foundation. \$10 million of the SB 1090

mitigation fund goes directly to the new San Luis Coastal Education Foundation. The San Luis Coastal Education Foundation has quickly made a mark on the district and will be a needed resource for innovative programs to help our students and staff in the years to come.

San Luis Coastal has some of the best educators and leaders serving our students and their families. These amazing educators symbolize who we are as a learning community. Our principals and district leaders create innovative programs and inspire high-level professional learning communities. We have an engaged and involved parent community that supports the success of our schools through PTA, Booster organizations, DELAC, DTAC, and other parent organizations.

Reflections: Successes

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

The California Dashboard is not currently reporting Note: Due to Covid-19, the state has suspended reporting on the 2020 Dashboard. The information below comes from the 2019 Dashboard.

SLCUSD continues to be most proud of the progress made in mathematics. All elementary and middle schools earned a change level of maintained, increased, or significantly increased. In addition, we were selected as a California Exemplary District in 2018, based on student achievement in mathematics. This high level of academic success is the result of eight years of ongoing professional development, adoption of rigorous, standard-aligned materials, and development of teacher leaders at each of our sites. The 2021-2024 plan is designed to build upon this success by continuing to develop site teacher leaders and provide site-based, ongoing professional development in research-based instruction.

We had a blue performance level in ELA, with all but two schools achieving either a green or blue performance level.

We also had a blue graduation rate, with either a blue or green status for all subgroups, except for our students with disabilities (SWD) group, which had an orange rating.

The California Dashboard is not currently reporting state indicators. The local indicators and attendance data is available. According to our local data, we have made significant strides in ELA and Math results since the beginning of the year. The scores to start the year were significantly lower than pre-Covid, but with an extensive MTSS support system in place at all schools we saw significant improvement in reading, writing, and math achievement beyond what we saw previous to Covid hitting.

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.

Note: Due to Covid-19, the state has suspended reporting on the 2020 Dashboard. The information below comes from the 2019 Dashboard.

The English Learner Performance Indicator is based on the new ELPAC assessment and is therefore baseline data with no color being assigned in 2019. 16% reached a level 4 on the ELPAC. As we transition to the English Language Proficiency Assessment for California (ELPAC), there will be a new calculation formula for determining status, change, and performance level. SLCUSD is currently addressing this need with ongoing professional development for our principals, EL Specialists, and EL teachers.

Our suspension rate has dropped into the orange level. We will continue to develop and support our programs and processes, including PBIS, Restorative Approaches, WEB and LINK Crew training, and social-emotional support model to engage and support all students.

Based on a review of the California School Dashboard and local data, San Luis Coastal USD has identified the following performance gaps:

English Language Arts performance for Homeless, Hispanic, EL, SED, and SWD

Homeless, Hispanic, EL, SED, and SWD student groups all performed at the yellow level in ELA. However, all these student groups increased their change level from the year before. We will continue to use data to diagnose individual student needs and develop plans for instruction/intervention to accelerate academic success. In addition, we are planning to strengthen our site-based ELA interventions and target these student groups for both summer school and afterschool supports. We have developed a comprehensive MTSS model for student academic recovery in 2021-2022 as a response to Covid and distance learning. The above student groups will be a focus area. While our district made strides in recovering learning loss for students in the 21-22 school year, this will continue to be an area of need and focus for the 22-23 school year.

The Mathematics performance for Homeless, Foster Youth, EL, SED, and SWD

Homeless, Foster Youth, EL, SED, and SWD student groups all performed at the yellow level in mathematics. However, all these student groups increased their change level from the year before. We will continue to use data to diagnose individual student needs and develop plans for instruction/intervention to accelerate academic success. We are planning to strengthen our site-based mathematics interventions with the implementation of ST Math, an online, personalized math intervention for all elementary schools. We will target these student groups for both summer school and afterschool support. In addition, we will strengthen our co-teaching model by offering additional professional development to both SPED and general education teachers.

Graduation rate for Students with Disabilities (SWD)

The Students with Disabilities group, representing 68 students, has a high graduation rate, but showed a decline of 1.7%. This resulted in an orange performance level. Our plan is to closely monitor our Students with Disabilities group student group, with the support of our data management system to ensure all students are on track for graduation.

Suspension for Foster Youth, SWD, African American, EL, Hispanic, Homeless, Two or More Races student groups

The Foster Youth and SWD groups both dropped into the red performance level this year, with 8% and 2.1% increases in suspension, respectively. The African American, EL, Hispanic, and Homeless student groups all showed slight increases in suspension rates, which dropped them into orange this year. The two or more races student groups remained in orange. We are continuing to develop alternatives for suspension through restorative justice practices. We will also strengthen outreach and engagement efforts for our foster youth through WEB and Link Crew intentional recruitment. By continuing this work, we should sustain the positive reductions in the suspension performance level for all student groups.

College and Career Readiness for EL, Hispanic, Homeless, SED, SWD

English Learners, Hispanic, Homeless, Socio-economically disadvantaged, and Students with disabilities all were within the orange band. English Learners maintained their rate of prepared students, Hispanic students, homeless, SED, and SWD all declined from between 3.3% to 8.5% in 2019, and data is not available from the 2021 Dashboard. All of these groups will be monitored for progress in this area. Meetings will occur with all students 1 on 1 with administrator or counselor to review the 4 year plan for High School in 8th grade. This will lay out a road for students to graduate college and career ready. These plans will be reviewed regularly with students and monitored for success.

LCAP Highlights

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

The 2021-2024 LCAP features three strategic goals, based on a thorough review of the multiple measures identified in the California School Dashboard, along with the results from our extensive educational partner engagement activities. The goals include the following:

All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.

All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

Key features include a continued MTSS focus on learning recovery and closing the achievement gap. In addition, we will add counseling time to K-12 to continue to work on students' social emotional health. Each elementary school will have a 1.0 FTE school counselor and secondary will add a counselor for CTE.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

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

A range of efforts have been made to solicit ongoing feedback. SLCUSD has surveyed and met with parents, teachers, school staff, and students throughout the school year to determine the needs and action steps that we must implement. Some of the methods we use to gather input included: District Local Control Accountability Plan Committee, Equity Committee, District English Learner Advisory Committee (DELAC), Student Senate, District Title I Advisory Committee, Common Ground Task Force, Principal Meetings, Site Staff Meetings, Board Meetings, Union Leadership Meetings, Staff Leadership Meetings, Parent Advisory Committee and site ELAC meetings. These groups included specific activities to gather feedback in a robust way. Input was gathered through student, staff and parent surveys along with information gathered at our various involvement opportunities. The [LCAP Overview and outreach plan](#) is shared with the Board in April. The Student Senate, Common Ground Advisory Task Force, and Equity Leadership Team present their [recommendations](#) to the Board of Education in May. These recommendations are used to help finalize the LCAP. The SELPA administrator was consulted in the LCAP process.

A summary of the feedback provided by specific educational partners.

