SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.2

Meeting Date: June 10, 2021

Subject: Public Hearing: Local Control and Accountability Plan (LCAP) 3-Year

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

Division: Continuous Improvement and Accountability Office

Recommendation: Conduct the Public Hearing of the 2021-22 Local Control and Accountability Plan.

Background/Rationale: Annually, districts must develop and adopt a Local Control and Accountability Plan (LCAP). The LCAP provides details of goals, actions, and expenditures to support identified student outcomes and overall performance. Prior to adoption, the LCAP must be presented to the board in a public hearing. This item presents the 2021-22 through 2023-24 LCAP for public hearing.

Financial Considerations: The LCAP includes a wide range of projected expenditures for actions and services being implemented to achieve the stated goals. These projections are developed in alignment with the proposed budget.

LCAP Goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

Documents Attached:
1. Executive Summary
2. Draft Local Control and Accountability Plan (LCAP)
3. Public Hearing Notice

Estimated Time of Presentation: 30 minutes

Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer

Steven Fong, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

Local Control & Accountability Plan

I. Overview/History of Department or Program

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From CDE LCAP web page)

The key components of an LCAP include:
- An overview of the district's **context**, recent **successes** and identified **needs**
- A district's **goals**
- The **actions/services** that the district will implement to achieve those goals (and their projected costs)
- The **metrics** that will be used to determine success and the **target outcomes** for each metric
- **Analysis** of outcomes and expenditures from the previous year
- Description of how the district is **increasing/improving services for unduplicated students**
- Description of how **stakeholder input** was solicited, summary of key input, and how it influenced the plan

Key Terms:
- **Local Control and Accountability Plan (LCAP):** A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes
- **Local Control Funding Formula (LCFF):** The state's method for funding school district
- **LCFF Base Funding:** Uniform base grant based on grade span and average daily attendance
- **Unduplicated Pupils:** English Learners, Foster Youth Homeless Youth, and Socioeconomically Disadvantaged student
- **LCFF Supplemental Grant Funding:** Additional funding based upon unduplicated pupil percentage
- **LCFF Concentration Grant Funding:** Additional funding based upon the percentage of unduplicated pupils exceeding 55% of district's enrollment

In terms of background, the state Legislature approved a new funding system for all California public schools in July 2013. This new funding system, the Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP). Three Year LCAPs were approved in 2014, 2017 and now 2021

Following the closure of schools due to COVID-19, April 23, 2020, Governor Newsom issued Executive Order N-56-20 on April 23, 2020. This order postponed the 2020-21 LCAP to December 2020 and established the COVID-19 Operations Written Report requirement. Senate Bill 98, signed into law on June 29, 2020, made further changes to accountability requirements. These included elimination of the 2020-21 LCAP, shifting of the next three-year LCAP cycle to 2021-22 to 2023-24, and creation of the one-time Learning Continuity and Attendance Plan requirement. The 2021-22 to 2023-24 LCAP will be the third, three-year cycle in the history of the LCFF era. It follows the 2014-15 to 2016-17 LCAP and the 2017-18 to 2019-20 LCAP.

II. Driving Governance:

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. Prior to adoption of the LCAP, it must be presented for Public Hearing.

The specific components required for the 2021-22 to 2023-24 LCAP include:
- 2021 LCFF Budget Overview for Parents
- Annual Update for 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan
- 2021-22 to 2023-24 LCAP Three-year Plan
- 2021-22 LCAP Expenditure Tables
- LCAP Instructions

III. Budget:

SCUSD's Local Control and Accountability Plan (LCAP) includes projected expenditures for the actions and services aligned to each LCAP goal. The Local Control Funding Formula (LCFF) Budget Overview for Parents for 2021-22 provides a high-level overview of the district entire budget. The Budget Overview for Parents enables stakeholders to clearly view the following for 2021-22:

Total Projected District Revenue
- Total projected LCFF revenue
- Total projected LCFF Supplemental and Concentration grant revenue
- Total projected revenue from other state sources
- Total projected revenue from local funds
- Total projected Federal funding revenue (including Title I, II, and III funding)

Projected Expenditures
- Total Projected General Fund Expenditures
- Total Projected Expenditures included in the LCAP
- Total Projected Expenditures in the LCAP for high-needs students

The three-year plan component includes projected expenditures for each planned action and a detailed breakdown of projected expenditures within the expenditure tables. The expenditure tables are new to the LCAP template for the 2021-22 year and include the following information for each LCAP action:
- Total Personnel costs within the action
- Total Non-Personnel costs within the action
- Percentage of the total projected expenditures that are allocated to personnel
- Total Local Control Funding Formula (LCFF) Funds
- Total Other State Funds
- Total Local Funds
- Total Federal Funds

IV. Goals, Objectives and Measures:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. (From CDE LCAP web page)

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SCUSD's proposed goals for the 2021-22 LCAP build upon the district's prior LCAP goals, strategic plan, and the current core value and guiding principle. The proposed goals are:

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

2. Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

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

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

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

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

7. SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

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

The LCAP must include measurable outcomes that enable the district to monitor progress across the eight state priorities. The eight state priorities and examples of required measurable outcomes within each include:

1. Basics (Teacher Assignments, Access to Instructional Materials, Facilities in good repair)
2. State Standards (Implementation of academic content and performance standards adopted by the state)
3. Parental Involvement (Efforts to seek parent input in decision making and promotion of parent participation)
4. Pupil Achievement (Performance on standardized tests, college/career readiness, English Learner reclassification and proficiency)
5. Pupil Engagement (Attendance rates, Chronic Absenteeism rates, Drop-out rates, Graduation Rates)
6. School Climate (Suspension rates, Expulsion rates, local surveys of safety and connectedness)
7. Course Access (Enrollment in a broad course of study)
8. Other Pupil Outcomes (Pupil outcomes in subject areas)

In addition to the above, the LCAP includes a range of state and local indicators that SCUSD uses to monitor progress towards the plan's goals. For each measurable outcome identified, specific target outcomes for 2023-24 must be set. SCUSD has expanded the level of disaggregation of student groups in the new LCAP to transparently show performance across groups, including performance gaps, and set individual targets.

V. Major Initiatives:

The Stakeholder Engagement section within the LCAP requires districts to provide descriptions in three key areas:
1. A summary of the stakeholder process and how input was considered before finalizing the LCAP.
2. A summary of the feedback provided by specific stakeholder groups.
3. A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The annual and ongoing engagement of stakeholders is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in SCUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included listening sessions, meetings with district committees/groups, district surveys, a virtual town hall, public comment on the posted draft, and public comment at the public hearing

and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process catalyzed and supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-22 LCAP continued throughout 2020-21. The process includes engagement with district committees/groups in their established meetings and special meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, opportunity to comment on the draft, and a public hearing. A key feature of engagement during 2020-21 was the sharing of key stakeholder recommendations earlier in the year to inform board and staff planning. During 2019-20 engagement, the LCAP Parent Advisory Committee (PAC) set an internal goal to advance initial recommendations earlier in the school year. This goal was achieved as the PAC provided initial recommendations to the board in December 2020 in the form of a Board Communication. The LCAP PAC later presented these recommendations to the board in February 2021. At this same meeting, members of the Student Advisory Council (SAC) presented their key recommendations to the board. To provide adequate time for consideration, the board scheduled a special meeting on 3.11.21 to engage directly with members of the PAC and SAC. This meeting also included a presentation by a representative from the California School Boards Association (CSBA) to discuss the role of the board with regard to the LCAP.

Building upon this priority to share stakeholder recommendations earlier, a summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with executive cabinet, departmental leadership, and the representative stakeholder groups. This presentation provides an expanded set of input to the Board and public.

The district's key committees and groups play a critical role in representing different parts of the SCUSD community. Key groups supporting this year's input process included:
- African American Advisory Board (AAAB)
- American Indian Education Program Parent Committee (AIEP PC)
- Community Advisory Committee (CAC)
- District English Learner Advisory Committee (DELAC)
- LCAP Parent Advisory Committee (PAC)
- Student Advisory Council (SAC)

Additionally, the Sacramento Area Youth Speaks (SAYS) team at Luther Burbank provided a comprehensive set of student-formed recommendations to inform the LCAP process that have been integrated into the overall input.

Presentations to the board to provide opportunities for board member input and public comment included:
- LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- Presentation of LCAP Draft (5.6.21)
- Summary of Stakeholder Input (5.20.21)
- LCAP Public Hearing (6.10.21)

Several surveys were administered throughout the year to gather additional input from stakeholders. These included:
- Fall 2020 School Climate Survey (Students only)
- Spring 2021 School Climate Survey in March-April 2021 (Students, Staff, and Families)
- LCAP Stakeholder Survey in April-May 2021 (Students, Staff, Families, and Community Members)

Additionally, members of the board of education partnered with the Parent Institute for Quality Education (PIQE) to administer a survey to parents and caregivers in support of the Expanded Learning Opportunities Grant planning process. Feedback from this survey affirmed many of the priorities and recommendations that emerged across LCAP engagement.

A series of five listening sessions were held in April and May 2021 and were open to all students, staff, parents/caregivers, and community members. These provided a brief overview of the LCAP and provided attendees opportunity to share their input on how to best support students with the highest needs.

Several overarching themes emerged throughout the range of stakeholder engagement activities. These themes included:

Effective Implementation of a Multi-tiered System of Supports (MTSS)
A leading theme that echoed across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site. This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified need (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

Individualized Supports Based on Identified Student Needs

A theme across stakeholder group input was the need for more individualized supports for students with a particular focus on those students with the highest needs. A recurring recommendation was that individualized learning plans be developed for unduplicated students (English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students), African American students, and other student groups with demonstrated needs. Related recommendations include the assignment of specific liaisons to provide a 1 to 1 source of support and advisory periods to provide each student a 1 to 1 teacher/staff connection for social and emotional as well as academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified.

Focus on Early Literacy and Developing a Strong Foundation

A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency by the 3rd grade as a key indicator for the district and expected deliverable for every single student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers. Feedback also emphasized the need for a strategic focus on college and career readiness efforts at the elementary grade level. Stakeholders affirmed the need for families and students to have an understanding of PreK-College pathways early on and to have support in developing a clear plan for PreK-12 and beyond, including defined postsecondary goals.

Increased Mental Health Supports

While this theme was present in previous LCAP input processes, it was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and in recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more social workers, mental health counseling at school sites, student support centers at all school sites, and the development of courses/curricula to provide students direct access to education about their own mental health. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning.

Improvement of School and Classroom Culture and Climate

Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction about the American Indian and Alaska Native experience, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools

An overarching theme that overlaps with many other priorities was stakeholders' call for coherence and consistency in the district's Tier 1 program. This call reaffirmed the demand that all students have equitable access to a quality education. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – they should be able to expect the same high-quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This includes access to high-quality arts and sports programs, regardless of zip code or choice of school. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

Equitable Allocation of Resources

A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be utilized effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.

Implementation Accountability

Another theme that connects to a broad range of stakeholder interests is the importance of building in accountability measures for district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the current 'opt-in' culture of the district as a limiting factor in effectively implementing programs and feedback emphasized the need to monitor how training is being provided and whether it is effective in meeting the stated goal(s). Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. Related to the above theme of coherence and consistency, stakeholder feedback specified the need to implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful.

Disruption of the Status Quo

Stakeholders expressed this theme in many ways, with 'disruption of the status quo' summarizing the general interest in taking the recent year as an opportunity for radical changes to programs and practices. This included feedback pointing to the opportunity to build upon key lessons from the distance learning experience and provide new instructional opportunities for students in the future. Also recurring as a theme in feedback was the idea that 'what we were doing before wasn't working, so we should think about how to do things differently.' As noted in the plan summary, stakeholders have emphasized that incremental change alone will not be sufficient to address the needs present in the system.

In addition to the overarching themes that emerged across stakeholder input strands, there were specific priorities and recommendations that recurred during stakeholder engagement. These are organized by LCAP goal area within the stakeholder engagement section.

VI. Results:

The Local Control and Accountability Plan (LCAP) must be presented to the board in a public hearing and, in a subsequent meeting, for adoption prior to June 30, 2021. These steps must occur in alignment with the public hearing and adoption of the district's 2021-22 budget. Within 5 days of adoption, the LCAP must be submitted to the Sacramento County Office of Education (SCOE) for approval.

Beginning with the 2021-22 LCAP, the Dashboard Local Indicators must also be presented during the same meeting at which the LCAP is adopted. Dashboard Local Indicators are self-reported by districts to the state and include:
- Basic Conditions: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement

Board of Education Executive Summary
**Continuous Improvement and Accountability and
State and Federal Programs**
Public Hearing: Local Control and Accountability Plan 3-Year
June 10, 2021

Sacramento
City Unified
School District

- Local Climate Survey
- Access to a Broad Course of Study

VII. Lessons Learned/Next Steps:

Moving forward, the integration of key district planning processes with the LCAP will be key. Examples of recent processes include:

- Expanded Learning Opportunity Grant

- Coronavirus Aid, Relief, and Economic Security (CARES) Act

- California Collaborative for Education Excellence (CCEE) Systemic Instructional Review (SIR)

Remaining Checkpoints in the LCAP development and adoption process include:

- June 10, 2021:   LCAP/Budget Public Hearing
- June 24, 2021:   LCAP/Budget Adoption
- June 29, 2021:   Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- Summer 2021:   (If needed) SCOE Feedback, SCUSD Revisions, SCOE Approval

Following adoption and approval by the Sacramento County Office of Education (SCOE), fall 2021 next steps will include communication and outreach with the adopted LCAP to students, families, and staff. Concise, stakeholder friendly materials will be provided to help all community members understand the district's key goals, actions, and metrics being used to evaluate success. This process will, in turn, help to drive further input that can be used to inform the development of the 2022-23 LCAP.

