Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](): General instructions & regulatory requirements.

[Appendix A](): Priorities 5 and 6 Rate Calculations

[Appendix B](): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Sacramento City Unified School District	Jorge A. Aguilar Superintendent	superintendent@scusd.edu 916 643-7400

2017-20 Plan Summary
The Story

Describe the students and community and how the LEA serves them.

Sacramento City Unified School District (SCUSD), established in 1854, is one of the oldest K-12 districts in the western United States and serves 41,085 students at 68 schools spanning 70 square miles. The district operates 8 high schools, 6 middle schools, 9 K-8 schools, 41 elementary schools, and 4 multiple grade schools. Four of these district schools serve high risk students as alternative placement sites. SCUSD employs 4,364 people (approximately 2,200 teachers) and operates with a budget of $588 million.

SCUSD students reflect the rich diversity that is the hallmark of Sacramento's central city. The student population is 39.1 percent Hispanic or Latino; 17.8 percent Asian; 14.1 percent African American; 17.9 percent White; 2.2 percent Pacific Islander; and 1.5 percent Filipino. About 6.8 percent of students identify as two or more races.

Residents within SCUSD speak more than 48 languages; 38 percent of students speak a language other than English at home. Over seventy percent of students are identified as socioeconomically disadvantaged, including approximately 207 foster youth and 319 homeless students.

In 2017, the overarching Equity, Access, and Social Justice Guiding Principle established in SCUSD, states "all students are given an equal opportunity to 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 educational injustices suffered while in the care of the district.

This Guiding Principle and a Core Value statement which recognizes that "our system is inequitable by design" is the moral call to action for building on the district's foundation yet striving for continuous improvement to meet the needs of students. The district commits to reducing the

academic opportunity gap by ensuring that all students have access to the opportunities, supports and the tools they need to be successful.

The district Strategic Plan promises a vision to the community that "every student is a responsible, productive citizen in a diverse and competitive world." The guiding concept of the Strategic Plan: "United for Equity. Committed to Excellence," reflects the need to focus every member of the community in order to achieve this vision. Core values of equity, achievement, integrity, and accountability guide the work around these four goals which are also the LCAP goals:
- College, Career and Life Ready Graduates
- Safe, Emotionally Healthy and Engaged Students
- Family and Community Empowerment
- Operational Excellence

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The vision for the actualization of the LCAP is to ensure that all students in the district experience positive outcomes: that they graduate with the greatest number of post-secondary choices from the widest array of options, having experienced a relevant, rigorous curriculum with access to the opportunities, supports and tools needed to be successful.

- GOAL 1 - College, Career and Life Ready Graduates: SCUSD will challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college, career, and a fulfilling life, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance. There are 18 actions and services in Goal 1, the core of the district's mission: hiring highly qualified teachers, implementing California state standards; providing supports and interventions in order to close the achievement and opportunity gap and improve outcomes for all student groups. Over 80% of the funds in the LCAP are found in Goal 1, making it the largest investment in the LCAP.

- GOAL 2 - Safe, Emotionally Healthy and Engaged Students: SCUSD will provide students with supports and opportunities to ensure a safe, physically and emotionally healthy learning environment. There are 13 actions in Goal 2 to ensure that students will be engaged with leadership opportunities, expanded learning, and extracurricular activities, and supported with increased access to health and mental health services.

- GOAL 3 - Family and Community Empowerment: SCUSD will build the capacity of parents and staff to support student achievement by providing education, tools to navigate the system, and relationship-building strategies. Included in Goal 3 are 8 actions that provide increased access to bilingual staff, translated materials, and staff who are well-versed in effective models for parent engagement who will enable and develop parent leaders.

- GOAL 4 - Operational Excellence: SCUSD will be a service-focused organization, committed to serving students, families, staff and community efficiently and effectively. The two actions outlined in Goal 4 include deepened implementation of a robust data collection and reporting process so that impact on student achievement and district operations may be measured, and further development of standards and protocols for customer service districtwide.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Analysis of SCUSD's performance on state indicators reported in the Fall 2017 release of the California School Dashboard, as well as more recent and locally generated and monitored data, show the district has continued to make progress on outcomes for English learners. The state indicator for English learner progress improved from Orange to Yellow, and SCUSD's 2017-18 redesignation rate increased from 11.2 percent to 12.3 percent. Increasing the district's redesignation rate is one of eight SCUSD Priority Elements for student achievement established in 2017-18. Changes to enrollment procedures, additional staff to monitor progress and ensure fidelity of data, and quarterly collaborative meetings between Multilingual Literacy and Student Data Systems staff appears to have made an impact.