Students:

- Academic planning for High School
- Teachers more culturally aware
- More diversity on campuses
- Desire to be engaged and hands-on learning
- Quicker pace, fewer notes, more activities
- Summer school programs
- Hire bilingual teachers
- Small group instruction time
- Advising period
- More counseling time
- Bussing for academic intervention
- Intervention built into the day
- Student support groups for each subject area
- Small group instruction time
- Advising period
- More counseling time
- Bussing for academic intervention

Intervention built into the day
Student support groups for each subject area

Parents/Community:

Small class size
Strengthen EL program
Desire for real-life relevant learning
Focus on effective, hands-on, and engaging learning
Ongoing professional development
Quality feedback and communication from teachers
Newcomer support
After school opportunities for extra support/enrichment
Increased VAPA programming
Increased communication between specialists, teachers, administrators, and home
Continue/expand the MTSS model
More intervention support staff
Ongoing training and onboarding of Intervention staff
Increase counseling at each site
Culture and homeless awareness
More emphasis on Social Emotional Learning (SEL)/Trauma-Informed Teaching
Outreach to all parents about resources (also student outreach)
Unconscious Bias Training for students and staff
Increase diversity of staff
All sites have same access to camps
Increased SEL integrated into the classroom
Trauma informed training
Increased behavior support
More kindness, anti-bullying work schoolwide
Diversity training
Increased resources for struggling families
Extra enrichment/clubs, sports, exercise
Transportation

Staff:

Strengthen EL program
Small class size
Strengthen Phonics/Spelling programs
Enrichment opportunities
High-quality, meaningful professional development and new staff PD
More diversity in instructional materials
Increase support staff
Increase teacher planning time
More interventions with support staff, individual instruction time
Increased variety of interventions
Increased offered enrichment at Title I schools
Eliminate combo classes
Tutoring support
Advisory period at all secondary sites
AVID opportunities available in English classes
Math intervention in elementary
Increased Counseling including full-time elementary counseling
More inclusion for SDC
Increased nurse time
More Social Emotional Behavioral (SEB) supports with training
More school psychologists
Increased SEL time
Increased coordination with outside resources
Transportation

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

Many of the common elements of feedback have been included into the LCAP plan for 2021-24. Other feedback, while not a part of the LCAP, will be focus areas of professional development and site level goals for 2022-23. The SLCUSD LCAP has 3 strategic goals:

1. All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum.
2. All LCAP-identified student groups will achieve substantial academic gains through a multi-tiered system of support.

3. SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness.

In Goal 1, we will focus on engaging teachers in professional development for best first instruction and providing engaging lessons. This would include a focus on individualizing instruction, small group instruction, and hands-on learning through our iINNOVATE Initiative. While not a specific part of the LCAP, our district has focused on smaller class sizes PreK-12.

In Goal 2, we will focus on a multi-tiered system of support to help students - especially the EL, SED, SWD, and Homeless and Foster Youth student subgroups - rebound from Covid learning loss, and to close the achievement gap. This was feedback across the board from all educational partner groups. This will include designated ELD, EL support, after school small group instruction, and small learning pods. This will also include a robust summer program for all students. Secondary schools will have AVID sections.

In Goal 3, the focus will be on social emotional learning and supporting the whole child. Increased counseling time, training for teachers and counselors, connecting with students daily, and increased therapist time are all items that were in the feedback from educational partners. In addition, we will continue our work on equity, diversity, and inclusivity. Providing professional development and continuing to discuss ways to remove barriers to high academic success.

Goals and Actions

Goal

Goal #	Description
1	All students will achieve substantial academic gains through rigorous, relevant, and engaging instruction and curriculum. (State Priorities: 1, 2, 4, 7, 8)

An explanation of why the LEA has developed this goal.

The results from the 2019 and 2020 California Assessment of Student Performance and Progress (CAASPP), LCFF Evaluation rubrics, district common assessments, educational partner meetings notes, Student Senate notes, and educational partner survey results were used to identify the current needs in instruction, curriculum, and student achievement.

Currently, the LCFF Evaluation rubrics place us at a green performance level for mathematics. The CAASPP results for mathematics showed 50% of all students met or exceeded standard, which was a decrease from 2018-19 pre-Covid CAASPP scores. The LCFF Evaluation rubrics place us at the blue performance level for English Language Arts. The CAASPP results for English Language Arts showed 58% of all students met or exceeded standard. This was also a decrease from 18/19, the last year we tested with CAASPP before Covid.

Educational partner feedback, including the Superintendent’s Student Senate, indicates a need to stay focused on academic achievement as our “mission critical.” There is also strong interest in focusing on effective instruction that is engaging and challenging for our students.

First best instruction is our goal number 1 and research has shown that the best way to keep students out of interventions is with first best instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student performance in mathematics will increase by 5% as measured by the CAASSP.	2019 = 64% (Green performance level)	2021 = 50% (no CA Dashboard available)	+5%	+5%	60%

<p>Student performance in mathematics will increase by 5% as measured by District Common Assessments.</p>	<p>K-5 Math Benchmark (19-20 2nd Trimester) = 82%</p> <p>6th Benchmark (20-21 Task 2) = 42%</p> <p>7th Benchmark (20-21 Winter) = 35%</p> <p>8th Benchmark (20-21 Winter) = 28%</p> <p>Algebra 1 Benchmark (20-21 Winter) = 14%</p> <p>Geometry Benchmark (20-21 Winter) = 16%</p> <p>Algebra 2 Benchmark (20-21 Winter) = 8%</p>	<p>K-5 Math Benchmark (21-22 2nd Trimester) = 75%</p> <p>6th Benchmark (21-22 Task 2) = 39%</p> <p>7th Benchmark (21-22 Winter) = 16%</p> <p>8th Benchmark (21-22 Winter) = 28%</p> <p>Algebra 1 Benchmark (21-22 Winter) = 12%</p> <p>Geometry Benchmark (21-22 Winter) = 16%</p> <p>Algebra 2 Benchmark (21-22 Winter) = 3%</p>	<p>+5%</p>	<p>+5%</p>	<p>K-5 Math Benchmark (2nd Trimester) = 85%</p> <p>6th Benchmark (Task 2) = 49%</p> <p>7th Benchmark (Winter) = 26%</p> <p>8th Benchmark (Winter) = 38%</p> <p>Algebra 1 Benchmark (Winter) = 22%</p> <p>Geometry Benchmark (Winter) = 26%</p> <p>Algebra 2 Benchmark (Winter) = 13%</p>
<p>Math Participation Rate on Statewide testing among SWD will increase 1% to 95% participation.</p>	<p>19-20 LEA = 94%</p>	<p>20-21 LEA = 81%</p>	<p>Maintain at 95%</p>	<p>Maintain at 95%</p>	<p>Maintain at 95%</p>
<p>Student performance in English Language Arts will increase by 5%, as measured by the CAASPP.</p>	<p>2019 = 70% (Blue performance level)</p>	<p>2021 = 58% (no CA Dashboard available)</p>	<p>+5%</p>	<p>+5%</p>	<p>68%</p>

<p>Student performance in ELA will increase by 5% as measured by District Common Assessments.</p>	<p>K-1 Benchmark (20-21 2nd Trimester) = 30%</p> <p>Grade 2-6 T1 & T2, K-6 EOY (20-21 1st Trimester) = 33%</p> <p>Grade 3-6 Fastbridge (20-21 2nd Trimester) = 72%</p> <p>Grade 7 (20-21) Narrative = 56% Informational = INC Argument = no data</p> <p>Grade 8 (20-21) Narrative = 60% Informational = INC Argument = no data</p> <p>Grade 9 (20-21) Narrative = 83% Informational = 74% Argument = no data</p> <p>Grade 10 (20-21) Narrative = 86% Informational = 86% Argument = INC</p> <p>Grade 11 (20-21) Narrative = 85% Informational = 87% Argument = INC</p> <p>Grade 12 (20-21) Narrative = 85%</p>	<p>K-1 BAS Benchmark (21-22 2nd Trimester) = 57%</p> <p>Grade 2-6 T1 & T2, K-6 EOY (21-22 2nd Trimester) = 52%</p> <p>Grade 2-6 Fastbridge aReader (21-22 2nd Trimester) = 78%</p> <p>Grade 7-8 Fastbridge aReader (21-22 2nd Trimester) = 64%</p> <p>Grade 9-11 Fastbridge aReader (21-22 2nd Trimester) = 73%</p> <p>—</p> <p><i>Grade 7 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 8 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 9 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 10 Narrative, Informational,</i></p>	<p>+5%</p>	<p>+5%</p>	<p>K-1 BAS Benchmark (2nd Trimester) = 67%</p> <p>Grade 2-6 T1 & T2, K-6 EOY (1st Trimester) = 62%</p> <p>Grade 2-6 Fastbridge aReader (2nd Trimester) = 88%</p> <p>Grade 7-8 Fastbridge aReader (2nd Trimester) = 74%</p> <p>Grade 9-11 Fastbridge aReader (2nd Trimester) = 83%</p>
---	--	---	------------	------------	---