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Local Control & Accountability Plan

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Draft for 6.10.21 Public Hearing

2021-22 to 2023-24 Local Control and Accountability Plan (LCAP)

Sacramento
City Unified
School District

Contents:

1. 2021-22 LCFF Budget Overview for Parents
2. Annual Update for 2019-20 LCAP
3. Annual Update for 2020-21 Learning Continuity and Attendance Plan
4. 2021-22 Local Control and Accountability Plan
5. 2021-22 LCAP Expenditure Tables
6. LCAP Instructions

LČAP
Local Control & Accountability Plan
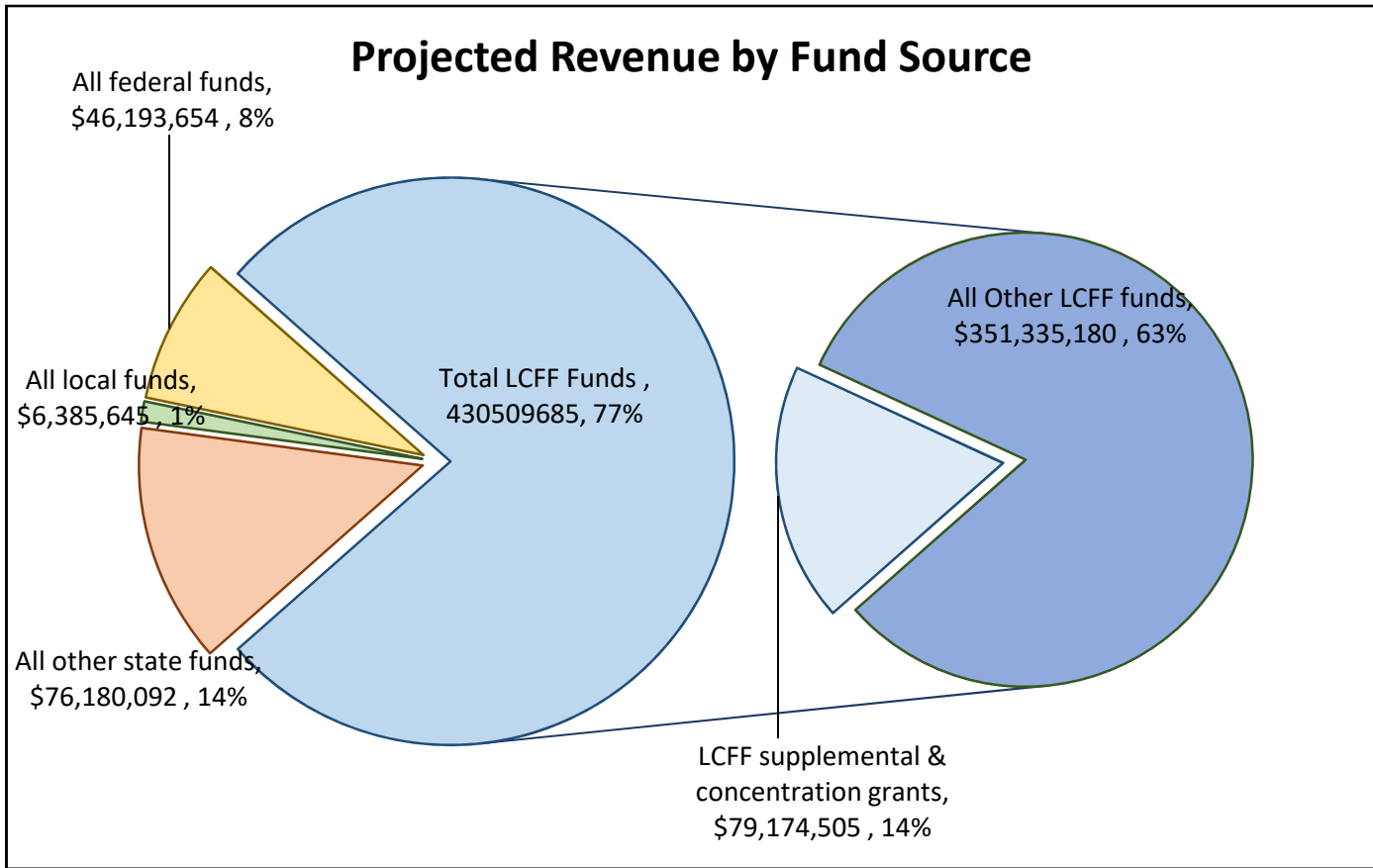
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sacramento City Unified School District

CDS Code: 34674390000000

School Year: 2021 – 22

LEA contact information: Jorge A. Aguilar, Superintendent (916) 643-7400

Note: Some projected expenditures are still being finalized and the total dollar amounts in this document specific to 21-22 LCAP expenditures may change.

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $46,193,654 , 8%

All local funds, $6,385,645 , 1%

All other state funds, $76,180,092 , 14%

Total LCFF Funds , 430509685, 77%

All Other LCFF funds, $351,335,180 , 63%

LCFF supplemental & concentration grants, $79,174,505 , 14%

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

The total revenue projected for Sacramento City Unified School District is $559,269,075.48, of which $430,509,685.00 is Local Control Funding Formula (LCFF), $76,180,091.55 is other state funds, $6,385,645.32 is local funds, and $46,193,653.61 is federal funds. Of the $430,509,685.00 in LCFF Funds, $79,174,505.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP
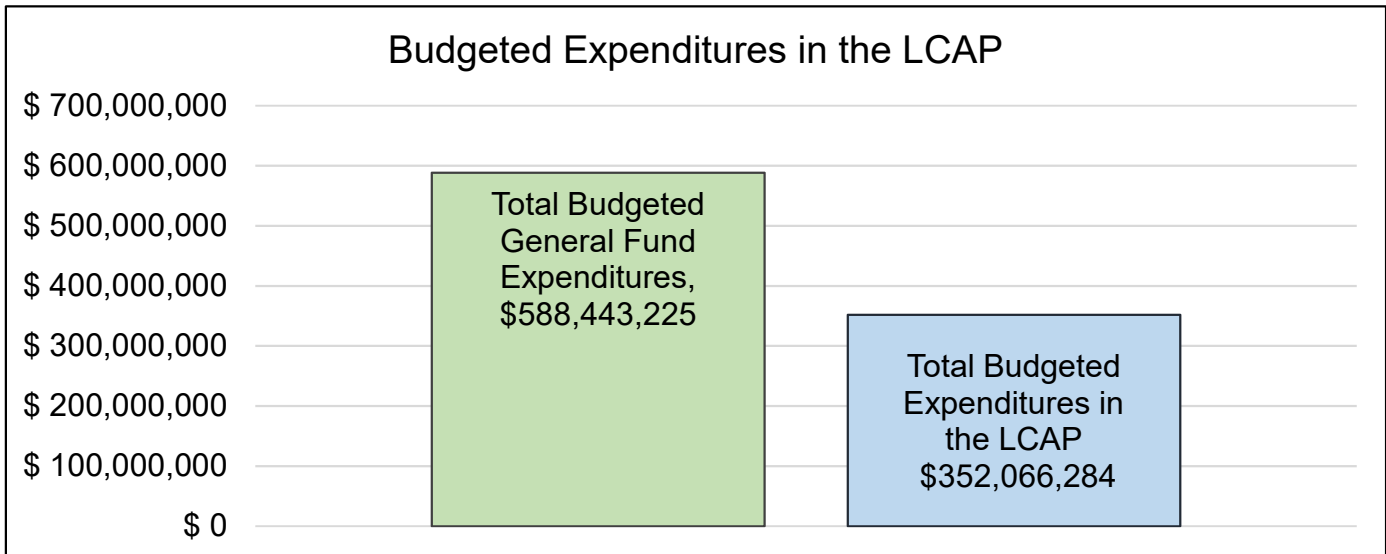
This chart provides a quick summary of how much Sacramento City Unified School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Sacramento City Unified School District plans to spend $588,443,225.15 for the 2021 – 22 school year. Of that amount, $352,066,284.00 is tied to actions/services in the LCAP and $236,376,941.15 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
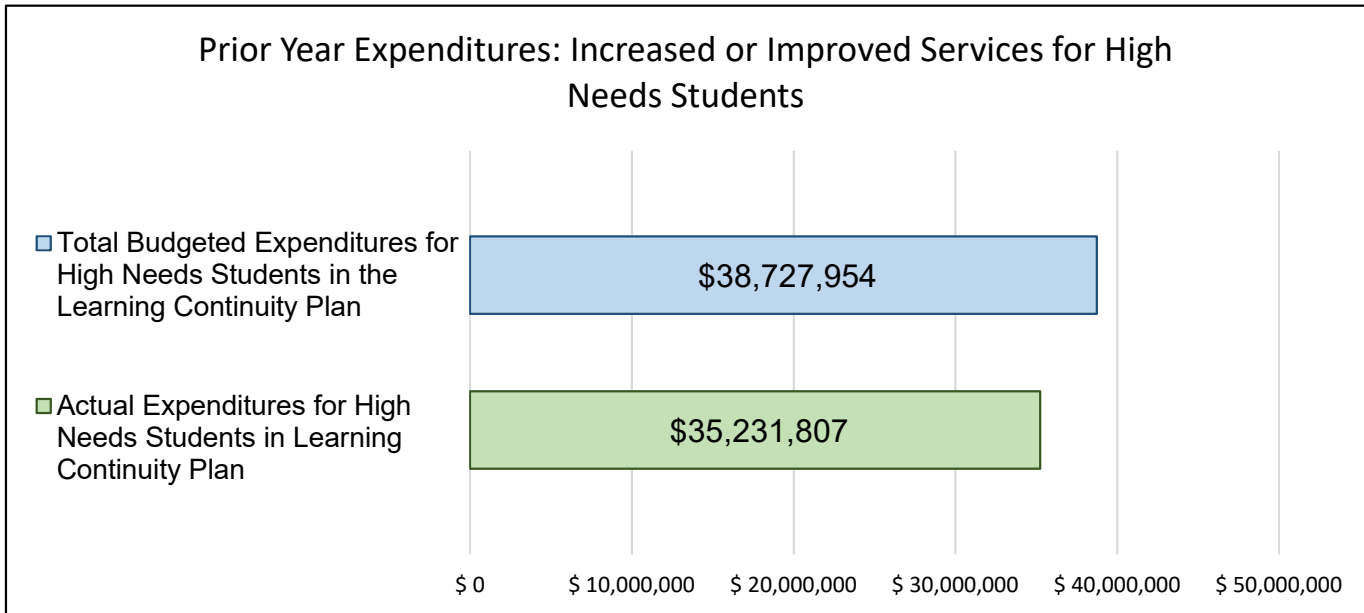
Central office department budgets (except for those specifically included), other employee salaries and benefits (except for those specifically included), transportation, Title 1, 2, and 3 funds (except for those

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Sacramento City Unified School District is projecting it will receive $79,174,505.00 based on the enrollment of foster youth, English learner, and low-income students. Sacramento City Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sacramento City Unified School District plans to spend $89,729,829.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$38,727,954
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$35,231,807

$ 0 $ 10,000,000 $ 20,000,000 $ 30,000,000 $ 40,000,000 $ 50,000,000

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

In 2020 – 21, Sacramento City Unified School District's Learning Continuity Plan budgeted $38,727,954.00 for planned actions to increase or improve services for high needs students. Sacramento City Unified School District actually spent $35,231,807.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of $3,496,147.00 had the following impact on Sacramento City Unified School District's ability to increase or improve services for high needs students:

The planned actions for increasing or improving services for high needs students were, overall,

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Increase the percent of students who are on-track to graduate college and career ready.

- Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready. (Action 1.1)
- Provide a variety of learning supports including differentiated instruction and interventions for all students as needed. (Action 1.2)
- Develop an infrastructure for ongoing analysis of student performance and progress by providing teacher release time and collaborative learning time. (Action 1.3)
- Provide effective core instruction, as well as appropriate learning supports and interventions, to ensure that English Learners make expected progress in attaining English and in academic achievement. (Action 1.4)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                     Priority 2: State Standards (Conditions of Learning)
                     Priority 4: Pupil Achievement (Pupil Outcomes)
                     Priority 7: Course Access (Conditions of Learning)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers are appropriately assigned and fully credentialed. Source: School Accountability Report Card	Percent of Teachers Fully Credentialed 2019-20: 97% Percent of Certificated Employees Teaching Outside of Subject Area of Competence 2019-20: 0% Source: School Accountability Report Cards (SARC)

Expected	Actual
19-20 Maintain the number of fully credentialed certificated employees at 99%. Maintain teacher mis-assignment rate at less than 1 percent. **Baseline** 2016-17: 1,594 certificated employees were credentialed correctly. (95%) 2016-17: 20 of 1677 certificated employees were teaching outside subject area of competence. (1.2%)	
Metric/Indicator Pupils have access to standards-aligned instructional materials. Source: School Accountability Report Card; SCOE Williams inspection **19-20** Maintain textbook sufficiency. For all schools inspected, no insufficiency. **Baseline** 100% of students have their own assigned textbook in all core curricular areas (textbook sufficiency).	2018-19: No insufficiency found (100% of students have access to instructional materials in core curricular areas) 2019-20: No insufficiency found (100% of students have access to instructional materials in core curricular areas) Source: School Accountability Report Card (SARC)
Metric/Indicator 2016-17 Implementation of State Standards Survey Administrators and leaders assess the district's progress in: (1) providing professional learning, (2) supporting sites in identifying areas to improve in delivering instruction, (3) providing CCSS	

Expected	Actual

aligned instructional materials, (4) implementing academic standards for all students, (5) and supporting teachers' professional learning needs.