The mid-year review of local data on Chronic Absenteeism shows progress as compared to the previous mid-year data. For all students, Chronic Absenteeism reduced from 11.9% to 10.4%. Low income students' rate decreased from 13.7% to 11.9% and English learners' from 9.5% to 8.8%. African American students' rate decreased from 18.5% to 17.4% and Students with Disabilities showed the largest improvement with a decrease from 17.2% to 15.1%. All student groups identified in the LCAP improved, except Foster Youth. While it is too soon to draw conclusions, the implementation of the "Attend, Achieve, Succeed" Safe Neighborhoods and Schools grant, providing additional staff to support schools with high chronic absenteeism rates, may have contributed to this decrease.

SCUSD has broadened and deepened communication with stakeholders. The district provides transparent reports about funding gaps, student data (including disaggregation of Asian student groups), and challenges to implementing the Equity, Access, and Social Justice Guiding Principle. Stakeholders receive frequent, relevant communication in multiple modalities that inform about district initiatives, community-based partnerships, and progress to raise student achievement. Superintendent Aguilar and his staff have participated in town hall meetings and listening sessions with a wide array of stakeholders over the 2017-18 school year, convening meetings with administrators and staff, community partners, ethnic advocacy groups, and research organizations, with the emphasis on understanding student needs and working in partnership to improve student outcomes.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Based on a review of student group performance on the California School Dashboard indicators, SCUSD was identified in need of improvement in three State Priorities, and for outcomes for four student groups.

Student Achievement:
• English Language Arts for grades 3-8 (11 of 13 student groups in Red or Orange)
• Mathematics for grades 3-8 (10 of 13 student groups in Red or Orange)

Student Engagement:
• Graduation Rate (8 of 12 student groups in Red or Orange)

School Climate:
• Suspension Rate (11 of 13 student groups in Red or Orange)

The student groups showing greatest need are:
• African American students (4 state indicators in Red)
• Students with Disabilities (4 state indicators in Red)
• Foster Youth (4 state indicators in Red)
• Homeless students (3 state indicators in Red)

In the fall of 2017, SCUSD's Superintendent Aguilar convened the Graduation Task Force (GTF) to review the systems that have created and sustained stagnant graduation rates, and to develop appropriate recommendations that would support an increase in graduation rate and college-going measures. The GTF has met bi-monthly throughout the year, focusing on three research-based barriers to on-time graduation: academics and low aspirations, attendance and mobility, and misbehavior and retention. Specific attention has been paid to factors causing disparities for African American students, Students with Disabilities, and Foster Youth. The final recommendations of the GTF will be presented at the end of May 2018, and it is anticipated that several of their recommendations will be adopted during next year's budget process and LCAP revision.

Initial changes to improve the district's graduation and a-g completion rate reflect a commitment to improve institutional practice and customs. To counteract inconsistencies found from site to site, counselors reviewed transcripts to monitor student progress, and ad-hoc reports were created to identify anomalies in enrollment, credit deficiencies, and other challenges. Students who were identified as "subject borderline" were prioritized for online credit recovery and other remediation efforts. By midyear, 299 students were identified as back on track for a-g completion, and 976 students were scheduled to receive remediation or credit recovery.

Students with Disabilities (SWD) are one of the district's highest-need student groups. The district has a high percentage of SWD at just over 14%. Need is illustrated by a rating of Red in every performance category. Potential improvements to impact Students with Disabilities' outcomes are in the planning stages. Additional support is provided in the classroom with the hiring of additional paraprofessional staff to lower the adult-student ratio. District staff are working to fully implement a Multi-Tiered System of Support and to provide greater opportunities for full inclusion.

Although the state's English Learner Progress Indicator showed growth for English Learner (EL) student outcomes, in other measures the district's EL students show need. Only a small percentage of EL students demonstrates college readiness based on the completion of the a-g course sequence, and the results of the Early Assessment Program (11th grade CAASPP achievement at Level 4 - Exceeded). The district has developed an internal dashboard to monitor EL student

progress at every segment. This dashboard, still in development, has spearheaded efforts to identify and serve EL students in need of additional academic support.