	Informational = 90% Argument = INC	<i>Argument no longer used</i> <i>Grade 11 Narrative, Informational, Argument no longer used</i> <i>Grade 12 Narrative, Informational, Argument no longer used</i>			
Student performance in ELD will increase with implementation of standards allowing EL students access to CA content standards by 5% as measured by the ELPAC.	18-19 = 19% No testing in 19-20 due to COVID	20-21 = 16% 21-22 = N/A	+5%	+5%	26%
All elementary students will engage in three FOSS NGSS learning modules during the 2021-2022 school year.	Students engaged in three units	Students engaged in three units	Students engaged in three units	Students engaged in three units	Students engaged in three units
Secondary students will engage in fully aligned NGSS courses in the 2021-2022 school year.	Full Implementation	Full Implementation	Full Implementation	Full Implementation	Full Implementation

Student performance in science (grades 5, 8 and 11) will increase by 5% as measured by the CAST.	No baseline due to COVID.	20-21 = SLCUSD = 42% Grade 5 = 38% Grade 8 = 49% HS = 40%	+5%	+5%	SLCUSD = 52% Grade 5 = 48% Grade 8 = 59% HS = 50%
Increase the percentage of high school students who complete an A-G curriculum by 5 percentage points.	19-20 = 61%	20-21: = 65%	+5%	+5%	75%
Increase CTE pathway completion rate by 5% points each year.	19-20 = 31%	20-21 = 42%	+5%	+5%	52%
Increase percentage of students who complete both A-G and CTE Pathway by 3% each year.	19-20 = 13%	20-21 = 25%	+3%	+3%	31%
Increase rate of students passing AP exams with a 3 or higher by 3% each year.	19-20 = 76%	20-21 = 65%	+3%	+3%	71%
Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in positive student	October 2019 = PBHS = 4.13 SLOHS = 3.08 MBHS = 2.87	October 2021 = PBHS = 3.86 SLOHS = 3.04 MBHS = 3.06	+1 point	+1 point	PBHS = 5.0 SLOHS = 5.0 MBHS = 5.0

perception around college and career understanding.					
All teachers will be appropriately assigned, based on either the appropriate credential for the assignment or a valid option provided by California Code of Regulations, Title 5, or the Education Code.	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned	All teachers appropriately assigned
All students will have access to standards-aligned instructional materials.	All students have access	All students have access	All students have access	All students have access	All students have access
Student performance in ELA will increase within the conditional and ready categories combined, as measured by EAP.	We did not administer back assessments in 19-20 year due to COVID.	20-21 = 62% 21-22 = TBD	+5%	+5%	72%
Student performance in math will increase within the conditional and ready categories combined, as measured by EAP.	We did not administer back assessments in 19-20 year due to COVID.	20-21 = 39% 21-22 = TBD	+5%	+5%	49%

We will increase by 3% the number of students who participate in and demonstrate college preparedness in the Early Assessment Program.	We did not administer back assessments in 19-20 year due to COVID.	Baseline-TBD	+3%	+3%	Baseline +6%
In each area of the academic performance standards, our goal will be to move up one level, i.e.: beginning development to initial implementation.	Not reported Dashboard suspended	Dashboard Not Available	Maintain level	Maintain level	Full implementation
Broad Course of Study	All students are provided a broad course of study, including art, music, fine arts, world languages, electives, and enrichment opportunities.	All students were provided a broad course of study, including art, music, fine arts, world language, electives, and enrichment opportunities.	All students will be provided a broad course of study, including art, music, fine arts, world language, electives, and enrichment opportunities.	All students will be provided a broad course of study, including art, music, fine arts, world language, electives, and enrichment opportunities.	All students will be provided a broad course of study, including art, music, fine arts, world language, electives, and enrichment opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Core academics	Strengthen teachers' depth of knowledge of standards and curriculum in core academic areas.	\$573,050	N
2	Danielson Framework	Strengthen classroom instructional strategies based on the Danielson Framework for Teaching.	\$95,000	N
3	Innovation	Enhance hands-on, integrated and innovative curriculum, programs, and strategies	\$231,000	N
4	Assessment and Data	Use Assessment and Data to drive instructional decision making.	\$1,045,394	N
5	CTE pathways	Create and develop effective CTE pathways.	\$688,803	N
6	VAPA programs	Enhance and modernize VAPA programs.	\$118,800	N

Goal Analysis for 2021-22

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 implementation of goal #1 in the LCAP was completed with the exception of one item. We were not able to provide grade level planning days used to review data and plan for the following trimester because of substitute shortages. We did however, provide time on two minimum days that took the place of these planning days.

New teacher academy and beginning of the year professional development, modeling, resources and assistance with lesson development and instructional best practices were implemented. Summer planning to do ELD lesson planning occurred and lessons were developed and delivered. ELD Newcomer materials were piloted and will be purchased to support EL students in the 22/23 school year.

In ELA/ELD, professional development and resources were provided to support elementary teachers in the implementation of reading curriculum. Sixth grade teachers were supported with ongoing collaboration around the reading curriculum. Books were purchased to support reading adoption at all sites, including bilingual books. In secondary, teachers were supported with ongoing professional development. ELA materials were piloted and adopted for grades 7-12. The materials will be purchased over the summer and implemented, with professional development, by teachers in the 22/23 school year.

Utilizing Teachscape, all administrators were calibrated to increase efficacy in understanding the Danielson Framework for instruction. As part of our efforts to improve instructional practices, all administrators utilized the Teachboost Program for teacher observations and evaluation.

In science we continued to implement the FOSS program and provided support for the purchase of materials and professional development and planning around health courses. Materials were purchased that aligned to the curriculum. In addition, we continued with our innovate initiative. Each elementary was outfitted with an innovation room and materials were purchased for lessons in robotics and other innovative areas aligned to NGSS standards. TOSA's went to sites and taught lessons along side teachers for this work.

In social studies at elementary a committee was formed to do an Instructional Materials Adoption Process (IMAP) for the 22/23 school year. This group will pilot 3 programs and make a recommendation to the board for adoption in early spring of 2023. The materials would be purchased and professional development conducted to implement in 2023/2024 school year.

CTE pathways were created and developed. Teachers participated in events with job experts in all CTE pathways.

Our elementary music and secondary band and choir programs were enhanced through purchase of needed instruments and materials, and offering professional development opportunities. Additionally, music teachers reached out to unduplicated students to ensure equitable participation in music programs. Instruments were provided to students as needed.

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.