Source: Local

19-20
Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:
(1) Providing professional learning in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54%
(2) Supporting sites in identifying areas of improvement in delivering instruction 50%
(3) Providing CCSS aligned instructional materials in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54%
(4) Implementing academic standards in CTE, PE, Health, VAPA and World Language for all students 58%
(5) Supporting teachers' professional learning needs 46%

Baseline
2016-17 Baseline:

Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:
(1) Providing professional learning 24%
(2) Supporting sites in identifying areas of improve in delivering instruction 20%
(3) Providing CCSS aligned instructional materials 24%
(4) Implementing academic standards for all students 28%
(5) Supporting teachers' professional learning needs 16%

Survey Area	Percent of Responses*	
	Summer 2019	April 2020
Providing Professional Learning	25	24
Supporting Sites in Delivering Instruction	18	14
Providing Aligned Instructional Materials	40	38
Implementing Academic Standards	26	22
Supporting Teachers' Professional Learning	9	12

Source: Local Survey of Site and District Administrators
*Percent of Responses indicating either "Fully Implementing" or "Fully Implementing with Sustainability"
Summer 2019: 49 respondents
Spring 2020: 49 respondents

Metric/Indicator
Implementation of English Language Development (ELD) professional learningDuring the 2019-20 school year, professional learning on ELD focused on using the ELD

During the 2019-20 school year, professional learning on ELD focused on using the ELD curriculum within the board-adopted K-12 ELA/ELD programs. ELD training specialists supported

Expected	Actual
curriculum within the board-adopted K-12 ELA/ELD programs. ELD training specialists supported teachers with research-based ELD strategies and job-embedded coaching. Source: SCUSD Multilingual Literacy Department Source: Local **19-20** New baseline for ELD professional learning will be established. **Baseline** 2016-17 Baseline: 175 elementary school teachers and 34 secondary school teachers attended the summer ELD Professional Learning Institute. 45 teachers participated in EL Master Plan professional learning	teachers with research-based ELD strategies and job-embedded coaching. Source: SCUSD Multilingual Literacy Department
Metric/Indicator Implementation of Next Generation Science Standards (NGSS) professional learning Source: Local **19-20** 300 teachers attend NGSS professional learning. **Baseline** 2016-17: 227 teachers attended NGSS professional learning.	2019-20: 1022 teacher contacts Note: This data is reported as 'teacher contacts,' as it represents the number of individual contact points and does includes multiple contact points for individual teachers. For 2019-20, the 1022 contacts include 115 Elementary contacts, Includes, 530 Secondary contacts, and 377 contacts through the Instructional Materials Pilot process. The 'teacher contact' methodology was used in past years to determine all data reported in previous LCAP Annual Updates. Source: SCUSD Curriculum and Instruction Department
Metric/Indicator	2018-19: 140 Teachers

Expected	Actual
Implementation of Visual and Performing Arts standards professional learning Source: Local **19-20** 300 teachers attend VAPA professional learning. **Baseline** 2016-17: 202 teachers attended Visual and Performing Arts (VAPA) standards professional learning.	2019-20: 10 Teachers Professional development plans in 2019-20 were significantly impacted by two key factors. These included the time required to hire a new VAPA Coordinator, the position that oversees VAPA professional learning, and the closure of schools and in-person meetings due to COVID-19. Source: SCUSD Curriculum and Instruction Department
Metric/Indicator Student achievement in grades 3-8 and 11 on standardized ELA assessments (CAASPP) Source: California School Dashboard; CAASPP.cde.ca.gov **19-20** 2018-19: CAASPP ELA Average distance from standard met/Level 3 (DF3): All: -7.4 Continue to accelerate gap closure with the following targets for the lowest performing student groups: • Low Income: -21 • English Learner: -30 • Students with Disabilities: -73 • African American students: -40 • Hispanic/Latino students: -19 **Baseline**	Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. 2018-19 CAASPP ELA Results for Grades 3-8 and 11 | Student Group	Average Distance From Standard (DFS)
All students	-21.5
Low Income Students	-43.9
English Learners	-58.0
Students with Disabilities	-100.5
African American students	-72.5
Hispanic/Latino students	-39.7 | Source: California School Dashboard (CSD)

Expected	Actual
2015-16: CAASPP ELA Average distance from standard met/Level 3 (DF3) All: -28.4 Status of lowest performing student groups: • Low Income: -49.1 • English Learner -55.1 • Students with Disabilities: -101.3 • African American: -69.2 • Hispanic/Latino: -47.6	
Metric/Indicator Student achievement in grades 3-8 and 11 on standardized Math assessments (CAASPP) Source: California School Dashboard; CAASPP.cde.ca.gov **19-20** 2018-19: CAASPP Math Average distance from standard met/Level 3 (DF3) All: -30.4 Accelerate gap closure with the following targets for the lowest performing student groups: • Low Income: -39 • English Learner -38 • Students with Disabilities: -85 • African American: -65 • Hispanic/Latino: -40 **Baseline**	Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. 2018-19 CAASPP Math Results for Grades 3-8 and 11 <table><tr><th>Student Group</th><th>Average Distance From Standard (DFS)</th></tr><tr><td>All students</td><td>-48.8</td></tr><tr><td>Low Income Students</td><td>-70.5</td></tr><tr><td>English Learners</td><td>-75.1</td></tr><tr><td>Students with Disabilities</td><td>-129.1</td></tr><tr><td>African American students</td><td>-107</td></tr><tr><td>Hispanic/Latino students</td><td>-69.8</td></tr></table> Source: California School Dashboard (CSD)

Expected	Actual
2015-16: CAASPP Math Average distance from standard met/Level 3 (DF3) All: -45.4 Status of lowest performing student groups: • Low Income: -66.1 • English Learner -65 • Students with Disabilities: -119.4 • African American: -92.6 • Hispanic/Latino: -66.9	
Metric/Indicator Percent of graduates who have completed A-G (college ready) courses Source: CDE DataQuest **19-20** Increase by 5 percent until 55% is reached. Increase for Students with Disabilities by 3% a year. **Baseline** 2015-16: 43.0 percent Status of lowest performing student groups: • Low Income: 39.2% • English Learner: 9.8% • Students with Disabilities: 5% • African American 34.9% • Hispanic/Latino 36.6%	**Graduates meeting UC/CSU Requirements (Four Year Adjusted Cohort Outcome)** <table><tr><td rowspan="2">Student Group</td><td colspan="3">Percent of Group Completing</td></tr><tr><td>2017-18</td><td>2018-19</td><td>2019-20</td></tr><tr><td>All students</td><td>51.1</td><td>50.7</td><td>54</td></tr><tr><td>Low Income Students</td><td>46.5</td><td>46.1</td><td>50.3</td></tr><tr><td>English Learners</td><td>35.5</td><td>35.9</td><td>37.7</td></tr><tr><td>Students with Disabilities</td><td>10</td><td>11.8</td><td>17.6</td></tr><tr><td>African American students</td><td>29</td><td>32.5</td><td>36.5</td></tr><tr><td>Hispanic/Latino students</td><td>42</td><td>41.9</td><td>45.5</td></tr></table> Source: CDE Dataquest (Does not include charter schools)
Metric/Indicator	

Expected	Actual
Percent of students passing an Advanced Placement (AP) exam (3+) Source: SCUSD Internal analysis **19-20** Increase by 2 percent until 65% is reached. **Baseline** 2015-16: 59.7 percent Status of lowest performing student groups: • Low Income: 52% • English Learner: 44.4% • Students with Disabilities: 20% • African American 39.3% • Hispanic/Latino 57.9%	**Advanced Placement (AP) Exams:** Percent of 10-12th grade students passing at least one exam with a score of 3+ <table><tr><td rowspan="2">**Student Group**</td><td colspan="3">**Percent of Student Group**</td></tr><tr><td>**2017-18**</td><td>**2018-19**</td><td>**2019-20**</td></tr><tr><td>All students</td><td>10.8</td><td>10.6</td><td>5.7</td></tr><tr><td>Low Income Students</td><td>8.5</td><td>8.0</td><td>4.2</td></tr><tr><td>English Learners</td><td>3.1</td><td>4.4</td><td>2.1</td></tr><tr><td>Students with Disabilities</td><td>0.5</td><td>0.4</td><td>0.7</td></tr><tr><td>African American students</td><td>2.3</td><td>2.4</td><td>1.6</td></tr><tr><td>Hispanic/Latino students</td><td>9.9</td><td>8.9</td><td>4.4</td></tr></table> Source: SCUSD Internal CALPADS Analysis
Metric/Indicator Percent of students demonstrating college readiness on standardized ELA assessment (CAASPP grade 11 "Exceeded") Source: CAASPP.cde.ca.gov **19-20** Increase by 2 percent for both Ready and Conditionally Ready **Baseline** 2015-16: 19.0 percent Status of lowest performing student groups: • Low Income: 15% • English Learner: 1% • Students with Disabilities: 2% • African American 9% • Hispanic/Latino 10%	Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. **2018-19 CAASPP ELA Results:** Percent of 11th Grade Students Exceeding Standard <table><tr><td>**Student Group**</td><td>**Percent**</td></tr><tr><td>All students</td><td>21.0</td></tr><tr><td>Low Income Students</td><td>15.3</td></tr><tr><td>English Learners</td><td>0</td></tr><tr><td>Students with Disabilities</td><td>2.3</td></tr><tr><td>African American students</td><td>7.7</td></tr><tr><td>Hispanic/Latino students</td><td>15.1</td></tr></table> Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)

Expected	Actual
Metric/Indicator Percent of students demonstrating college readiness on standardized Math assessment (CAASPP grade 11 "Exceeded") Source: CAASPP.cde.ca.gov **19-20** Increase by 2 percent **Baseline** 2015-16: 8.0 percent Status of lowest performing student groups: • Low Income: 6% • English Learner: 2% • Students with Disabilities: 1% • African American 2% • Hispanic/Latino 3%	Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below. **2018-19 CAASPP Math Results:** Percent of 11th Grade Students Exceeding Standard | Student Group	Percent
All students	10.3
Low Income Students	6.1
English Learners	1.4
Students with Disabilities	0.5
African American students	1.6
Hispanic/Latino students	5.3 | Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)
Metric/Indicator Cohort graduation rate Source: CDE DataQuest **19-20** Increase by 2.5% a year until 90% or greater rates are achieved for all student groups. Increase graduation rate for SWD by 3% a year until it reaches parity with all student groups. **Baseline**	

Expected	Actual
2015-16: 81.4 percent Status of lowest performing student groups: • Low Income: 79.2% • English Learner: 73.8% • Students with Disabilities: 57.3% • African American 72.3% • Hispanic/Latino 77.8%	**Cohort Graduation Rates for 2017-18 to 2019-20** | Student Group	Percent		
	2017-18	2018-19	2019-20
All students	86.3	85.7	87.3
Low Income Students	85.6	84.7	86.1
English Learners	77.5	81.2	75.8
Students with Disabilities	65.1	66	70.4
African American students	77.7	77.1	82.4
Hispanic/Latino students	85.4	84.2	84.6	 Source: California School Dashboard (CSD) Notes: As of the 2019 Dashboard, the Graduation Rate Indicator reports a combined 4/5 year Cohort Graduation Rate. The 2017-18 and 2018-19 results reported above both are based on this method. The results above do not include charter schools.
Metric/Indicator Percent of International Baccalaureate (IB) students receiving IB diplomas Source: SCUSD Internal analysis **19-20** Increase by 2 percent **Baseline** 2015-16: 6.4% percent	Percent of IB Diploma Program candidates that completed the full IB Diploma 2017-18: 1.8% 2018-19: 3.3% 2019-20: 7.5% Source: School Site Reporting of Outcomes
Metric/Indicator Percent of English Learner students making progress (ELPI) Source: California School Dashboard CELDT/ELPAC Progress Source: SCUSD Internal analysis	Due to the COVID-19 Pandemic, no results for the English Learner Progress Indicator (ELPI) were published on the 2020 Dashboard. Results from the 2019 Dashboard are provided below.

Expected	Actual
19-20 Increase in progress toward English proficiency as measured by ELPAC: 30% increase in the percentage of students at overall Level 1 who increased one or more levels in one year. (Baseline: 28% of Level 1 students increased one or more levels from 2017 to 2018.) 50% reduction in the percentage of students whose scores decreased one or more levels. (Baseline:19% of students with two ELPAC scores experienced a decrease) **Baseline** Spring 2017 California School Dashboard: Status: Low (63.7%) Change: Maintained (-0.8%) 2016-17 % of EL students making annual progress as measured by CELDT: 53%	**2018-19 English Language Proficiency Assessments for California (ELPAC) Results** <table><tr><th>Testing Result</th><th>Percent of English Learners Tested</th></tr><tr><td>Decreased at least one Level</td><td>18.5</td></tr><tr><td>Maintained Level 1, 2L, 2H, 3L, 3H</td><td>37.4</td></tr><tr><td>Maintained Level 4</td><td>3.4</td></tr><tr><td>Progressed at least one Level</td><td>40.6</td></tr><tr><td>Made Annual Progress*</td><td>44.1</td></tr></table> Source: California School Dashboard (CSD) Note: 'Annual Progress' on the ELPAC is defined as progressing at least one Level OR Maintaining Level 4. Level 4 is the highest level a student can score on the ELPAC.
Metric/Indicator Percent of English Learner students reclassified Source: CDE DataQuest **19-20** Increase by 1.5 percent **Baseline** 2016-17: 11.2 percent	Note: Baseline reported in 2016-17 included charter school reclassification date. Data excluding charter schools: 2017-18: 12.6% 2018-19: 9.5% 2019-20: 10.3% Source: Reclassification Data from the California Department of Education (CDE)

Expected	Actual
Metric/Indicator Enrollment in 9th - 12th grade Linked Learning Pathways / Career Academies Source: SCUSD Internal analysis **19-20** Maintain a threshold of 35%. **Baseline** 2015-16: 34.1 percent	Percentage of 9-12th grade students enrolled in Career Technical Education (CTE) (Linked Learning Pathways/Career Academies) <table><tr><td rowspan="2">Student Group</td><td colspan="2">Percent of Group</td></tr><tr><td>2018-19</td><td>2019-20</td></tr><tr><td>All students</td><td>20.8</td><td>23.3</td></tr><tr><td>Low Income Students</td><td>20.6</td><td>23.5</td></tr><tr><td>English Learners</td><td>19.3</td><td>19.8</td></tr><tr><td>Students with Disabilities</td><td>16.8</td><td>19.3</td></tr><tr><td>African American students</td><td>20.2</td><td>24.2</td></tr><tr><td>Hispanic/Latino students</td><td>22.0</td><td>24.7</td></tr></table> Source: SCUSD Internal CALPADs Analysis
Metric/Indicator Implementation of Ethnic Studies curriculum Source: Local **19-20** Full implementation as a semester-long graduation requirement **Baseline** 2016-17: Pilot curriculum at C.K. McClatchy, Luther Burbank, and George Washington Carver High Schools	SCUSD's graduation requirements now include a one-semester ethnic studies requirement. Up to and including the graduating class of 2022, students can take either Ethnic Studies or Contemporary Global Issues. From the graduating class of 2023 on, Ethnic Studies will fully replace Contemporary Global Issues as the graduation requirement. Source: SCUSD Graduation Requirements
Metric/Indicator Students have access to a broad course of study. Source: SCUSD Internal analysis **19-20** Maintain course access at 100% **Baseline**	Specific methodology for this metric has not been defined in previous years, though this metric has been reported on as part of the district's Local Indicator Data in the California School Dashboard. All students have access to the district's basic, broad course of study.

