In July 2013, the state Legislature approved a new funding system, the Local Control Funding Formula (LCFF). California's accountability system under LCFF includes multiple measures that are reported on the California School Dashboard (Dashboard) each year. The Dashboard reports on both State and Local Indicators of the state's identified priority areas. Each year Local Educational Agencies (LEAs) are required to measure progress based on locally available information for the Dashboard's Local Indicators

does not hold a legally recognized certificate or credential or that the employee is not otherwise authorized by the state to hold. Teacher vacancies are defined as positions to which a single-

Alignment of district plans and efforts across the system to each other and with the Local Control and Accountability Plan (LCAP) is a key priority. The metrics and data sources used for the Dashboard Local Indicator reporting are fully aligned to the LCAP as demonstrated in the table below:

Priority 1: Basic Conditions	Metric 8A: Facilities Condition (Facilities Inspection Tool (FIT) Results) Metric 8B: Instructional Materials Sufficiency Metric 8D: Teacher Assignment Metric 8E: Teacher Vacancies
Priority 2: Implementation of Academic Standards	Metric 2L: Standards Implementation Survey Results
Priority 3: Family Engagement	Metric 5I: District Committee Impact: Survey to assess satisfaction of district committee members that their voice is heard and has had impact Metric 5J: Parent/Caregiver Experience: Survey results from questions specific to parent/caregiver role in decision-making and support from school to help understand student needs and advocate on behalf of students
Priority 6: School Climate	Metric 4E: School Climate Survey Results (Students, Parents, and Staff)
Priority 7: Access to a Broad Course of Study	Metric 1E: On-track A-G status Metric 1H: Career Technical Education (CTE) Pathway Enrollment Metric 2I: Advanced Placement (AP) Enrollment

Following are the local indicator results for the 2021-22 school year:

Number of teachers misassigned (Total)	0
Number of teachers of English Learners misassigned	0
Number of teacher vacancies	37.5
Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	0
School sites where facilities do not meet the "Good Repair" standard (including deficiencies and extreme deficiencies)	0

SCUSD measured progress towards implementation of adopted standards and curriculum frameworks through a survey administered to school site administrators during the spring of 2022. The California Department of Education self-assessment tool was used as the basis for the survey.

mapping, and data analysis skills linked to student achievement efforts. Another strength of the district is the range of events/opportunities to educate and connect parents/guardians to community and post K-12 resources. The Parent Information Exchange brings together monthly parents, SCUSD staff, community organizations, and community-based partners to share and discuss programs/services available for families. During the 2021-22 school year, in response to parent voice, FACE staff received training to facilitate healing circle work with parents and has created a new Parent Empowerment Pathway (PEP) program centered around these practices.

Responding to the need to pivot parent/community workshops to a virtual platform during the pandemic, FACE identified areas of need and responded with connections to district and community services and the development of an online Parent DL Toolkit and recordings specifically designed for parents/guardians in English, Spanish and Hmong. These are all currently available on the SCUSD website at: https://learn.scusd.edu/parent-toolkit. Development of recordings and resource updates is ongoing. FACE also collaborates with community-based partners to design and implement trainings for their communities.

California School Dashboard Local Indicator Update: June 23, 2022

SCUSD annually administers a local climate survey to assess student perceptions of safety and connectedness. In spring 2022, the survey was completed by 11,261 students in grades 3-12. The overall student participation rate 39%, while lower than pre-COVID era years, was significantly increased over spring 2021 rates.

Overall, positive responses for both safety and connectedness were on par with spring 2020 results, representing significant decreases from fall 2020 and spring 2021. The district's goal of 80% positive responses for all student groups was not achieved and significant progress remains to reach that level. For all students, there was a 10% decrease in safety perception from 73% to 63% from the previous year and 5% decrease in connectedness from 72% to 67%. Elementary schools outperformed other grade-level groups in student perception of connectedness at 70%, while middle school student perception of safety was the highest at 65%. When disaggregated by ethnicity and race, the outcomes of greatest concern were the rates of safety perception for several student groups including English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, and American Indian or Alaska Native students, who all had rates 4 or more percentage points lower than 'All students.' These groups also had consistently lower rates of connectedness perception than 'All students.' A significant gap is revealed when the rates for these student groups are compared to those for White students, who had the highest rate of positive responses for both Connectedness (67%) and Safety (72%). These trends are generally consistent with results in past years. Overall, the results demonstrate that (a) targeted support is needed for student groups that demonstrate consistently lower rates of safety and connectedness and (b) improving school climate to increase students' sense of safety and connectedness remains a high priority.

Small high schools continue to have the most positive results (74% for connectedness and 72% for safety). While there are certainly size-specific conditions present in small schools that facilitate positive school climate, the district continues to prioritize the identification of successful practices that can be replicated and scaled. The success of small schools and other 'bright spots' in achieving higher outcomes is an area of focus. Disparities in student perceptions of safety and/or connectedness for African American students, English Learners, Students with Disabilities and American Indian or Alaska Native students are critical areas for growth and align with disparate results for the same student groups in state8 217.98 2-3(a)9(t)2(t)-4(i)-3(w)5(it)5(h)-s.98 1uT

Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging)
Local Climate Survey

	63	65	73	72	63	67
	55	59	66	65	57	60
	60	68	75	74	59	65
	60	63	64	64	59	62
	60	63	71	69	61	65

To track student access and enrollment in a broad course of study, SCUSD will use the following measures to examine participation of unduplicated student groups, students with exceptional needs, and student groups that caused the district to be identified for differentiated technical assistance: Enrollment in Career Technical Education pathways, A-G course sequence on-track status, and Enrollment in Advanced Placement (AP) courses. As stated in the district's guiding principle, SCUSD is committed to ensuring that all students are given an equal opporBT0004(l)-3(l)-3( )]TJET0.00o0 612 78 395.62 .5c 612 7921554ih60000095Crea(re)-2(sh600k)5( )(a)4(l)

Based on the criteria stipulated by the State Board of Education, the results for the Local Indicator ratings are below. The district affirms that it has followed the steps required to provide the ratings below to the Dashboard, should they be required for upload in the fall of 2022 (status of local indicator reporting on the dashboard to be determined:000912JET7n/GS7:000934d0 612 792 reW*ñBT/F2 12 Tf44.32 617.38 Tm/GS7 gs0 g0 G(t)