Delivering professional development was difficult with a lack of availability of substitutes. Therefore we budgeted \$1,440,545 and have spent \$959,109 as of the end of April. Goals two and three were increased to account for this unexpected event this year. We do expect that the difference will be substantially less by the end of the year, including summer PD for summer planning and summer experience program.

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

It has been difficult to measure student progress and especially over time in the time of Covid. It is difficult to assess via distance learning. Student performance in mathematics, as measured by the CAASPP, indicated a decrease from the 18/19 school year, pre-Covid, to the 19/20 school year in which SLCUSD decided to assess with CAASPP. The change was 64% to 50%. The dashboard has been suspended for this year and so dashboard metrics are not available.

Student performance in ELA, as measured by the CAASPP, indicated a decrease between pre-Covid 18/19 and 20/21 in which we elected to assess with CAASPP from 70% to 58%. Pre-Covid our LCFF Rubric for English Language Arts Achievement indicated that SLCUSD is at the high (green) level.

Common Assessment results also indicate a decrease from last year to this year. However, we have seen growth from the beginning of this year to now in common assessment data.

Secondary ELA assessment results increased in varying degrees. Overall, the actions/services proved effective in supporting all students to achieve academic gains in mathematics and ELA. Gains were made by unduplicated students in both mathematics and ELA. SLCUSD outperformed county and state results for those subgroups in the limited CAASPP data available to us this year.

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.

Measuring student progress over time has been difficult in the past several years. The metrics we set were baseline metrics and reflected either 18/19 CAASPP or benchmark assessments that were created during distance learning. With this new data we will reset our goals to reflect growth goals for the 22/23 school year. This will be true in Mathematics, ELA and ELPAC metrics.

Goal 1 will include increased professional development of teacher clarity and the work of Michael McDowell and Hatty. This will be rolled out to a select group of teachers K-12 and to TOSA's and MTSS teachers.

Some of the benchmark for ELA will be removed as we no longer give those assessments.

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	All LCAP identified student groups will achieve substantial academic gains through a multi-tiered system of support. (State Priorities: 1, 2, 4)

An explanation of why the LEA has developed this goal.

The results from the 2021 California Assessment of Student Performance and Progress (CAASPP), district common assessments, educational partner meetings notes, Student Senate notes, and educational partner survey results were used to identify the current needs in instruction, curriculum, and student achievement.

The CAASPP results for mathematics showed 50% of all students met or exceeded standard, while only 29% of socioeconomically disadvantaged students met or exceeded standard, 10% of English learners met or exceeded standard, and 41% of reclassified English proficient students met or exceeded standard.

The CAASPP results for English Language Arts showed 59% of all students met or exceeded standard, while only 37% of socioeconomically disadvantaged students met or exceeded standard, and 9% of English learners met or exceeded standard.

After reviewing the data from both the CAASPP and district common assessments, we identified the need to continue to raise achievement for all students and close the achievement gap for our LCAP-identified students. Educational partner feedback supported our continued focus on early intervention and support provided by well-trained staff. The need for continuing preschool, early literacy, online courses and targeted summer school was a high priority.

A focus on unduplicated students subgroups and English Learner, SED, and Homeless/Foster Youth is a primary focus of the LCAP. Goal 2 is highlighted by a comprehensive MTSS system to support all students to be successful, but especially those groups. This 3 year LCAP cycle has a drastically improved MTSS system with substantial resources dedicated to recovering learning loss and focused on our most vulnerable students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student performance in mathematics will increase by 5% as measured by the CAASPP for LCAP student groups.	2019 = SED = 42% (Green performance level) EL = 20% (Yellow performance level) RFEP = 57% SWD = 24%	2021 = SED = 28% EL = 10% RFEP = 39% SWD = 24%	+5%	+5%	SED = 38% EL = 20% RFEP = 49% SWD = 34%
Student performance in mathematics will increase by 5% as measured by District Common Assessments for LCAP-identified student groups	K-5 Math Benchmark (19-20 2nd trimester) SED = 58% EL = 54% RFEP = 87% SWD = 62% 6th Benchmark (19-20 Task 3) SED = 39% EL = 12% RFEP = 51% SWD = 37% 7th Benchmark (20-21 Winter) SED = 17% EL = 0% RFEP = 32% SWD = 8% 8th Benchmark (20-21 Winter) SED = 20%	K-5 Math Benchmark (21-22 2nd trimester) SED = 63% EL = 44% RFEP = 73% SWD = 58% 6th Benchmark (21-22 Winter) SED = 18% EL = 4% RFEP = 38% SWD = 10% 7th Benchmark (21-22 Winter) SED = 9% EL = 4% RFEP = 2% SWD = 10% 8th Benchmark (21-22 Winter) SED = 14%	+5%	+5%	K-5 Math Benchmark (2nd trimester) SED = 73% EL = 54% RFEP = 83% SWD = 68% 6th Benchmark (Winter) SED = 28% EL = 14% RFEP = 48% SWD = 20% 7th Benchmark (Winter) SED = 19% EL = 14% RFEP = 12% SWD = 20% 8th Benchmark (Winter) SED = 24%

	<p>EL = 4% RFEP = 27% SWD = 9%</p> <p>Algebra 1 Benchmark (20-21 Winter) SED = 9% EL = 6% RFEP = 10% SWD = 3%</p> <p>Geometry Benchmark (20-21 Winter) SED = 15% EL = 10% RFEP = 12% SWD = 4%</p> <p>Algebra 2 Benchmark (20-21 Winter) SED = 6% EL = 0% RFEP = 6% SWD = N/A</p>	<p>EL = 0% RFEP = 17% SWD = 5%</p> <p>Algebra 1 Benchmark (21-22 Winter) SED = 5% EL = 0% RFEP = 4% SWD = 6%</p> <p>Geometry Benchmark (21-22 Winter) SED = 7% EL = 0% RFEP = 3% SWD = 0%</p> <p>Algebra 2 Benchmark (21-22 Winter) SED = 1% EL = 0% RFEP = 2% SWD = 0%</p>			<p>EL = 10% RFEP = 27% SWD = 15%</p> <p>Algebra 1 Benchmark (Winter) SED = 15% EL = 10% RFEP = 14% SWD = 16%</p> <p>Geometry Benchmark (Winter) SED = 17% EL = 10% RFEP = 13% SWD = 10%</p> <p>Algebra 2 Benchmark (Winter) SED = 11% EL = 10% RFEP = 12% SWD = 10%</p>
<p>Student performance in English Language Arts will increase by 5%, as measured by the CAASPP for LCAP-identified student groups.</p>	<p>19-20 = Grades 3-8, 11 SED = 48% EL = 18% RFEP = 69% SWD = 27%</p>	<p>21-22 = Grades 3-8, 11 SED = 36% EL = 9% RFEP = 52% SWD = 23%</p>	+5%	+5%	<p>Grades 3-8, 11 SED = 46% EL = 19% RFEP = 62% SWD = 33%</p>