Expected	Actual
2016-17: 100% of students have access to a broad course of study	Local Indicator reporting further discusses some of the systemic inequities present that result in disproportionately low enrollment in Advanced Placement and for A-G on-track status for multiple student groups. While all students may have access to the basic, broad course of study, this equal access is not manifesting in students equitably accessing advanced coursework or attaining key college preparedness indicators. Source: SCUSD Local Indicator Data on California School Dashboard (CSD)
Metric/Indicator Participation in Advanced Learning Opportunities Source: SCUSD Internal analysis **19-20** Monitor GATE identification for representation of all student groups. **Baseline** 2016-17: Elementary GATE participation rate 13.2 percent 2016-7: Middle School GATE participation rate 31.7 percent	Pending **Demographics of Students newly identified as GATE in First** Percent of group of all 1st graders and of newly identified students

Demographics of Students newly identified as GATE in First
Percent of group of all 1st graders and of newly identified students

Student Group	2018-19		201
	% of All 1st	% of IDs	% of All 1st
Total Cohort	3591	454	
English Learners	21.2	11.2	
Foster Youth	0.3	0.0	
Homeless Youth	0.7	0.0	
Socioeconomically Disadvantaged	69.0	43.2	
Students with Disabilities	14.3	6.8	
African American	13.8	2.9	
American Indian or Alaska Native	0.7	0.7	
Asian	18.7	23.1	
Hispanic/Latino	39.9	24.7	
Native Hawaiian or Pacific Islander	2.1	1.1	
White	17.3	34.1	
Two or More Races	7.6	13.4	

Source: Advanced Learning Department

Metric/Indicator	Due to competing professional learning demands, no teachers were enrolled in GATE certificate classes during the 2019-20

Expected	Actual
Expansion of Gifted and Talented Education professional learning Source: Local **19-20** Maintain enrollment in GATE certificate classes at 20. **Baseline** 2016-17: 33 teachers completes the GATE professional learning sequence	school year. Teachers were provided ongoing, on-site support by the GATE Training Specialist to sustain and improve program offerings. Source: SCUSD Curriculum and Instruction Department
Metric/Indicator Graduation On Track: N and % of high school students moved from off-track to on-track by the end of Semester 1. Source: PTAI (local) **19-20** Establish goal based on baseline **Baseline** Establish baseline in 2018-19	**Number and Percent of high school students moved from Off-Track to On-Track for Graduation by the end of the first semester** | Year	Number	Percent
---	---	---
2018-19	1427/4171	34.2
2019-20	1722/4938	34.9	 Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))
Metric/Indicator A-G On Track: N and % of 10th-12th grade students moved from a-g off-track to a-g subject borderline by the end of Semester 1. Source: PTAI (local) **19-20** Establish goal based on baseline **Baseline** Establish baseline in 2018-19	

Expected	Actual
	Number and Percent of high school students moved from Off-Track to subject borderline for A-G course completion by the end of the first semester <table><tr><th>Year</th><th>Number</th><th>Percent</th></tr><tr><td>2018-19</td><td>524/1953</td><td>26.8</td></tr><tr><td>2019-20</td><td>644/1952</td><td>33</td></tr></table> Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))
Metric/Indicator Implementation of State Standards in Social Studies and Civics: Confirm standards implementation is aligned with the FAIR Act Source: local **19-20** Monitor implementation **Baseline** Establish baseline in 2018-19	Prior levels of implementation were sustained and no additional implementation steps were taken. No formal baseline was established in 2018-19. Source: SCUSD Curriculum and Instruction Department

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. In order to improve student learning, close achievement gaps and ensure students are college, career, and life ready, the district will provide certificated salaries and benefits to attract teachers who are highly qualified to provide exemplary services to all students, including unduplicated counts. Kindergarten through third grade classes will be a maximum of 24 students per class. Maintain class size reduction at 24:1 in K-3, and provide class size reduction	Classroom teachers; classified staff; basic facilities costs; instructional supplies. 1000-4000 LCFF $261,874,148 Maintain class size reduction to 24:1 in K-3, additional CSR in targeted classrooms, and professional learning through	1000-4000 LCFF $261,173,682 1000-4000 Suppl/Con $38,329,452

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
above formula at selected high-need sites. Maintain professional learning through collaborative time. At Title I schools, intervention services are provided to our most academically-challenged students.	collaborative time. 1000-4000 Suppl/Con $35,994,995 Intervention and school initiatives 1000-6000 Title I $2,914,000	1000-4000 Title I $6,389,135
Curriculum Coordinators and district training specialists offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, World Languages, Next Generation Science Standards, Visual and Performing Arts, Social Science, Physical Education and Health; and professional learning for Special Education.	1000-3000 Suppl/Con $799,477 1000-3000 Title I $2,753,255 1000-3000 Title II $859,018 1000-3000 Title III $509,308 1000-3000 Suppl/Con EL $107,249	1000-3000 Suppl/Con $536,503 1000-3000 Title I $2,111,634 1000-3000 Title II $897,947 1000-3000 Title III $499,931 1000-3000 Suppl/Con EL $0
Construct a strong foundation for early childhood learning with preschool and Transitional Kindergarten. Enhance school readiness and achievement over time with early literacy. Transitional kindergarten continues without modification. These early childhood offerings have been shifted to other providers: Early Head Start for infants and toddlers, preschool programs, in-house programs for children with medical needs, and prenatal education.	Federal Child Care: 235,774 Head Start: 5,840,686 SETA Headstart Preschool 31,200 PreK and Family Lit 15,000 State Preschool: 4,565,429 1000-4000 Grant $10,688,089 Transitional kindergarten 1000-4000 Suppl/Con $1,313,030 Contribution to state preschool 1000-4000 Suppl/Con $847,039 Contribution to Adult Education for the Parent Participation Preschool 1000-4000 Suppl/Con $360,000	1000-4000 Grant $11,262,183 1000-4000 LCFF $1,440,922 1000-4000 Suppl/Con $1,098,262 1000-4000 LCFF $1,600,000
District librarians assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.	1000-3000 Suppl/Con $1,541,999	1000-3000 Suppl/Con $1,556,146

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase access to Common Core instruction for students with disabilities. Develop and implement MTSS including strategies for evidence based academic and social emotional intervention and universal design for learning in all Gen Ed and SDC classes in K-12. Site capacity assessment tool will be validated and 100% of schools will have participated in the survey during 2019-20.	1000-3000 LCFF $19,273,093 1000-3000 LCFF $321,968	1000-3000 LCFF $17,145,952 1000-3000 LCFF $320,903
Provide academic and career counseling to support students. Provide targeted assistance to low income, English learner, foster youth and students with disabilities in college and career readiness activities and guidance. Counselors at every high school and .5 FTE at middle schools plus John Still and Rosa Parks K-8, for a total of 47 FTE districtwide. Action is modified with the addition of the Master Schedule Director and credit recovery programming to improve increased graduation rate and college and career readiness by ensuring students who are off-track get back on-track.	1000-3000 LCFF $762,567 1000-3000 Suppl/Con $5,633,929 Master Schedule Director, Professional Learning, Credit Recovery Programming 1000-6000 Suppl/Con $815,870	1000-3000 LCFF $804,542 1000-3000 Suppl/Con $5,960,083 1000-6000 Suppl/Con $479,512
Sustain and deepen the implementation of Linked Learning and High Quality Career Technical Education (CTE) Pathways that prepare students for post-secondary education and careers. Increase student participation in the work-based learning (WBL) continuum. CCGI is no longer in use. It is anticipated that Perkins will be renewed and additional funds will be provided through CTEIG 2, but those have not been awarded as of the LCAP adoption.	1000-4000 Suppl/Con $2,941,941 Strong Workforce Grant 1000-7000 Grant $83,057	1000-4000 Suppl/Con $2,351,144 1000-7000 Grant $14,308 Perkins Grant 1000-7000 Grant $382,133
No funding is anticipated for the 2019-20 year. Grant funds were intended to be exhausted by 2018-19.	$0	N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Foster Youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department. Educational outcomes for Foster Youth must mirror that of the general student population. Grant included refers to a contract with the County. Foster Youth served by the grant are 16-18 years old and will be prepared for independent living. Action is modified by the addition of the TUPE grant.	1000-4000 Suppl/Con $435,230 1000-4000 Title I $180,993 TUPE Grant 1000-4000 Grant $973,160	1000-4000 Suppl/Con $382,106 1000-4000 Title I $152,729 1000-4000 Grant $405,235
Provide English Language Development (ELD) professional learning for principals, district staff including bilingual instructional assistants, and other leaders. Implement the EL Master Plan in accordance with the CA ELA/ELD Framework. Staff support schools' monitoring of English Learner progress in ELD, and in academic subjects. Modified action reflects funding shift from Title I to LCFF - Suppl/Con EL. Action is modified by a reduction in staff (from 2 Coordinators to 1)	1000-4000 Suppl/Con $7,535 1000-4000 Suppl/Con EL $367,432 1000-3000 Title I $152,845 1000-4000 Title III $927,554	1000-4000 Suppl/Con $7,486 1000-4000 Suppl/Con EL $277,973 1000-3000 Title I $111,637 1000-4000 Title III $837,088
Expand access to programming to support students who are demonstrating beyond age level capacity for learning and creativity. Implement inclusive practices in the Gifted and Talented identification pathways that specifically support Low Income, English learners, students with disabilities, and culturally diverse learners. Action is modified by the addition of a Research and Data Coordinator who will oversee data and analysis requirements related to GATE eligibility, and math eligibility data analyses for math placement; coordinate the district-wide administration of the PSAT 8/9, PSAT, and SAT.	1000-3000 LCFF $78,535 5000-5999: Services And Other Operating Expenditures Suppl/Con 692,000 1000-3000 Title I $78,535 1000-3000 Title II $115,520 Research and Data Coordinator (1.0 FTE) 1000-3000 Suppl/Con $154,701	1000-3000 LCFF $81,603 5000-5999: Services And Other Operating Expenditures Suppl/Con $431,583 1000-3000 Title I $82,652 1000-3000 Title II $118,051 1000-3000 Suppl/Con $99,237
Expand access to the International Baccalaureate (IB) program by providing ongoing professional learning, providing curricular resources, and community outreach to ensure that low income, English learners, and under-represented student groups are enrolled.	1000-4000 Suppl/Con $972,538	1000-4000 Suppl/Con $914,208

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.1: • Curriculum, assessments, and professional learning • Substitutes for professional learning • Supplemental materials and instructional technology	1000-4000 Suppl/Con $2,945,000	1000-5000 Suppl/Con $3,128,465 1000-5000 Suppl/Con EL $441,683
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.2: • Intervention Supports such as Resource Teachers • Instructional Assistants	1000-4000 Suppl/Con $2,800,000	1000-5000 Suppl/Con $1,421,553 1000-5000 Suppl/Con EL $573,944
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.3: • Additional collaborative time for data analysis, planning and monitoring of student progress • Academic Conferences	1000-4000 Suppl/Con $285,000	1000-5000 Suppl/Con $407,122 1000-5000 Suppl/Con EL $467,129
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.4: • Supplemental materials for English Language Development • Bilingual Instructional Assistants • Books	1000-4000 Suppl/Con EL $1,930,000	1000-5000 Suppl/Con EL $475,491 1000-5000 Suppl/Con $55,959
School Psychologists provide screening and early identification of learning disabilities and other challenges students face. Attend student study team meetings and recommend appropriate interventions or	1000-3000 Suppl/Con $3,971,800	1000-3000 Suppl/Con $4,093,105

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
modifications as needed, especially for low income, English learner, foster youth and homeless students		
Interventions to improve Grade Level Readiness will include Winter Break, after school, weekend and summer programs.	1000-4000 Suppl/Con $600,000 1000-4000 Title I $900,000	1000-4000 Suppl/Con $0 1000-4000 Title I $79,797
Action will not be implemented in 2019-20.		N/A
Provide intervention support through before-and-after school tutoring for students identified as low-performing in the targeted grades listed above.	1000-6000 Grant $1,792,254	Low-Performing Student Block Grant (LPSBG) 1000-6000 Grant $1,277,462
Credit recovery options at the Sacramento Accelerated Academy (SAA), the district's online credit recovery program housed on the Enrollment Center campus. SAA students work on coursework in a computer lab setting and have the assistance of teachers who are on-site as well as online teachers whom they can access remotely via the internet.	1000-4000 Suppl/Con $1,129,983	1000-4000 Suppl/Con $1,277,462
SCUSD's Induction program will provide participating teachers individualized, job-embedded support in the first years of their teaching profession so as to increase the efficacy and retention of our new teachers. Participating Teachers will also demonstrate progress towards mastery of the California Standards for the Teaching Profession so as to effectively serve our diverse student body, their families and our community.	1000-5000 LCFF $372,852 1000-3000 Title II $780,652	1000-3000 LCFF $266,055 1000-3000 Title II $376,401

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. The areas in which funds were expended on other actions or services and/or additional funds were used were:
- Providing technology and materials to ensure access to distance learning. Beginning with one device per family, chromebooks were distributed to all students who needed a device. Hotspots were provided upon request and a partnership was established with Comcast to provide several months of free internet access to eligible families. This broad effort was a

primary focus immediately following school closures to ensure that all students, and especially low-income students, English Learners, Foster Youth, and Homeless Youth, could access distance learning.