A continued focus to address high Suspension rates is underway. Eleven out of 13 student groups received a Red or Orange, and all but two student groups reflected an increased suspension rate. The district expects to see positive progress as a result of targeted efforts to decrease suspension through Restorative Practices, Positive Behavior Intervention Supports, and district-wide coaching of Social Emotional Learning competencies for both students and educators. Social workers and specialists deployed at school sites through the Student Support Services department provide mental health counseling and referrals for students whose behavior indicates significant needs. Student Support Services staff also provide numerous trainings to staff on topics such as trauma-informed care, Mental Health First Aid, and suicide risk assessment.

The academic achievement of students in grades 3-8 did not show distinct improvement from 2016-17, and did not meet the LCAP-identified target. The investment in teacher-led collaborative time is ongoing. Teachers will continue to use weekly collaboration time to review, analyze and monitor student data and examples of student work, create assessments, and plan interventions. A team of training specialists in English Language Arts/English Language Development and Mathematics provide job-embedded coaching support and site-based professional learning for teachers.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

SCUSD's results for all students do not reflect performance gaps by definition. Because the Dashboard indicators for Academic Achievement in English Language Arts (ELA) and Mathematics, Suspension Rate and Graduation Rate are Orange for all students, it is not possible for any disaggregated student group to receive a performance level two or more below those ratings.

There are performance gaps found among student groups. In ELA, White students received a Green performance level indicating a High status (+22.6) that was maintained from the prior year; and Filipino students received a Green performance level with a High status (+10.6), though declined from the previous year. A gap exists between the performance of White/Filipino students and African American and Pacific Islander students (identified with a Red indicator); and American Indian, Asian, Hispanic/Latino, and Two or More ethnicities (identified with an Orange indicator). The status of these student groups ranges from -13.7 points to - 76.4 points below Level 3, and status declined for all except Asian.

The Mathematics ratings for students in grades 3-8 also indicate performance gaps between White students, with a Green performance level indicating a High status (+4.5) that was maintained from the prior year, and African American students, identified with a Red performance level; and American Indian, Hispanic/Latino, Pacific Islander, and Two or More ethnicities, identified with an Orange performance level.

The Fall 2017 Graduation rate indicator shows all students with an Orange rating, but Asian students with a Green rating, reflecting a High status and increased rate. A gap exists between the Asian

student group and African American and Hispanic/Latino student groups, both with an Orange performance level. Through local analysis, SCUSD has identified gaps within the Asian category. Chinese, Japanese, Filipino and Hmong students outperform the district graduation rate, but Laotian, Vietnamese, and Other Asian students have a much lower graduation rate.

Another area in which performance gaps appear is Suspension rate. All students received an Orange performance level, but the Asian student group received a Green level (low, and maintained). White and Hispanic/Latino students are two performance levels below Asian with an Orange rating, and African American students are three levels below with a Red rating.

SCUSD embraces using data to identify and reduce academic and discipline disparities within the system. African American, Hispanic/Latino, Students with Disabilities, Foster Youth and Homeless students are experiencing poorer outcomes, while encountering obstacles to success at a higher rate than other student groups. To truly advance Equity, Access, and Social Justice in SCUSD schools, the district must change conditions in the present for students who are in need of additional supports. The district's developing internal dashboard will track student data and performance indicators in real time. SCUSD will use the real-time data to develop an early warning system and plan interventions. The system will enable staff to identify high-risk and lower-performing students early in the school year, leading to implementation of targeted interventions to lessen disparities and performance gaps.

The district will continue to implement high-quality professional learning and the focus on recruiting and retaining highly-qualified professionals as the highest-leverage strategy to improve student outcomes. Multiple teacher recruitment events were held during the 2017-18 school year, on a much earlier timeline than events previously were held.The district's partnership with TEACH California also provided an entry point for classified staff with at least an Associate's degree to begin the process to become a credentialed teacher.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The most significant ways that SCUSD will increase or improve services for low income students, English learners, and foster youth include the investment in these actions and services:

- Focusing on equity, access, and social justice through the use of data to transparently assess students by name, by need, and by inequities and educational injustices
- Ensuring that every student has a fully credentialed, highly qualified teacher
- Offering professional learning to support student achievement
- Providing interventions both during the school day and in expanded learning
- Fostering a coordinated approach to positive school climate and alternative discipline procedures

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ to be determined
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$402,176,509.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The General Fund Budget Expenditures that are not fully included in the LCAP include: Title I, Title II, Title III, Special Ed/Special Ed Encroachment, Transportation Encroachment and Maintenance contribution. Some School Improvement Grant (SIG) funds are included.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$393,111,530