<p>Student performance in English Language Arts will increase by 5% as measured by District Common Assessments for LCAP-identified student groups.</p>	<p>Grade 2-6 T1 & T2, K-6 EOY(20-21 1st Trimester) SED = 17% EL = 9% RFEP = 31% SWD = 13%</p> <p>K-5 BAS Benchmark (20-21 2nd trimester) SED = 18% EL = 10% RFEP = 100% SWD = 16%</p> <p>Grade 3-6 FastBridge (20-21 2nd Trimester) SED = 52% EL = 20% RFEP = 68% SWD = 40%</p> <p>Grade 7 (19-20) <i>Narrative</i> SED = 31% EL = 10% RFEP = 45% SWD = 19%</p> <p><i>Informational</i> SED = 28% EL = 0% RFEP = 34% SWD = 14%</p> <p><i>Argument</i> SED = COVID</p>	<p>Grade K-6 T1 & T2, EOY (21-22 2nd trimester) SED = 35% EL = 19% RFEP = 56% SWD = 27%</p> <p>K-1 BAS Benchmark (21-22 2nd trimester) SED = 41% EL = 28% RFEP = N/A SWD = 33%</p> <p>Grade 2-6 FastBridge (21-22 2nd trimester) SED = 64% EL = 31% RFEP = 88% SWD = 49%</p> <p>Grade 7-8 FastBridge aReader (21-22 2nd trimester) SED = 47% EL = 10% RFEP = 54% SWD = 21%</p> <p>Grade 9-11 FastBridge aReader (21-22 2nd trimester) SED = 58% EL = 8%</p>	<p>+5%</p>	<p>+5%</p>	<p>Grade K-6 T1 & T2, EOY (2nd trimester) SED = 45% EL = 29% RFEP = 66% SWD = 37%</p> <p>K-1 BAS Benchmark (2nd trimester) SED = 51% EL = 38% RFEP = N/A SWD = 43%</p> <p>Grade 2-6 FastBridge (2nd trimester) SED = 74% EL = 41% RFEP = 98% SWD = 59%</p> <p>Grade 7-8 FastBridge aReader (2nd trimester) SED = 57% EL = 20% RFEP = 64% SWD = 31%</p> <p>Grade 9-11 FastBridge aReader (2nd trimester) SED = 68% EL = 18%</p>
--	--	---	------------	------------	--

<p>EL = COVID RFEP = COVID SWD = COVID</p> <p>Grade 8 (19-20) <i>Narrative</i> SED = 55% EL = 30% RFEP = 53% SWD = 43%</p> <p><i>Informational</i> SED = 54% EL = 25% RFEP = 57% SWD = 56%</p> <p><i>Argument</i> SED = COVID EL = COVID RFEP = COVID SWD = COVID</p> <p>Grade 9 (20-21) <i>Narrative</i> SED = 72% EL = 43% RFEP = 79% SWD = 54%</p> <p><i>Informational</i> SED = 61% EL = 45% RFEP = 70% SWD = 44%</p> <p><i>Argument</i> SED = COVID EL = COVID</p>	<p>RFEP = 57% SWD = 33%</p> <p>CAST Grades 5,8,HS (20-21) SED = 21% EL = 3% RFEP = 25% SWD = 10%</p> <p>---</p> <p><i>Grade 7 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 8 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 9 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 10 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 11 Narrative, Informational, Argument no longer used</i></p> <p><i>Grade 12 Narrative, Informational,</i></p>			<p>RFEP = 67% SWD = 43%</p> <p>CAST Grades 5,8,HS SED = 31% EL = 13% RFEP = 35% SWD = 20%</p>
---	--	--	--	---

RFEP = COVID
 SWD = COVID

 Grade 10
Narrative (19-20)
 SED = 64%
 EL = 33%
 RFEP = 65%
 SWD = 46%
Informational (20-21)
 SED = 77%
 EL = 38%
 RFEP = 87%
 SWD = 50%
Argument
 SED = COVID
 EL = COVID
 RFEP = COVID
 SWD = COVID

 Grade 11 (20-21)
Narrative
 SED = 70%
 EL = 50%
 RFEP = 76%
 SWD = 29%
Informational
 SED = 62%
 EL = 31%
 RFEP = 63%
 SWD = 32%
Argument
 SED = COVID
 EL = COVID

Argument no longer used

	RFEP = COVID SWD = COVID Grade 12 (20-21) <i>Narrative</i> SED = 78% EL = 67% RFEP = 78% SWD = 38% <i>Informational</i> SED = 80% EL = 62% RFEP = 80% SWD = 67% <i>Argument</i> SED = COVID EL = COVID RFEP = COVID SWD = COVID				
District generated, inside regular classroom (IRC) data will indicate a 2% increase in the time special education students spend in general education classrooms.	19-20 Data: >80% IRC = 64.21% <40 IRC = 13.23%	21-22 Data: >80% IRC = 62.87% <40 IRC = 15.16%	+2%	+2%	>80% IRC = 66.87% <40 IRC = 19.16%
Results of parent survey will indicate 90% rating on question regarding recommending school in the Youth	Results of a parent survey in 2019 indicates 85% approval rating.	Results of a parent survey in October 2021 indicates 85% approval rating for Pacheco and 94% for Baywood.	90% or above	90% or above	90% or above

Truth Survey for Pacheco and Baywood 90/10 program.					
Promote parental input in programs for socioeconomically disadvantaged students (SED), English Learners (EL), Foster/Homeless Youth (FHY), and Students with Disabilities by increasing participation of those groups on the LCAP survey by 5% each year.	2021 Survey SED = 22.7% EL = 19.2% FHY = 1.5%	2022 Survey SED = 20.1% EL = 18.7% FHY = 2.5%	+5%	+5%	SED = 30.1% EL = 28.7% FHY = 12.5%
The redesignation rate for English Learner (EL) students will increase by 1% each of the three years of the LCAP Cycle.	13.6%	N/A	+1%	+1%	Redesignation rate of 16.6%
We will see an increase of 3% in the number of subgroup students who participate in band and choir. In addition, we will see an	Participation of subgroup students in band and choir 19-20 = 37% The percentage of subgroup students	Participation of subgroup students in band and choir 21-22 = 43% The percentage of subgroup students	+3%	+3%	Participation of subgroup students in band and choir = 49% The percentage of subgroup students

increase of 3% in the number of subgroup students who take AP classes.	enrolled in AP classes 19-20 = 22%	enrolled in AP classes 21-22 = 27%			enrolled in AP classes = 33%
--	---------------------------------------	---------------------------------------	--	--	------------------------------

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-tiered support	Strengthen district-wide multi-tiered system of support for meeting student's individual needs in academic areas.	\$5,123,006	Y
2	Math supports	Strengthen math supports for students needing interventions and accelerations, including personalized learning opportunities, academic areas, including a pull-out mathematics program for elementary students, increasing elementary counseling, hiring a secondary CTE counselor, and increasing MTFI contracts.	\$58,845	Y
3	ELA/ELD supports	Strengthen ELA/ELD supports for students needing interventions and accelerations, including personalized learning opportunities.	\$273,623	Y
4	ELA academics	Strengthen academic supports for English learners.	\$1,105,300	Y
5	Unduplicated Students who receive Special Education	Strengthen support for unduplicated students in Special Education with an emphasis on inclusion.	\$210,500	Y
6	Pre-Kindergarten academics	Strengthen pre-Kindergarten academic learning opportunities for English learners and socio-economically disadvantaged students.	\$507,524	Y

Goal Analysis for 2021-22

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 actions were implemented as planned, with a few exceptions. During budgeting and planning, we projected the elementary instructional aides to work eight hour days to support before and after school programs. However, the aides wanted to work the 6.5 hour school day instead. The student advocates program that was planned did not launch due to lack of qualified candidates to be student advocates. Due to a shortage of substitute teachers, ELD release time was moved to after school planning sessions.

We were able to implement a substantial MTSS program at all sites and at Title I sites the staffing was increased. The results were improved instructional support for these students.

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.