- Staff identified additional software and materials to support instruction and distance learning implementation. This included an expanded Zoom subscription, physical textbooks, software licenses, and school supplies. This included district access to Nearpod, a tool for developing interactive lessons and online access to Rosetta Stone.
- Additional hourly time for key staff to prepare for the full launch and support of distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of school sites due to the COVID-19 pandemic presented a unique and significant challenge to the implementation of several actions/services in this area. Beginning in March 2019 and lasting through the end of the school year, many district activities had to be postponed, canceled, or significantly modified. In addition, the cancellation of state assessments in Math, English Language Arts, and Science and the changes in how other data were collected impacted the reporting of student outcomes. Overall, student outcomes indicate some progress toward achieving the stated goal of increasing the percent of students who are on-track to graduate college and career ready while reaffirming the need to address inequitable outcomes between student groups and improve outcomes for all students.

Successes
- District leadership continued to develop and implement common systems and processes for academic counseling. This included regular reviews by counselors to address identified student needs in a timely manner and A-G benchmarks set across the district. These benchmarks provide a rubric that counselors and students can use to understand how progress is made toward completion of the full A-G course sequence. This process was designed to specifically benefit unduplicated student groups and students with exceptional needs as they have continued to have disproportionate outcomes in these measures over time.
- Progress was made toward standardizing placement and eligibility criteria for college prep and Advanced Placement (AP) courses. Standard district eligibility criteria for math and science courses were created and the use of established College Board criteria for AP course placement started. This is a significant change from the previous context in which individual school sites, departments, or instructors set criteria of their own choosing, leading to wide variation in policies and practices across sites. The district also worked towards common course titles and the elimination of unnecessary course titles that contribute to the tracking of students into separate cohorts within the master schedule. The district also convened staff to collaboratively develop course placement criteria for English Learners to ensure that they are consistently enrolled in schedules that include both the appropriate Designated ELD instruction as well as keeping them on-track for graduation and providing opportunities for A-G completion. Similar work started and is in progress at the middle school grade levels. District and school site staff started collaborative discussions to review and revise placement and eligibility criteria for middle school mathematics, science, and GATE coursework. Overall, these course placement and eligibility efforts were just the beginning of a larger and ongoing effort to eliminate barriers and decrease the opportunity and access gaps that exist in the system.

- When the district shifted to distance learning, it took the opportunity to launch professional development for staff in Universal Design for Learning (UDL) as a part of the foundational training. As part of 'Phase 1' of Professional Development for Distance Learning, staff completed three self-paced modules on UDL. This professional development supports staff in designing instruction that provides multiple access points for students to engage in learning, multiple representations of content and concepts, and multiple ways for students to express their thinking. This training was also in alignment with the district's ongoing efforts to implement an effective Multi-Tiered System of Support (MTSS).
- The professional development provided for staff also included self-paced modules for instructional staff in a variety of distance learning tools – Google Classroom, software-based curricula, assessment platforms, collaborative tools, and accessibility tools and supports for students with disabilities. The skills acquired in this training supported the transition to distance learning and will support the ability of staff to implement hybrid instruction and other uses of instructional technology in the future.
- A key success within the context of distance learning was the design and implementation of virtual tools. This expanded into the 2020-21 school year. Early successes during 2019-20 included virtual supports for teacher induction (virtual classroom visits), providing families an online preschool enrollment option, and engaging sites in virtual collaboration to support student groups (e.g. cross-school collaboration of Gay Straight Alliances (GSAs)).

Challenges
Many of the key implementation challenges from 2019-20 were connected to school closures and the conditions of the pandemic. These included:
- Providing the appropriate technology (hardware) and connectivity to deliver distance learning. This was a major challenge at the outset of school closures and was addressed through a districtwide effort to obtain, distribute, and provide support to students and families to use computers. Wi-Fi hotspots were also made available upon request to facilitate internet connectivity. This broad challenge also included determining student and family needs, preparing devices for distribution, and appropriately inventorying and tracking distribution.
- Delivery of the wide range of professional development planned for the spring and early summer. Implementation of professional development as planned was, of course, impacted by the inability to gather in groups. This affected staff's ability to deliver internal opportunities within the district as well as attendance at outside conferences/workshops. This challenge also resulted from the need to implement new and urgent components of professional learning. As the instructional model shifted to distance learning, there were significant demands on staff time to engage in professional development designed to support the transition. This resulted in less time available for other types of professional development. Lastly, the district continued to struggle with an 'opt-in' model for some forms of professional development. This continued to present challenges in ensuring that all staff were consistently trained in specific forms of professional development.
- Credit recovery program participation was a challenge in the new school closure context. Staff cited the role of fatigue, as students were spending longer hours online and were less likely to voluntarily attend additional online classes. They also cited the inability to leverage in-person supervision to keep students on track. The presence of a supportive adult in the same room is a key support in keeping students on-track with their credit recovery program and goals.
- Delivering preschool and early kindergarten in an online format presented significant challenges, as did the logistical enrollment of families into preschool. Staff worked to rapidly pivot instruction to distance learning and have successful done

so. However, the importance in early education of in-person teacher-student and student-student interactions cannot be understated. As noted, an online enrollment option was implemented.

- Physically connecting with unengaged students was and remains a challenge. In the early days of school closures, the numbers of unengaged students were high and it was difficult to connect some students to the initial distance learning rollout. Efforts to address this challenge are discussed further in the responses to goal 2 prompts.

A broad challenge that was present before school closures and remains a challenge is the ability to fully implement district common assessments. These were impacted by the same 'opt-in' culture referenced above and the participation in district common assessments was far from ideal. In 2019-20, only 43% of students participated in 1 or more interim assessment for English Language Arts and 53% participated in 1 or more for Math. This has been a focal point of stakeholder input and staff prioritization as assessments are critical to the district's planned MTSS efforts and overall ability to identify and address student needs.

Actions Not Implemented
The majority of actions within this goal are based in salary and benefits for instructional staff. For these, most were implemented as planned and, while staff roles pivoted during school closures, positions themselves were maintained through school closures. Actions/expenditures not implemented due to COVID-19 included much of the professional development planned for the Spring semester and on-site programs and other activities requiring physical interaction. These included aspects of the teacher induction program (Action 1.22), in-person tutoring programs, and extracurricular activities. Some of these activities were later restored partially within the virtual space. Additionally, Advanced Placement (AP) exams were modified in scope by the College Board and International Baccalaureate (IB) exams were not held. The planned implementation of the Low-performing Student Block Grant (LPSBG) (Action 1.20) to provide additional tutoring was cut short by school closures and the planned summer school program was significantly modified. The summer school program that was offered was reduced in scope and provided staff an opportunity to pilot aspects of distance learning instruction in preparation for the fall.

Overall Effectiveness
Review of the available data demonstrate progress towards the goal in some areas during the 2019-20 year and over the lifespan of the LCAP (2017-18 to 2019-20). In other areas, progress was minimal or decreases were observed. Overall, significant disparities in performance by student group persist and the need to increase the percent of students who are on-track to graduate college and career ready remains.

- The two key California School Dashboard indicators specifically aligned to this goal – Graduation Rate and College/Career Readiness – reveal mixed results when the data are disaggregated. While the overall rates for the district improved slightly from 2017-18 to 2019-20 (Graduation Rate increased from 86.3% to 87.3% and College/Career Readiness increased from 40.1 to 41.7%), the performance of student groups varied greatly. Significant progress was made in Graduation Rate over the three years for Homeless Youth (69.5% to 72.9%), Students with Disabilities (65.1% to 70.4%), African American students (77.7% to 82.4%). Filipino students (91.2% to 95.2%), White Students (88.7% to 92.5%), and Foster Youth (76.5% to 81.3%) while other student groups had relatively small increases or decreases. In the case of American Indian or Alaska Native students (78.6% to 73.3%) the decrease was more significant.
- For the College/Career Indicator on the California School Dashboard (not included as an LCAP indicator in the 2019-20 LCAP but discussed here as a relevant metric that will be included in the next LCAP), notable progress was made by Foster Youth

(6.1% to 30%), Students with Disabilities (4.1% to 8.1%), American Indian or Alaska Native students (15.4% to 20%), Filipino students (48.2% to 58.1%), and Multiracial students (41.6% to 51.7%). Most of the remaining student groups increased or decreased slightly, with Asian students (61.4% to 56.9%) and Homeless Youth (17.9% to 12.3%) as the groups with the most significant decreases. Overall, 2019-20 results on these two indicators did not demonstrate significant forward progress in meeting the articulated goal, though there were some bright spots for specific student groups. Tremendous disparities between student groups persisted with four groups above 50% preparedness and five groups near or below 20% preparedness.

- The percentage of graduates completing UC 'A-G' requirements increased from 51.1% in 2017-18 to 54% in 2019-20, with individual student groups continuing to display vast disparities in outcomes. Asian (71.4%), Filipino (80%), and Multiracial students (64.5%) had outcomes well above 'all students' in 2019-20. English Learners (37.7%), Foster Youth (38.5%), Homeless Youth (20.9%), Students with Disabilities (17.6%), African American Students (36.5%), and American Indian or Alaska Native students (30%) were all well below the average for 'All' students.

- Fall 2019 marked the first year that 'status' was reported on the California School Dashboard for the new English Learner Progress Indicator. Following two consecutive years of results for the new English Learner Proficiency Assessments for California (ELPAC), SCUSD achieved a 44.1% rate of English Learners making Annual Progress on the assessments. This rate includes students who either maintained the highest level possible (4) or improved at least one level. This rate is at the upper threshold of the state-defined 'Low' range. To enter the 'Medium' range a rate of 45-55% must be achieved. The overall rate for the state on the 2019 Dashboard was 48.3% making progress. The reclassification rate for 2019-20 (10.3%) increased from the 2018-19 rate (9.5%).

- The percentage of students passing at least one Advanced Placement (AP) exam with a score of 3 or higher decreased significantly (from 10.8% in 2017-18 to 5.7% in 2019-20). The AP context was impacted greatly by school closures, with tests being administered online and in a modified format. As a result, it is hard to compare the results to the prior year. However, the 2017-18 to 2018-19 results (10.8% to 10.6%) showed relatively static performance over that one-year time span.

- Student performance on the 2018-19 state English Language Arts (ELA) assessment showed a broadly positive trend relative to 2017-18 for the average Distance From Standard (DFS) score. This score represents the average amount above or below the threshold score for 'Standard Met.' There was notable improvement for 'All students' (-26.7 DFS to -22.1 DFS) and for several student groups. Foster Youth, Socioeconomically Disadvantaged students, Hispanic/Latino students, White students, and Multiracial students all improved by more than 5 points. Not all student groups made positive growth and the performance of Homeless Youth (-77.2 DFS to -88.5 DFS) and American Indian or Alaska Native students (-52.2 DFS to -61.8 DFS) were particularly concerning. Broadly, the performance of all students and student groups in the ELA assessment continue to demonstrate a significant need for improvement, with the overall district performance in 2018-19 still lagging significantly behind that of the state (-2.5 DFS).

- Student performance on the 2018-19 state Mathematics assessment did not change much for 'All students' relative to 2017-18. 'All students' improved slightly from -50.6 DFS to -48.8 DFS. While no student group improved more than 5 points, several decreased by significant amounts. Homeless Youth (-103.9 DFS to -122.3 DFS) and American Indian or Alaska Native students (-83.6 DFS to -98.6 DFS) showed the most concerning decreases and the district's overall performance (-48.8 DFS) remained below the state average (-33.5 DFS). The percent of 11th grade students exceeding standards for ELA

(21%) and Math (10.3%) remained low and have shown minimal improvement since the 2015-16 baseline levels of 15% for ELA and 8% for Math.
- Outcomes for provision of standards-aligned curriculum and appropriately assigned and credentialed teachers remained at overall high levels. For 2019-20, 97% of teachers were fully credentialed and there were no teachers teaching outside of their area of subject competence. All students were found to have sufficient, standards-aligned instructional materials during fall inspections.

Overall, this goal remains an area in which significant progress is needed moving forward. With the district's guiding principle focused on students graduating with the greatest number of postsecondary choices from the widest array of options, the emphasis on college and career readiness and the related actions and metrics in this LCAP goal should continue.

Goal 2

Students will be engaged with a safe, physically and emotionally healthy learning environment.

- All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning. (Action 2.1)
- Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities such as robotics, project-based learning, extended extracurricular and expanded learning program involvement, including any other costs associated with other enrichment opportunities (arts programs, field trips, assemblies, band, athletics, etc.). (Action 2.2)
- Maintain clean, safe, and appealing facilities conducive to learning. (Action 2.3)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                          Priority 5: Pupil Engagement (Engagement)
                          Priority 6: School Climate (Engagement)

Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Well maintained school campuses Source(s): School Accountability Report Card **19-20** Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%. Maintain one plant manager and at least 16 hours of custodial time at each school.	Facilities Inspection Tool (FIT) Results: 97% of school sites met or exceeded the 'Good Repair' standard in Spring 2019 inspections. (2 sites did not meet the 'Good Repair' standard) Percent of school sites with assigned Plant Manager: 2019-20: 100% Percent of school sites that meet the minimum threshold for weekly custodial time (12 hours): 2019-20: 100% Source: SCUSD Facilities Services Department

Expected	Actual
Baseline 100% of schools inspected are rated exemplary or good on the Facilities Inspection Tool (FIT). Each school site has a Plant Manager and at least 12 hours of custodial time weekly.	
Metric/Indicator Attendance Source: SCUSD midyear analysis **19-20** District-wide attendance rates will maintain at 96% or greater. **Baseline** 2015-16: 93.8% 2016-17: Mid year 95.3%	District-wide Attendance Rates 2018-19 Final: 94.2% 2019-20 Mid-Year: 94.8% (to 2.29.20) Source: SCUSD Internal Analysis
Metric/Indicator Chronic Absence Source: SCUSD midyear analysis **19-20** Chronic Absence rates will maintain at 10% or lower for all students **Baseline** 2016-17: Mid year 11.9% Status of Specific Student Groups: Low Income: 13.7% English Learners: 9.5% Students with Disabilities: 17.2%	Chronic Absenteeism Rates for 2019-20 are shown for the portion of the year leading up to school closures due to COVID-19.