In goal #2 we budgeted \$2,459,338 and have spent \$2,235,711 to date. Additional summer school expenses were added. Not all salaries will be recognized for summer school until the first session ends and expenditures will be moved during the year end close process. Also SEB aides were filled and these expenditures could be added. We expect all funds to be expended by the end of the year and close of books.

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

It appears that the elementary students are making progress towards the goal. At the beginning of the year, 55% of the 2nd-6th graders were proficient in reading. In March, that number had jumped to 68%. Our SED students started at 35% and in March were at 48%. Our English learners grew from 8% to 16%. In K-5 math, our students grew from 66% proficient in November to 75% proficient in March. Our SED students jumped from 53% to 63% and our English learners grew from 38% to 44%.

The actions that lead to increased students achievement were an increase in Instructional aide support, an increase in Academic Instructional Teachers, and What I Need Time (WIN Time). These personnel and instructional times were overseen by MTSS teachers at each site. The teachers were given extensive training and support to provide training to personnel at each site. This articulation led to increased student achievement.

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.

This year, we provided math support at elementary through classified aides pushing into the classroom. Seeing the needs of our students, especially in upper elementary grades, we are going to pilot a pull out math intervention taught by a credentialed teacher.

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	SLCUSD will create an intentional culture of care that includes a focus on student social-emotional wellness and parent connectedness. (State Priorities: 3, 5, 6, 7)

An explanation of why the LEA has developed this goal.

California School Healthy Kids Survey results indicated that SLCUSD school connectedness in high schools in 2021 improved by 3% points. SLCUSD middle schools in 2021 decreased by 6% points.

The Average Daily Attendance (ADA) from August 2021-March 2022 = 92.00%

Expulsion rate for 2020-21 20-21 = 0.0%, 2021-22 = TBD

Final chronic absenteeism and ADA data will be available after June 15, 2022. At that time, data will be reexamined to pinpoint specific school and student needs for the 2022-23 school year.

Educational partner feedback indicated Culture of Care is a high priority, specifically providing safe, caring environments and showing responsiveness to students' social-emotional needs.

As middle school and high school dropout rates are released by the state, specific site needs will be reexamined.

Ongoing monitoring of student attendance, chronic absences, and truancy provides the data to support continued focus on enhancing interventions, supports, and engagement opportunities for all students in our schools.

Youth Truth survey results indicated a similar perception from previous year with a slight decrease of 1% in several schools around student engagement.

Feedback from the Common Ground Advisory Task Force indicated a need for professional development and ongoing training in the area of understanding diversity and inclusivity in our schools.

Social emotional health is an important part of students' overall success. This goal is designed to have a system to measure student well being and to respond with support in the form of SEL curriculum, counseling support, and training for teachers to have the skills and knowledge to provide support in the regular classroom setting.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Agree or strongly agree to positive statements regarding areas of safety and respect.	<p>19-20 SurveyMonkey survey results:</p> <p>I feel welcome at my child’s school = 93.24%</p> <p>My child is safe at school = 87.6%</p> <p>My child is safe going to and from school = 84.3%</p> <p>The teachers show respect for the students = 93.5%</p> <p>The students show respect for other students = 77.2%</p>	<p>21-22 Youth Truth survey results:</p> <p>I feel engaged with my school. Elementary = 70% Middle School = 53% High School = 47%</p> <p>My school is a safe place to learn. Elementary = 85% Middle School = 67% High School = 68%</p> <p>My child is safe from violence at school. Elementary = 78% Middle School = 57% High School = 62%</p> <p>Teachers and students care about each other. Elementary = 93% Middle School = 75% High School = 67%</p> <p>My child is safe from bullying at school. Elementary = 65%</p>	+5%	+5%	90% agree or strongly agree for all statements

		Middle School = 47% High School = 49%			
100% of parents involved in Success for All preschools will participate in monthly parent involvement / education activities.	20-21 = Baywood = 100% Pacheco = 96.5%	21-22 = Baywood = 100% Pacheco = 50% (due to technical issues) Hawthorne = 100%	Program converted to Transitional Kindergarten 2022	N/A	N/A
Suspension rate among SWD will decrease by 1%	18-19 = 7.6%	20-21 = 1.1% 21-22 = TBD	-1%	-1%	0%
Healthy Kids Survey will indicate an increase in positive indicators in the area of School Connectedness for our 7th graders, 3% for our 8th graders, and 3% for our 9th graders.	SLCUSD High Schools in 2020 showed an improvement from the 2018 administration of 4 points in the high schools while Middle Schools decreased by 3 points.	SLCUSD High Schools in 2021 improved by 3 points. SLCUSD Middle Schools in 2021 decreased by 6 points.	+3 points	+3 points	Baseline +6 points
Records of counseling support will increase by 2% in the number of students served, including socio-economically disadvantaged students and English learners.	19-20 data = EL students served: Elementary- 341 students, 46% Secondary- 223 students, 93% SED students served: Elementary- 852 students, 56%	Metric no longer used	N/A	N/A	N/A

	<p>Secondary- 1111 students, 90%</p> <p>Sped students served:</p> <p>Elementary- 257 students, 52%</p> <p>Secondary- 374 students, 94%</p>				
Attendance data will indicate a decrease in chronic absenteeism by 1%.	Chronic absenteeism for 19-20 = 10.02%	<p>Chronic absenteeism for 20-21 = 8.2%</p> <p>Chronic absenteeism for 21-22 = TBD</p>	-1%	-1%	6.2%
Suspension rates will decrease for all students and LCAP student groups by 0.3% or more, as prescribed and measured by the California School Dashboard.	19-20 = 1.8%	<p>20-21 = 0.4%</p> <p>21-22 = TBD</p>	-0.3%	-0.3%	0%
Expulsion data will indicate a decrease in expulsions as measured by district data.	19-20 = 0.11%	<p>20-21 = 0.0%</p> <p>21-22 = TBD</p>	-1%	-1%	0%
Attendance data will indicate an increase in school attendance rates.	The Average Daily Attendance (ADA) from August	The Average Daily Attendance (ADA) from August	+1%	+1%	Average Daily Attendance (ADA) = 94.00%

	2019-March 2020 = 95.49%	2020-March 2021 = 97.47% The Average Daily Attendance (ADA) from August 2021-March 2022 = 92.00%			
Dropout rates in middle school will maintain at zero students.	19-20 = 11 dropouts	20-21 = 2 dropouts 21-22 = TBD	-1%	-1%	-2% over next two years
Dropout data will indicate a decrease in high school dropout rate.	19-20 = 11 dropouts	20-21 = 20 dropouts 21-22 = TBD	-1%	-1%	-2% over next two years
Graduation data will indicate an increase in graduation rate.	19-20 = 95.3% for 4 year programs and 95.6% for 5 year programs	20-21 = 93.4% for 4 year programs and 95.5% for 5 year programs 21-22 = TBD	+1%	+1%	95.4% for 4 year programs and 97.5% for 5 year programs
Graduation rates among SWD will improve by 1.5%	18-19 = 84.1% 19-20 = 87.5%	20-21 = 75.4% 21-22 = TBD	+1.5%	+1.5%	96.4%
Youth Truth survey results will indicate a 5% increase in positive student perceptions around relationships with peers (bullying).	19-20 = 3 of 4 secondary sites in Fall 2019 = 7% A single secondary site decreased in this area.	21-22 = All sites saw similar results from the previous year with a 1% decrease for 5 of the 7 sites.	+5%	+5%	20%

Youth Truth survey results will indicate a 1-point increase (on a 5-point scale) in students' positive perception around student engagement.	19-20 = No schools realized a 1 point increase in this area, but all schools realized a percentile rank increase ranging from 8% to 23%.	21-22 = Nine schools realized a percentage increase in this area of from 1%-6%, Six schools realized a percentile rank decrease ranging from 1% to 5%.	+1 point	+1 point	Baseline + 2 points
All administrators will participate in a year-long equity professional development series designed to create awareness and analyze current practices.	Ongoing	Ongoing	Ongoing	Ongoing	Ongoing

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-tiered support	Strengthen district-wide multi-tiered system of support for meeting student's individual needs in social emotional areas	\$1,151,032	Y
2	Support for identified groups	Provide comprehensive supports for EL, SED, Foster/Homeless Youth, SWD and other identified students and their families.	\$104,134	Y
3	Safe and nurturing campuses	Ensure safe and nurturing campuses through ongoing training, monitoring and support of district-wide programs and processes.	\$414,332	N
4	Engage and educate parents	Engage and educate parents regarding SLCUSD academic and social-emotional programs and parent education opportunities.	\$73,200	Y
5	Equitable and inclusive practices	Develop equitable and inclusive practices for all students and staff, to include parent education opportunities.	\$86,500	Y

Goal Analysis for 2021-22

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 implementation of all Goal 3 actions/services developed in the LCAP were completed, except for mindfulness training of teachers and School Counselor on Special Assignment. A major focus of this goal was to enhance our counseling model to ensure support for families and students in need, increase our understanding of suicide prevention and postvention in our school communities, and support families and students who are experiencing anxiety and stress. We also hoped to increase connections with community based organizations. Creating positive campuses, free from bullying and harassment, was a focus as well. Comprehensive supports for EL, SED, Foster/Homeless Youth, and other identified students and families included extended transportation, breakfast program, and community based services provided by City and Coast family advocates.

Three preschool programs were provided for families who may not otherwise be able to access preschool. Additional support was included in our TK classrooms. A full time EL/Intervention TOSA coordinated district interventions, including supplemental supports for our English learners. Summer School, with transportation, was implemented for English learners, socioeconomically disadvantaged students, and others needing credit recovery.

Ensuring safe and nurturing campuses was supported through ongoing training, monitoring, and support of programs, including PBIS, Restorative Approaches, WEB, and LINK Crew. In addition, we continue our equity work in earnest, hosting speakers with site teams over the course of the year. We continue work with our equity team and sites conducted equity activities with staff over the course of the year.

Students required an increased amount of SEL support. Though changes were made, more support was still needed.

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.

In goal Three we budget \$1,126,505 and have spent as of the end of April approximately \$894,818. Middle School Athletics, Elementary School Counsels and field trip for 6th grade was moved into the LCAP. Not all the expenses have been realized yet but will be at year end close and we do not anticipate a significant difference.

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

The overall effectiveness of Goal 3 is evidenced by the decrease in overall suspensions throughout the district. Elementary and secondary counselors increased the amount of students served with the support of contracted MFTI services. Chronic absenteeism decreased. The 2018 California School Dashboard indicates that SLCUSD is at yellow performance level based on maintaining rate at 0.4%.

Both high schools have implemented a program for alternative means of correction to address infractions. This has resulted in a decrease in suspensions. Analysis of specific LCAP identified subgroups shows a decline in suspension rates for our socioeconomically disadvantaged, homeless, foster youth student group, and Hispanic student groups.

None of our unduplicated groups were in the red.

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.

Metrics relating to the Youth Truth survey will be added or changed from other survey metrics as we use it annually with students. Equity activities will be increased or focussed in a different way as we increase our effectiveness in equity education.

Counseling services will be increased at elementary with a full time counselor at each of our elementary sites, an increase of .5 FTE at each site. A secondary CTE counselor will be added to ensure students are accessing CTE pathways. MFTI contracts will be reduced as counseling is increased with referrals to agencies taking the place of that service.

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 for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,722,471	\$0

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
8.30%	0%	\$0	8.30%

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.

San Luis Coastal Unified School District continues to receive no increase in funds this year due to our status as a basic aid/community-funded district. However, we do have COVID funds from the state and federal government. We have made the commitment to increase general fund and federal spending for our low income, foster youth, and English learners as if we were fully funded with the supplemental and concentration grant funds. The number of unduplicated students is 3,045, or 41% of 2021-2022 enrollment. SLCUSD’s Initiatives for Student Success, adopted by our school board, focus towards the increased achievement of all students, especially targeting students of low income, English learners, and foster youth in our district. Continued progress on our initiatives is at the core of the LCAP.

The funds are being most effectively used by targeting support for identified students in need of specific interventions and programs at each of our school sites, which includes low income, English learners, and Homeless/Foster youth. For the 2022-23 school year, we are focusing on the following services:

A robust Multi-Tiered Systems of Support (MTSS) model that includes 2.5 Teachers on Special Assignment at the district office, 10 MTSS Teachers across 9 elementary schools and 2-5 Academic Intervention Teachers (AITs) at each site. The site MTSS Teachers coordinate

universal screening, support data analysis, organize groups, teach interventions, track progress monitoring data, lead professional development and support AITs and classroom teachers. The district MTSS TOSAs support this work at a district level and provide training for MTSS Teachers and AITs. The AITs support students through small group interventions.

Two 1.0 FTE curricular Teacher on Special Assignment (TOSA) provides ongoing professional development, modeling, and materials in language arts, math, science for K-12 teachers. Services are improved qualitatively for our unduplicated students with this additional support for elementary teachers. The Danielson Framework, based on the research and work of Charlotte Danielson, is our guide to increasing the engagement and rigor for all, including our unduplicated students.

Provide a Section 504 Plan process support to all sites. A Program Specialist assists all elementary and secondary sites in the 504 process. Teacher and principal feedback supports continued use of this model.

A full time EL/Intervention TOSA coordinates our district interventions, as well as district wide ELD services. She also researches effective interventions to enhance our multi-tiered system of support. A major part of her work for the 2022-23 school year will be to provide training and support to our EL specialists and teachers with the ELD Standards and Framework, as they are able to provide professional development and support directly to classroom teachers. Designated ELD for all of our English Learners will be a focus area for 2022-23.

Targeted elementary and secondary summer school (Summer Experience), with transportation, will be offered to students at three of our Title I sites and both of our comprehensive high schools for students who are not yet meeting grade-level proficiency. The majority of students represent our unduplicated populations. Our experience and data show that targeted summer intervention helps bridge the summer decline experienced by some students, especially SED, English learner, and foster youth. In addition, our DELAC leaders have made summer school a top request for the past seven years. Extended School Year (ESY) Program is offered to targeted students with IEPs. This year, post COVID, we will have an expanded program and school day with elective activities and ELA, Math, and STEAM as well. We will be serving over 2000 elementary students and 500 secondary students in this robust and newly designed all day summer experience program.

Advancement Via Individual Determination (AVID) provides training for our teachers to use proven practices in order to prepare students for success in high school, college, and career, especially students traditionally underrepresented in higher education. AVID sections and field trips have been added and strengthened.

Aeries Analytics has provided teachers with software to improve our ability to integrate student information with our Student Study Team (SST) process.

Professional development for all staff will be focused on clarity, primarily through the instructional strategy of co-constructing success criteria. We will continue to focus on data driven instruction to create an environment of high performance and high growth, especially for English learners, socioeconomically disadvantaged students and Homeless/Foster youth.

Professional development will be provided for all elementary teachers regarding classroom behavior interventions for both special and general education students. Staff feedback has determined a need for this type of training. This type of professional development is designed to increase student achievement, including our English learners, socioeconomically disadvantaged students and foster youth.