Expected	Actual
Foster Youth: 21.6% Homeless: 30.5% African American: 18.5% Hispanic/Latino: 13.1%	**Chronic Absenteeism Rates**

Chronic Absenteeism Rates

Student Group (Includes grades K-8 in alignment with California School Dashboard)	Percent of Group Chronically Absent	
	2018-19 Final	2019-20 Mid-Year
All students	14.8	11.0
Low Income Students	18.1	12.4
English Learners	11.2	8.3
Students with Disabilities	19.8	12.8
Foster Youth	30.1	21.4
Homeless Youth	57.9	42.8
African American students	27.6	20.1
Hispanic/Latino students	16.5	11.8

Sources:
2018-19 Final Data from California School Dashboard
2019-20 Mid-Year (to 2.28.20) from SCUSD Internal Analysis

Student Group (Includes Grades K-12)	Percent of Group Chronically Absent	
	2018-19 Final	2019-20 Mid-Year*
All students	17.2	13.1
Low Income Students	20.4	14.4
English Learners	14.5	10.9
Students with Disabilities	23.0	16.5
Foster Youth	39.5	24.3
Homeless Youth	58.5	44.5
African American students	30.4	22.9
Hispanic/Latino students	19.2	14.2

Sources:
2018-19 Final Data from CDE Dataquest
2019-20 Mid-Year data (to 2.28.20) from SCUSD Internal Analysis

A focus area for SCUSD has also been the Chronic Absenteeism rate for Kindergarten students:
2018-19 mid-year (to 2.21.19)*:   17.2%
2018-19 Final (CDE Dataquest): 20.7%
2019-20 mid-year (to 2.28.20)*:   15.1%

*Source: SCUSD Internal Data System
(Performance and Targeted Action Index (PTAI))

Expected	Actual
Metric/Indicator Suspension rate Source: SCUSD midyear analysis **19-20** Monitor suspension rate monthly. Lower suspension rate for all to 2.1% Continue to lower suspension rate for disproportionately affected student groups: African American Hispanic Foster Student with Disabilities **Baseline** 2016-17: Mid year 3.8% Status of Specific Student Groups: Low Income: 4.5% English Learners: 3.0% Students with Disabilities: 8.4% Foster Youth: 18.1% Homeless: 10.0% African American: 10.0% Asian: 0.7% Hispanic: 3.5% White: 2.1%	**Suspension Rates for 2018-19 and 2019-20** |	Suspension Rate			
Student Group	2018-19 Mid-Year	2018-19 Final	2019-20 Mid-Year	2019-20 Final
All students	3.8	5.6	3.1	3.7
Low Income Students	4.6	6.8	3.7	4.5
English Learners	3.2	3.7	2.1	2.3
Students with Disabilities	7.2	10	5.6	6.7
Foster Youth	14.2	21.2	9.9	13.5
Homeless Youth	8.5	12.2	5.2	6.4
African American students	10.1	14.6	8.1	10.3
Asian students	1.2	1.6	0.8	1.0
Hispanic/Latino students	3.5	5.4	2.7	3.3
White students	2.0	2.9	1.8	2.1	 Sources: 2018-19 Final from California School Dashboard (CSD) 2018-19 and 2019-20 Mid-Year from SCUSD Internal Analysis (Mid-Year data reports Suspension Rates to end of February) 2019-20 Final from CDE Dataquest
Metric/Indicator Drop out rate	Middle School Drop-Out Rate: 2017-18: 0.2%

Expected	Actual
Source: CDE DataQuest **19-20** Drop out rate will decrease to 9.4% for all, 9.7% for Low income, 11.3% for EL. Maintain a middle school drop out rate of less than 1 percent. **Baseline** 2015-16: 10.9% Status of Specific Student Groups: Low Income: 12.2% English Learners: 13.3% Students with Disabilities: 18% Foster Youth: n/a Homeless: n/a African American: 19% Asian: 5.2% Hispanic: 10.9% White: 9.8% Middle school drop out rate: less than 1 percent	2018-19: 0.1% 2019-20: 0.06% Source: SCUSD Internal Analysis **High School Drop Out Rate** | Student Group	Dropout Rate of Group 2017-18	2018-19	2019-20
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All students	8.9	7.6	6.2
Low Income Students	10	8.4	6.9
English Learners	13.9	10	13
Students with Disabilities	14.5	10.3	7.8
Foster Youth	26.3	37.5	16.7
Homeless Youth	25.5	22.8	22.1
African American students	14.8	14.6	9.7
Asian students	3.3	4.4	2.5
Hispanic/Latino students	10.1	7.4	7.6
White students	6.7	6.1	2.6	 Source: California Department of Education (CDE) Dataquest Note: Data does not include charter school outcomes
Metric/Indicator Expulsion rate Source: CDE DataQuest **19-20** Maintain low expulsion rate (less than 0.1 percent) **Baseline**	Expulsion Rate: 2017-18: 0.03% 2018-19: 0.04% 2019-20: 0.01% Source: California Department of Education (CDE) Dataquest

Expected	Actual
2014-15: 0.0% (10 students) 2015-16: 0.0%	
Metric/Indicator School Climate Survey Source: Local **19-20** Improve percent of positive responses by 5% annually until 90% is reached. **Baseline** School Climate Survey Baseline Results as of 6/15/2017 percent of positive responses by construct: Students in grades 3-12 (N = 12,347) Elementary: Safety: 59% Belongingness: 68% K-8: Safety: 61% Belongingness: 68% Middle: Safety: 65% Belongingness: 66% High : Safety: 65% Belongingness: 62% Teachers (N = 695) Safety: 61%	Measures of Safety and Belongingness represent aggregate results across multiple survey questions. The data below represents the percent of respondents who answered positively (Indicated either positive or strongly positive response) on survey questions related to Safety and Belongingness. 2019-20 Total Respondents: Students: 17,506 Parents/Guardians: 1,922 Staff: 1,118 <table><thead><tr><th rowspan="2">Group</th><th colspan="4">Percent Positive Responses</th></tr><tr><th colspan="2">Safety</th><th colspan="2">Belongingness</th></tr><tr><th></th><th>18-19</th><th>19-20</th><th>18-19</th><th>19-20</th></tr></thead><tbody><tr><td>All Students (3rd -12th)</td><td>63.8</td><td>62.5</td><td>65.8</td><td>65.3</td></tr><tr><td>Elementary</td><td>61.0</td><td>61.2</td><td>68.3</td><td>68.8</td></tr><tr><td>K-8</td><td>61.3</td><td>60.0</td><td>61.8</td><td>63.1</td></tr><tr><td>Middle School</td><td>67.2</td><td>65.6</td><td>67.6</td><td>66.4</td></tr><tr><td>High School (Large)</td><td>63.0</td><td>60.5</td><td>60.2</td><td>57.2</td></tr><tr><td>High School (Small)</td><td>73.7</td><td>72.0</td><td>68.1</td><td>68.2</td></tr><tr><td>Staff</td><td>61.2</td><td>51.2</td><td>73.3</td><td>65.6</td></tr><tr><td>Families</td><td>85.0</td><td>81.7</td><td>84.6</td><td>80.0</td></tr></tbody></table> Source: Local School Climate Survey

Expected	Actual
Belongingness: 74% Families (N = 1,074) Safety: 83% Belongingness: 81%	
Metric/Indicator Chronic Absence Interventions: N and % of K-12th grade students who are at risk of being chronically absent, or chronically absent, and have documented evidence of two or more attendance interventions. Source: PTAI (local) **19-20** Establish targets for N and % **Baseline** Report baseline from 2018-19	**2018-19 and 2019-20** **Chronic Absence Intervention Results** | Grade Span	2018-19 N	2018-19 %	2019-20 N	2019-20 %
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Elementary School	8593	64.2	8960	58.6
Middle School	2757	64.5	2561	52.5
High School	6098	73.9	5792	48.2	 Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))
Metric/Indicator Attendance Interventions: N and % of K-12th grade students who had less than 95.9% attendance, received attendance interventions, and had improved attendance by January 31 Source PTAI (local) **19-20** Establish targets for N and % **Baseline** Report baseline from 2018-19	**2018-19 and 2019-20** **Attendance Intervention Results** | Grade Span	2018-2019 N	2018-2019 %	2019-20 N	2019-20 %
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Elementary School	8661	3.1	10148	21.4
Middle School	2669	2.7	2715	25.5
High School	5532	2.3	4429	30	 Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))

Expected	Actual
Metric/Indicator Disproportionality in Suspension by Segment: N and % of K-6th grade students with 1 or more suspension incidents whose student groups are disproportionately represented N and % of 7th-8th grade students with 1 or more suspension incidents whose student groups are disproportionately represented N and % of 9th-12th grade students with 1 or more suspension incidents whose student groups are disproportionately represented Source: PTAI (local) **19-20** Establish targets for N and % **Baseline** Report baseline from 2018-19	Number and Percent of students with 1 or more total suspension incidents whose student groups are disproportionately represented based on 2017-18 data (African American and American Indian or Alaska Native students) <table><tr><td rowspan="2">Grade Span</td><td colspan="2">2018-2019</td><td colspan="2">2019-20*</td></tr><tr><td>N</td><td>%</td><td>N</td><td>%</td></tr><tr><td>K-6</td><td>363/733</td><td>49.5</td><td>213/442</td><td>44.4</td></tr><tr><td>7-8</td><td>213/496</td><td>42.9</td><td>173/406</td><td>42.6</td></tr><tr><td>9-12</td><td>270/765</td><td>35.3</td><td>182/430</td><td>42.3</td></tr></table> *2019-20 Data is through 4.7.20 Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure that school sites are clean, welcoming and well-maintained with sufficient staffing.	2000-3000 LCFF $16,137,635 4000-4999: Books And Supplies LCFF $802,623	2000-3000 LCFF $15,317,441 4000-4999: Books And Supplies LCFF $640,680
Expansion of the Safe Haven Initiative, ensuring that the SCUSD community knows that all district properties are to be considered a Safe Haven from U.S. Customs and Immigration Enforcement (ICE). This initiative includes, but is not limited to: voluntary professional learning for staff;	1000-4000 Suppl/Con $271,000	1000-4000 Suppl/Con $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
• connections to resources for students and their families such as citizenship or English as a Second Language classes; • support for DACA-eligible students.		
Action is modified to reflect the vacancy in Safe Schools Director and potential changes to the provision of services by School Resource Officers.	2000-3000 LCFF $0 5000-5999: Services And Other Operating Expenditures LCFF $1,510,000	2000-3000 LCFF $177,402 5000-5999: Services And Other Operating Expenditures LCFF $563,823
Action is modified to include stipends for Secondary School Leadership. Assistant Principals at the secondary level include staff above formula. These staff are responsible for supporting positive school climate at their site: targeted outreach to unduplicated students and their families in order to build trusting relationships. Additional funds are provided for stipends to department heads at district high schools. These stipends are to support their leadership on use of student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income and English learner students.	1000-3000 LCFF $3,057,969 Stipends to department heads 1000-3000 Suppl/Con $210,000	1000-3000 LCFF $2,797,648 1000-3000 Suppl/Con $170,932
Implement an integrated approach to school climate in order for schools to become more positive, dynamic and supportive places to learn. The approach integrates Social Emotional Learning competencies, Positive Behavior Intervention Supports, and Restorative Practices. Action is modified to reflect a change in funding. Budgeted expenditures include: • SEL Director • Equity Coaches • Professional Learning and Conferences • Supplemental Instructional Materials and Books	1000-4000 Suppl/Con $273,149 1000-4000 Title I $1,053,434 1000-4000 Title II $385,662	1000-4000 Suppl/Con $174,139 1000-4000 Title I $743,709 1000-4000 Title II $658,045

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continued support and training for Bully Prevention. Facilitate resolution of suspected bullying reports with safety plans and action plans for involved students. Ensure recognition of the effect of privilege, oppression and micro-aggression in suspected bullying.	2000-3000 Title I $26,925 2000-3000 Grant $114,788	2000-3000 Title I $13,134 2000-3000 Grant $55,992
Implement a comprehensive program to increase attendance and decrease chronic absenteeism. The program ("Be Here") consists of four major activities: • Tracking and monitoring attendance data; • Communicating the importance of attendance; • Reducing punitive measures that keep students out of school; • Providing support for at-risk students All SCUSD schools will receive universal support, and the 21 schools with the highest rate of chronic absence will receive strategic and intensive services. Action is modified to reflect the district enrollment staff (added in Year 2) moved to Goal 3.	Learning Community for School Success Grant 1000-4000 Grant $515,513	1000-4000 Grant $569,958
Wraparound health and mental health supports are provided by district nurses and social workers.	1000-3000 Suppl/Con $1,722,569 1000-3000 Title I $188,369 1000-3000 LCFF $836,738 1000-4000 Suppl/Con $39,000 1000-3000 Suppl/Con $688,136 1000-3000 Title I $196,988 1000-3000 LCFF $800,428 1000-4000 Grant $334,747	1000-3000 Suppl/Con $1,643,028 1000-3000 Title I $238,078 1000-3000 LCFF $898,184 1000-4000 Suppl/Con $39,000 1000-3000 Suppl/Con $906,096 1000-3000 Title I $31,700 1000-3000 LCFF $809,374 1000-4000 Grant $337,950
Provide Expanded Learning programming, including before school, after school, summer, and intersession learning experiences. Expanded Learning programs advance the academic, social, emotional, and physical needs and interests of students. Expanded Learning	ASES Grant 1000-4000 Grant $8,968,801 1000-4000 Suppl/Con $545,456	1000-4000 Grant $9,586,180 1000-4000 Suppl/Con $465,837

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
opportunities are hands-on, engaging, student-centered, results-driven, and complement learning activities in the regular school day/year. Services are provided by community partners, with supervision, support and quality assurance, provided by the Youth Development department. SCUSD has 11 qualified main providers, including but not limited to: Sacramento Chinese Community Services Center, Target Excellence, Focus on Family, Boys & Girls Club, and Center for Fathers and Families.	1000-4000 Title I $449,711	1000-4000 Title I $464,751
The Connect Center is a centralized Student Support Center that serves as a "gateway" to critical support services for students and families. This central hub provides a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students. Services provided include: Information and referral; clinical consultation; case management; attendance intervention and support; individual and family counseling; crisis intervention; health insurance enrollment.	1000-4000 Suppl/Con $131,923 Medi-Cal: Kaiser: Learning Communities for School Success: 1000-4000 Grant $161,645 1000-4000 Title I $153,240	1000-4000 Suppl/Con $152,651 1000-4000 Grant $131,110 1000-4000 Title I $67,195
Support for the enrollment, attendance and achievement of homeless students to ensure they receive equal access to educational opportunities. Specific services include assistance in the following areas: school enrollment and attendance support services, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals, and education support services under McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youths.	1000-4000 Title I $161,872	1000-4000 Title I $158,259
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Student Support Centers in 27 schools.	1000-4000 Suppl/Con $360,000 1000-4000 Grant $2,096,760	1000-4000 Suppl/Con $143,046 1000-4000 Grant $1,546,632
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and	1000-4000 Suppl/Con $920,000	1000-5000 Suppl/Con $1,544,126