Professional development will be provided for elementary RSP teachers in the area of supporting behaviors among students with IEPs. This type of professional development will support engagement in the classroom.

Online courses have been researched and piloted. Implementing APEX online courses offers increased opportunities for our unduplicated students to close the achievement gap.

Research-based intervention class sections are offered at our two middle schools and two comprehensive high schools. The majority of students enrolled in these intervention sections are unduplicated students.

Bridges K-5 Math Intervention Program is based on the research of the Math Learning Center. Professional development, co-teaching, and classroom support will support the implementation of this intervention. The majority of students participating in this intervention are unduplicated students.

Personalized learning will continue at all elementary schools with the use of ST Math. ST Math is short for Spatial Temporal Math and is an individualized math intervention designed to boost math comprehension and proficiency through visual learning. It is based on the MIND Research Institute's research in learning and the brain. Buzz Math is a mobile application that focuses on learning and practicing middle school mathematics skills based on the National Council of Teachers of Mathematics curriculum and CCSS. The Blended Learning Research Clearinghouse identifies blended learning as an approach that is effective in meeting academic and nonacademic goals for student outcomes. These programs were selected after researching and piloting numerous intervention and personalized programs.

Targeted reading and writing interventions in secondary are provided with the Read 180 Program. Research and district data supports the expansion of this program to reach additional at-risk readers. The majority of students enrolled in these interventions are unduplicated students.

Additional research-based intervention programs will be provided including SANDI and Edmark.

A Comprehensive Counseling Model will ensure services at each elementary and secondary school site that support all students, while targeting our unduplicated students at a more intensive level. Local community agencies work together with district counselors to offer student assistance programs, individual and group counseling support, and access to community-based services. Staff feedback indicates that providing additional support to our schools with the highest need for increased therapeutic services would greatly support the students' emotional and academic growth. At the elementary level FTE will double at each site to a 1.0 FTE elementary PPS Counselor.

Instructional aides for our Transitional Kindergarten classes will be funded based on research of the importance of a strong, developmentally appropriate prekindergarten program. Utilizing instructional aides provides extra support for our unduplicated students (Long-Term Effects of an Early Childhood Intervention on Educational Achievement (2001).

Our dual-immersion program at Pacheco Elementary and Baywood Elementary offers an outstanding instructional model based on abundant research. Parent feedback demonstrates an 85% approval. (http://www.ascd.org/ASCD/pdf/journals/ed_lead/el200310_thomas.pdf).

The District Equity Plan will be based on research-based best practices of the ACSA Equity Project. Activities in year 5 of the Equity Plan include professional development, equity leadership team work on monitoring metrics, and guest speakers. Cultural proficiency is a mindset and a worldwide view for effectively describing, responding to, and planning for issues that arise in diverse environments.

Supplemental funds devoted exclusively to our unduplicated students include the following:

Latino Family Literacy classes will continue for English learner families both at elementary and secondary sites in 2021-2022 based on parent interest and positive parent feedback on classes held during the 2021-2022 school year.

Parent leaders from DELAC will continue to attend regional or state CABE conferences to learn ideas, strategies, and programs that will assist English learner students and families. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>).

English learner specialists provide supplemental designated ELD support to Level 1s and 2s, as well as coaching and support directly in the classroom. The ELD Standards and Framework make it clear that our English learners should not wait to participate in a rigorous and rich curriculum while they also learn a new language. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>).

EL aides provide support to our English learners in both elementary (Baywood, Del Mar, and Pacheco Elementary) and all secondary sites. They provide individual and small-group scaffolding of instruction to support English learners' access to the rigorous demands of the CCSS. Instructional aides allow students to fully participate in subject-area curriculum while learning a second language. They also provide after school support in academics and homework. (ELD Standards, <https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>).

Rosetta Stone is an individualized English language program used to support our Level 1 and 2 English learners as a supplemental support.

After extensive research, we have piloted and are now using the English 3D program as an intervention for our Long-Term English learners, developed by Dr. Kate Kinsella.

Both TK and Kindergarten will go to a full day program with a schedule similar to our grades 1-6 offering. All kinder teachers will have at least a .5 aide to assist with students. All TK classes will have a full time aide.

Our homeless liaison provides services, support, and resources to our homeless population of families. He will meet with community agencies and our two Family Resources to link families to needed supports. Our experience and data have shown this to be an effective way to make resources easily available to our families.

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

As the descriptions below will demonstrate, the San Luis Coastal Unified School District has determined it meets or exceeds our 8.3% requirement for increased services to unduplicated pupils and students with exceptional needs through the use of professional development, implementing a multiple tiered system of support, supporting the social and emotional development of the youth and community we serve.

Professional Development

John Hattie's research indicates that collective teacher efficacy has the greatest effect size as it relates to accelerating learning and improving outcomes for unduplicated youth. With this in mind, SLCUSD invested in professional development in order to improve Tier 1 instruction to address unfinished learning caused by the COVID-19 pandemic. Professional development will focus on clarity, with both teachers and students understanding the expectations of lessons and units. We will continue our work with teachers around analyzing universal screening data and using that data for instruction in both whole group and small group models. Administrators will monitor implementation through formal and informal observations. Staff will have the opportunity to see strategies modeled and apply them with support from Teachers on Special Assignment. Finally, time will be devoted to analyzing format and summative assessment data further refining implementation and identifying strategies that are particularly effective in the local context of the diverse sites comprising the SLCUSD. It is expected that local data will indicate that unduplicated youth will receive increased attention and targeted support during Tier 1 and 2 instruction as a result of this professional development.

Multi-tiered Systems of Support

SLCUSD uses universal screening three to four times a year to identify students at risk for reading difficulties. Each elementary school site has a team of intervention teachers that provide small group, targeted instruction to address the areas of need. The students in these interventions are progress-monitored weekly to make sure they are accelerating. Instructional assistants push into classrooms to work with small groups of students on foundational math concepts and skills.

These services provide an additional 6 hours of instructional support per week beyond what is provided to all students. This represents a 9% increase. The targeted summer school represents a 100% increase since services are only offered to students who have identified learning gaps and isn't available to all students as a base program. Unduplicated pupils are the predominant demographic attending summer school.

Social and Emotional Support

Local and national data indicate that unduplicated pupils have more Adverse Childhood Experiences (ACEs) than other demographic groups. This leads to challenges in learning and positive engagement at school. SLCUSD will increase social and emotional support for these

students using a comprehensive counseling model. This model is available to all students but provides more frequent and greater intensity of services for unduplicated youth. This represents an increase of services for qualifying unduplicated pupils of at least 10%. Additionally, the counseling staff provides improved services as a result of their experience and enhanced training. For example, Counselors and other behavioral personnel have specialized training to minimize the trauma associated with ACEs and are experts at deescalating emotionally charged situations with minimal loss of instructional time or loss of learning due to disciplinary sanctions. The personnel have connections with outside agencies and state/federal services that improve SLCUSD's ability to provide the resources necessary to meet basic needs allowing unduplicated pupils and students with exceptional needs to maximize their learning.

By continuously improving Tier 1 instruction, providing multi-tiered systems of support, and addressing the social and emotional needs of students and the community, SLCUSD will collect data to demonstrate that the proposed actions will increase support for unduplicated youth and students with exceptional needs to meet or exceed the 8.3% proportionality expectation.

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.

N/A

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 17.4	1 to 14.4
Staff-to-student ratio of certificated staff providing direct services to students	1 to 53.9	1 to 28.6