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 2.1 and 2.2: • Supplemental Instructional Materials in support of Positive School Climate • Personnel at school sites to support safety, student attendance, health, mental health, case management • Enrichment and extracurricular activities, including athletics • Robotics, art and music programs		1000-5000 Suppl/Con EL $104,663
Student Leadership Conference	5000-5999: Services And Other Operating Expenditures Suppl/Con $50,000	5000-5999: Services And Other Operating Expenditures Suppl/Con $1,473
Provide more varied opportunities for students to become interested in school and learning through technology-based activities, extended extracurricular offerings, and experiential learning.	Music, Instructional Technology support, and other classroom equipment refresh 1000-6000 Suppl/Con $500,000	1000-6000 Suppl/Con $660,339
	Elementary Athletics 1000-5000 Suppl/Con $358,000	1000-5000 Suppl/Con $324,340
	College/Business Visits 1000-5000 Suppl/Con $250,000	1000-5000 Suppl/Con $10,661
	Needs-based scholarships for experiential learning 1000-5000 Suppl/Con $100,000	1000-5000 Suppl/Con $0
	Student Clubs 1000-4000 Suppl/Con $50,000	1000-4000 Suppl/Con $0
Expanded visual and performing arts opportunities	1000-4000 Suppl/Con $791,376	1000-5000 Suppl/Con $777,337

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. The areas in which funds were expended on other actions or services and/or additional funds were used were:

- Continuation of meal services for students and families. Additional funds were provided to Food and Nutrition Services to ensure that staff could effectively pivot to a model of food preparation and distribution that could be implemented within established safety parameters.
- Purchase of Personal Protective Equipment (PPE) and other supplies/equipment to ensure that essential services could be maintained and to prepare for the potential reopening of school sites. These efforts helped to lay the groundwork for the later reopening of learning hubs, which would provide in-person services for students with high needs.
- Additional hourly time for staff in student support and health services, technology services, and other critical departments to conduct targeted outreach to students and families and to develop systems for the full launch and support of distance learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of school sites due to the COVID-19 pandemic during the second half of the 2019-20 school year brought an entire set of new and unexpected challenges and opportunities for success in meeting those challenges. As discussed in the analysis section for Goal 1, the closure of physical school sites had wide-ranging impacts on the implementation of actions and the availability of student outcome data. Actions that were planned for the late spring or summer were modified or, in some cases, not implemented/postponed until the fall. The shift to a distance learning model and the professional learning that was implemented to support this shift provided the opportunity to engage all instructional staff in foundational training. An example of this was the integration of Social Emotional Learning (SEL) into Academic Content for Distance Learning. Staff at all grade levels were provided guidance and resources to implement core SEL practices into assigned online learning and face-to-face online sessions.

Distance learning also required a major shift in service delivery across departments including Student Services, Special Education, and other offices providing targeted supports to students and families. The provision of a safe, physically and emotionally healthy learning environment took on a very different meaning as the learning environment expanded beyond the physical school sites. The continuation of food and nutrition services during the shelter-in-place period was itself a massive undertaking requiring the coordination of many individuals and teams. Major challenges included communication with families to provide information about distance learning as well as important updates and guidance regarding COVID-19. Maintaining a sense of community and establishing meaningful connection between school and home became more challenging and more urgent than ever. The role of facilities staff took

on new layers of complexity and urgency as they routinely sterilized and deep cleaned school sites and other facilities supporting essential staff.

Successes
To achieve the goal - Students will be engaged with a safe, physically and emotionally healthy learning environment – the majority of actions were implemented as planned and are discussed below in three overarching areas. These included (a) actions that supported the effective implementation of systems, structures, and curriculum at school sites, (b) actions that provided a range of wrap-around services for students and families, and (c) actions that enhanced the academic and experiential opportunities for students.

•Actions that focused on the effective implementation of systems, structures, and curriculum at school sites included the district's Positive Behavioral Interventions and Supports (PBIS) and Social Emotional Learning (SEL) programs (Action 2.5), anti-bullying efforts (Action 2.6), the 'Be Here' Attendance Initiative (Action 2.7), and Assistant Principals at secondary school sites (2.4). PBIS and SEL efforts were aligned through the work of Equity Coaches that provided support to implement SEL curriculum, staff training in PBIS and Restorative Practices, and direct teacher support to develop and sustain positive culture/climate in the classroom and schoolwide. The bullying prevention program sustained efforts to provide staff training, build awareness, and provide direct site support in resolution of individual bullying incidents. The program coordinator worked closely with PBIS and SEL staff to align efforts. The grant-funded 'Be Here' attendance initiative implemented a range of actions to decrease Chronic Absenteeism. Twenty-one focus school sites were supported to implement best practices including regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. Assistant Principals at secondary school sites were key leaders in the site-based implementation and coordination of all of the above named efforts (PBIS, SEL, bullying prevention, Be Here attendance program) and other programs key to the development and maintenance of positive school climate and culture. Additionally, the district's preliminary efforts to implement a system-wide Multi-Tiered System of Supports (MTSS) resulted in a comprehensive three-year plan with installation to begin in 2020-21.

•A second set of actions was focused on the provision of wrap-around services for students and families and included Health services (Action 2.8), the Connect Center (Action 2.10), and Homeless Services (Action 2.11). A range of health services (physical and mental) were provided through district nurses, social workers, and the immunization clinic. These staff provided critical services that played a key part in addressing health issues that might otherwise result in significant loss of time in school for students. The Connect Center continued to serve as a centralized 'gateway' to critical support services for students and families in SCUSD. The Connect Center coordinates a range of services by providing a single, easily identifiable point of access and assistance. Services at the Connect Center include individual and family counseling referrals, mental health/behavioral consultations, suicide-risk response and intervention, attendance interventions, health insurance enrollment/health advocacy, and LGBTQ Safe Zone trainings. Similar services were provided locally at some school sites through their site-based Student Support Centers (SSC). Support for Homeless Youth included enrollment, transportation assistance, facilitation of meal access, retrieval of school/medical records, referral to health resources, and more. All of these actions were implemented as part of the larger effort to achieve the goal of providing a safe and healthy learning environment for all students. See the Student Support & Health Services 19-20 Annual Report for further details and data by program and area (https://www.scusd.edu/sites/main/files/file-attachments/2019-20_annual_report.pdf?1602609871\)

•A third set of actions focused on implementing academic and experiential opportunities designed to increase student engagement in school. These included Expanded Learning programs (Action 2.9) and Visual and Performing Arts (VAPA) programming (Action 2.16). The Expanded Learning programs implemented by the Youth Development Support Services (YDSS) department included the full range of grant-funded after school programs at 61 school sites across the district. These programs provided extended-day academic and social activities for students that aligned with their in-class academics. After-school programming included a one-hour reading-focused block of academic time. This aligned support and other ongoing collaboration with the academic office supported increased coherence between after-school programs and classroom curricula. VAPA programs outlined in Action 2.16 sustained implementation of Middle School Music programs and provided professional learning to teachers in support of VAPA curriculum implementation.

•Actions supporting the maintenance of clean and safe facilities (Action 2.1) were implemented as planned and, throughout the closure of physical school sites, took on a heightened level of importance. Custodians, School Plant and Operations Managers, and related maintenance staff all played critical roles in maintaining safe and healthy work environments for essential staff that were present at sites to maintain core services including food distribution.

•During the early days of school closure, Food and Nutrition Services rapidly mobilized their staff to ensure the continuation of meal services for families and students. This rapidly grew to the point where staff were serving a daily number of meals on par with normal operation during in-person school. A curbside pick-up process was established that maximized safety for staff and families and partnerships were developed with local community organizations and businesses to provide additional food for families and students.

Challenges

•As noted above, connecting and communicating with families and students was a major challenge during the time of school closure and remains an area of ongoing focus. With no ability to meet and connect at the physical school site and the gaps in technology access, staff focused significant effort on contact through multiple channels including phone calls, mailing, and home visits. Home visits (conducted with safety protocols in place) proved to be an effective means for reengaging unengaged students and allowed for a point of contact to distribute key resources such as chromebooks, hotspots, and other instructional materials.

•The preparation of school sites for the 2020-21 school year was also a major challenge. At the time, it was not known how long we would remain in distance learning. With the assumption that a return to school in the fall was possible, staff identified the numerous challenges associated with returning (social distancing, sterilization, testing, air filtration, signage/pathways, etc.) and began planning for each.

•It has been said many times that the pandemic has exacerbated gaps and challenges that were already present. This has proven to be true in many parts of our educational system. A key example is the need for even more wrap-around services for students who are in need of additional support. School sites without student support centers have less immediate access to the range of supports that might be needed for academics, behavior, or health. Distance learning, conducted entirely online, revealed and amplified existing needs for differentiated instruction, social emotional learning integration, and tiered intervention.

•During school closures, bullying incident reporting declined drastically. Staff have noted that this certainly does not mean that almost all bullying has ceased, but represents a likely gap in reporting. Staff are planning to face new challenges in cyberbullying as our use of technology in instruction has expanded. An overall challenge for the district is the collection of important data within district systems that informs decision making. The collection of bullying reports is one example.

•A challenge present in 2019-20 that has grown in awareness is the need for increased identification of Homeless Youth. Increased identification of eligible youth can increase the number of students receiving appropriate supports. Based on projections, it is likely that a significant number of youth who would qualify for services are not yet identified.
School closures also decreased the number of behavior incidents being logged and the overall ability of staff to build relationships. In the area of behavior, distance learning also highlighted the challenge of discipline as a shared responsibility between teachers and family. With learning taking place at home and, in some cases, parents/caregivers physically present during lessons, staff had to navigate the dual sets of expectations existing in the classroom and at home.

Actions not Implemented
The majority actions within this goal are based in salary and benefits for staff. For these, most were implemented as planned and, while staff roles pivoted during school closures, positions themselves were maintained through school closures.

•Actions/expenditures not implemented due to COVID-19 included on-site student programs and other activities requiring physical interaction (some of these were later implemented in the virtual space) and in-person professional development during the spring. The closure of school sites also reduced the need for custodial operations related to expanded learning programs and other extracurricular activities, though efforts were shifted toward sterilization for sites maintaining essential services.

•In some cases, actions had not been fully implemented or started prior to March and school closures prevented the intended spring efforts to 'reboot.' These included college/business visits for students, student leadership conference attendance, and support for student clubs (Actions 2.14 and 2.15). While students were provided some opportunities to attend leadership conferences and go on college/business visits, implementation was far below the planned level in terms of total expenditure.
Actions that were not implemented for reasons unrelated to school closures:

•The implementation scope of the school safety action (Action 2.3) was different than planned. A Board Action in August 2019 modified the implementation of School Resource Officers (SROs) from 8 to 4 and changed the program from a site-based model to one in which SROs 'floated' across multiple campuses. A Director of School Safety was also hired. The need for a School Safety Task Force was identified to engage in collaborative planning to determine next steps in this area.

•The Safe Haven Initiative (Action 2.2), while maintaining a presence in the set of resources the district provides to students and families via the website, was not implemented in terms of any expenditures on specific services or supports.

Overall Effectiveness

Overall, the final 2019-20 outcomes provide evidence of some progress in achieving the goal of engaging students with a safe, physically and emotionally healthy learning environment. This goal remains an area of need and significant inequities in outcomes must be addressed to fully meet this goal.

Two of the major student outcomes areas for this goal – Discipline and Attendance – included results that demonstrated progress towards meeting the goal. With attendance and suspension data collection taking on a very different meaning following school closures (attendance data was collected differently during distance learning and very few suspensions occurred), it is important to separate discussion of results into 'before school closure' and 'after school closure' buckets. For the purpose of demonstrating progress, results 'before school closure' will be the focus.

•Before school closure, Chronic Absenteeism outcomes showed positive progress in a number of areas. While 2018-19 end-of-year Chronic Absenteeism results (California School Dashboard) were slightly above 2017-18 (14.6% to 14.8%), this included the impact of the days lost to the Northern California fires and a local labor action. Relative to the state of California (a 1.1% increase), SCUSD was able to maintain previous levels with the impact of the two unique circumstances. Further, 2019-20 mid-year data (as of Feb 2020) demonstrated progress relative to the same month in previous year (as of Feb 2019), decreasing from 11.5% to 10.7%. This change was measured for grades K-12. While not included as a specific LCAP indicator, additional progress was seen in the Chronic Absenteeism rates at the 18 schools sites that were the focus of the district's Be Here grant-funded attendance initiative. Through intentional collaboration with several departments and key school staff, such as Student Support Center staff, Parent/Community Liaisons, Parent-Teacher Home Visit Project and others, these sites were able to decrease their chronic absenteeism 0.81% during the 2018-19 school year, even with the two unanticipated impacts. Within this overall progress, significant gaps in outcomes persist for student groups. 2018-19 Dashboard Results show Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students all to have rates 10 percentage points or more above the rate of 'All students.' These sit in stark contrast to Asian, Filipino, and White students who all have rates well below that of 'All students.

•Significant progress was made in 2019-20 in the documentation and delivery of attendance interventions for students who were at-risk of becoming or already chronically absent. Rates at the elementary (3.4% to 21.4%), middle (2.7% to 25.5%) and high school (2.3% to 30%) grade spans were all significantly above 2018-19 levels. Overall, the district's efforts to engage staff in delivering and documenting attendance interventions continues to incrementally improve over time.

The Student Support & Health Services (SSHS) staff made significant progress in 2019-20 with the use of the Early Identification and Intervention System (EIIS) to identify students and families in need of support. When a student is referred to SSHS staff, they work collaboratively with the individual, their family, and appropriate school staff to curate a tailored case plan that will best support academic success and overall well-being. SSHS staff created a Student Support Database within EIIS and have documented support for over 15,000 students and families. Of all students referred and served in 2019-20, an average of 79% were identified in EIIS for attendance and/or behavioral concerns. In the twelve weeks during school closure, SSHS staff connected via zoom//text/email/phone or home visit with 5,793 students and families that were disengaged and struggling due to school closure and pandemic related

concerns.

•Discipline data, as measured by Suspension and Expulsion rate, also demonstrated positive progress. Dashboard results showed decreases in the Suspension Rates from 2017-18 to 2018-19 of .5% of more for All Students (6.1% to 5.6%), Homeless Youth (15.2% to 12.2%), Socioeconomically Disadvantaged students (7.3% to 6.8%) African American students (16.6% to 14.6%), American Indian or Alaska Native students (9.1% to 8%), and Multiracial students (7% to 4.9%). Small decreases in Suspension Rate also occurred for Students with Disabilities, Asian students, Filipino students, and White students. Increases were seen in rates for English Learners (3.4% to 3.7%), Foster Youth (20.5% to 21.2%), and Native Hawaiian or Pacific Islander students (4.9% to 6.4%). Inequitable outcomes persisted among student groups with Foster Youth, Homeless Youth, Students with Disabilities, and African American students all continuing to demonstrate Suspension Rates well above that of 'All students.'

•An internal analysis of mid-year Suspension Rate data (to the end of February for 2018-19 and 2019-20) showed decreases for 'All students' (3.8% to 3.1%) and across all reported student groups. Highlights included significant decreases for Students with Disabilities (7.2% to 5.6%), Foster Youth (14.2% to 9.9%), Homeless Youth (8.5% to 5.2%), and African American students (10.1% to 8.1%). While inequitable outcomes are still evident, the significant decrease for those groups with the historically greatest disparity in Suspension Rates is a point of positive progress on which to build.

•The district internal data reporting (Performance and Targeted Action Index (PTAI)) offers a deeper look into one aspect of the district's Suspension data that has remained a focal point. This is the percent of students with one or more suspensions whose student groups are disproportionately represented. This has included African American students and American Indian or Alaska Native students (based on 2017-18 levels). From 2018-19 to 2019-20 (through March 2020), there was not a significant decrease in the disproportionate representation in the district. While grades K-6 saw the disproportionate representation decrease from 49.5% to 44.4%, the high school grades increased from 35.3% to 42.3%. The middle school grades (7-8) did not significantly change (42.9% to 42.6%). Overall, the percentage of these two student groups in the set of students who have been suspended 1 or more times remained very high relative to their total demographic representation in the district (~14% total for both groups). This data reveals a continued need to focus on the disproportionate representation of specific student groups in the suspension data and overall disciplinary process.

•End-of-Year Suspension and Chronic Absenteeism data for 2019-20 show significant decreases for all students and all students groups. Given the significant change in how this data was collected, these results do not support any significant conclusions with regard to the overall effectiveness in this goal area.

•Expulsion rates remained low for the district. The rate in 2019-20 was 0.01%, down from the previous rates of .04% in 2018-19 and .03% in 2017-18. The 6 total expulsions in 2019-20 were significantly down from the total of 18 in the previous year.

•Drop-out rates improved (decreased) from 2017-18 to 2019-20 for most student groups and for all students (8.9% to 6.2%). Notable improvements included Students with Disabilities (14.5% to 7.8%), African American students (14.8% to 9.7%), Filipino students (3.5%

to 0%), Hispanic/Latino students (10.1% to 7.6%), Low Income students (10% to 6.9%), Foster Youth (26.% to 16.%), and White students (6.7% to 2.%), while English Learners showed a decrease from 2017-18 to 2018-19 (13.9% to 10%) but then increased back almost to 2017-18 levels in 2019-20 (13%). High drop-out rates relative to the 'All student' level persisted for English Learners, Students with Disabilities, Foster Youth, Homeless Youth, and African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

With broad examples of progress in the areas of discipline and attendance, it is difficult to establish a direct, causal relationship between any single action and the specific outcomes. That said, the district's intentional efforts to implement the attendance initiative programming, anti-bullying education, Positive Behavioral Intervention and Supports (PBIS), Social Emotional Learning (SEL), wrap-around health services, expanded learning programs, and other Student Support Services programs have collectively been effective in improving some outcomes. The attendance initiative has a relatively direct relationship between its implemented actions and resulting improvements, with documented evidence of their efforts across the 18 focus sites. Other targeted efforts have yielded positive results that provide insight into the effectiveness of specific actions. The PBIS focus schools showed a reduction in total behavioral referrals of 12% and decrease in total suspensions of 45% from the previous year. SEL efforts have been focused at the schools identified for the highest variance in suspensions for African American students. Of the 23 identified schools, 22 decreased in suspension rate and 21 decreased in suspensions for African American students. 5 of the 6 schools with the largest decreases from the previous year were focus schools. As noted above, this has not necessarily resulted in a significant decrease in overall disproportionality, but the decreasing trends of suspensions do represent progress upon which to build.

Goal 3

Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Stakeholders to have improved opportunities to participate in district/site activities that increase their skills as partners in education. (Action 3.1)
Stakeholders to receive improved district and site communications, including translation/interpretation services (Action 3.2)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
                       Priority 3: Parental Involvement (Engagement)
                       Priority 4: Pupil Achievement (Pupil Outcomes)
                       Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent participation in decision-making and leadership activities Source: Local **19-20** Maintain the number of School Site Councils with proper composition at 100%. Provide training for the School Site Councils that did not receive training in 2018-19, thus reaching 100% of district schools.	School Sites Properly Composed: 2019-20: 61% (45/74) School Sites Receiving Training: 2019-20: 5 in-person SSC training conducted. Additionally, an SSC training webinar was developed and made accessible to all school sites.

Expected	Actual
Baseline 2016-17: 100% of SCUSD school site councils are properly composed. 2016-17: Seventeen (17) schools received School Site Council training.	
Metric/Indicator Parent participation in the District English Learners Advisory Committee (DELAC) Source: Local **19-20** Increase the percent of schools with an ELAC sending a representative to DELAC to 75%. Increase the attendance rate for 4 out of 7 meetings to 75%. **Baseline** 2015-16: 52% of schools with an ELAC send a representative to at least one DELAC meeting 2016-17: 54% of schools with an ELAC send a representative to at least one DELAC meeting. 38% of those representatives attended 4 out of 7 meetings.	Percentage of Schools with an ELAC sending a representative to DELAC 2018-19: 47% 2019-20: 38% Percentage of members who attend 4 out of 7 meetings 2018-19: 52% 2019-20: 25% Source: Multilingual Literacy Department
Metric/Indicator Parent participation in the Community Advisory Committee for Special Education (CAC) Source: Local	Average Number of Attendees at CAC Meetings (including officers): 2019-20: 25 2018-19: 24.5 2019-20: 25

Expected	Actual
19-20 Increase the average attendance by 5% **Baseline** 2015-16 CAC attendance averaged 20 per meeting. 2016-17 CAC attendance at meetings and workshops averaged 22.5 per event.	Source: SCUSD Special Education Department
Metric/Indicator Build relationships and improve home-school communication with the number of Parent-Teacher home visits per year Source: Parent-Teacher Home Visit mid-year report **19-20** Increase home visits by 10% **Baseline** 2016-17: 3,791 home visits	2019-20: 971 Home Visits through March 2020 Source: SCUSD Family and Community Engagement Department Note: number reflects actual student visits, not total billed hours. Past numbers were not reflective of actual student visits and, in some cases, counted number of hours. Targets for 2022-23 will reflect the new baseline accounting for actual visits.
Metric/Indicator Build parent capacity to support their student academically with school site participation in the Academic Parent Teacher Team (APTT) model Source: Parent-Teacher Home Visit mid-year report **19-20** Maintain the number of schools participating at 13 **Baseline** 2016-17: 13 schools are participating	2017-18: 13 schools 2018-19: 10 schools 2019-20: 9 schools Source: SCUSD Family and Community Engagement Department
Metric/Indicator Build understanding of the school system and current topics in education with the Parent Leadership Pathway workshop series	Number of Participating School Sites: 2017-18: 28 2018-19: 21 2019-20: 9

Expected	Actual
Source: Local **19-20** Maintain participating sites at 28 Increase attendance to 2,800 **Baseline** 2016-17: 25 sites Session attendance: 2,500 participant sign-ins	Total Attendance at Parent Leadership Pathway Workshop (PLPW) Events: 2017-18: 2872 2018-19: 2114 2019-20: 992 (Through 2.25.20) Following school closures due to COVID-19, PLPW efforts pivoted to attendance/engagement support, development of trainings for zoom/google classroom, development of a Distance Learning Toolkit, and Social Emotional Learning SEL) Support. Source: SCUSD Family and Community Engagement Department
Metric/Indicator Participation of English learner parents in the Parent Leadership Pathway Source: Local **19-20** Maintain 75% English learner parent participation **Baseline** 2016-17: 67.1%	2017-18: 58% 2018-19: 51% 2019-20: 46% (Through March 2020) Source: SCUSD Family and Community Engagement Department

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide parent outreach and education services and the establishment of site Parent Resource Centers. Staff support district wide parent engagement by facilitating opportunities for involvement, providing access to resource information, and offering capacity-building workshops and training. Provide technical assistance and staff training at school sites.	2000-3000 Suppl/Con $143,061 2000-3000 Title I $140,177 2000-3000 Suppl/Con EL $47,687	2000-3000 Suppl/Con $143,119 2000-3000 Title I $148,291 2000-3000 Suppl/Con EL $47,132

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action is modified to reflect a reduction in staff, and the addition of fingerprinting costs to facilitate parent involvement at school sites.	Funds to pay the cost of fingerprinting for parent volunteers. 5000-5999: Services And Other Operating Expenditures Suppl/Con $50,000	5000-5999: Services And Other Operating Expenditures Title I $1,598
Support for Parent Teacher Home Visits (PTHV) and Academic Parent-Teacher Teams, with the addition of a .5 FTE Training Specialist, and funds for home visit stipends.	1000-3000 Title I $473,449 1000-3000 Suppl/Con $60,000	1000-3000 Title I $399,424 1000-3000 Suppl/Con $33,372
Translation and interpretation are provided in five languages by bilingual staff at district meetings and events and at schools. Staff also support enrollment and initial language proficiency testing. Action is modified to reflect change in FTE for Spanish translator/assessor staff: Spanish: 2.0 FTE Hmong: 2.0 FTE Cantonese: 1.0 FTE Vietnamese: 1.0 FTE Russian: 1.0 FTE	2000-3000 LCFF $228,860 2000-3000 Suppl/Con $508,754 2000-3000 Suppl/Con EL $218,281	2000-3000 LCFF $238,352 2000-3000 Suppl/Con $497,292 2000-3000 Suppl/Con EL $212,503
Provide prompt communication to foster guardians: enrollment rights, proper transfer of credits, class placement and academic standing. Share resources and information about the school district's policies, procedures and supports.	No additional expenditure	N/A
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 3.1: • Staff and services to improve outreach and communication to facilitate parents/caregivers in attending parent education, informational meetings, and school events, and in volunteering at the school; especially parents of low income, English learner and students with disabilities.	1000-4000 Suppl/Con $530,000	1000-5000 Suppl/Con $229,992 1000-5000 Suppl/Con EL $89,675

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 3.2: • Improved translation and interpretation provided for meetings, web postings and newsletters, phone outreach, etc., especially for parents of English learners.	1000-4000 Suppl/Con EL $30,000	1000-5000 Suppl/Con EL $6,339 1000-5000 Suppl/Con $3,342
Provide appropriate language translation for the Single Plan for Student Achievement (SPSA) at each school as required by criteria noted above.	5000-5999: Services And Other Operating Expenditures Suppl/Con EL $17,037	5000-5999: Services And Other Operating Expenditures LCFF $16,516
Action will not be implemented in 2019-20. Options for a no-cost infographic are available.	N/A	N/A
Enrollment Center parent outreach and support services	Director of Student Services and Alternative Education (portion of FTE) and Enrollment Specialist 1000-4000 Suppl/Con $242,571	1000-4000 Suppl/Con $204,518
Support for parent advisory committees	1000-5000 Suppl/Con $150,000	1000-5000 Suppl/Con $43,716

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The majority of budgeted funds in this goal area were dedicated to salary and benefits that were implemented as planned and continued through the period of school closures. While there was reallocation of staff efforts during the transition to distance learning, there was not a significant reallocation of funding. One area in which funds were reallocated was for Parent Teacher Home Visits. Parent Teacher Home Visits were shifted toward increased training as the PTHV program prepared to pivot to the virtual, Bridge Visit model. This training began in the spring of 2020 in preparation for a robust launch of Bridge Visits in the summer/fall of 2020. The efforts of other staff in the District Parent Resource Center were shifted toward engagement and outreach to families as part of a

cross-department collaboration. These efforts targeted unengaged students and focused on outreach to families of English Learners, Low-income students, Foster Youth, Homeless Youth, and other student groups with high levels of unengagement.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The closure of school sites beginning in March 2019 as a result of the COVID-19 pandemic had wide-ranging impacts on the implementation of actions and the ability to report on specific metrics. The inability to gather in groups or conduct any in-person events significantly impacted the wide range of family engagement activities being implemented across the district. While some activities carried on into the virtual meeting space, these were modified in form and faced the significant challenge of a technology gap districtwide. One outcome of the response to the COVID-19 pandemic has been an improved understanding of the technology and communication needs that exist across the district, including how these intersect with language and other access barriers. A large proportion of the initial efforts were focused on connecting students in order to begin implementing the distance learning plan and establish a new rhythm for curriculum and instruction. Parallel to this, efforts were made to stay connected with parents/caregivers through established communication channels and new methods such as video-conferencing.

Successes
To achieve the goal – Parents, families, and community stakeholders will become more fully engaged as partners in the education of students in SCUSD – the actions were, overall, implemented as planned during the months prior to school closures. Following school closures, staff pivoted to virtual supports and collaborating with other departments on engagement and outreach efforts.

In the months prior to school closures, the district's Parent Resource Center staff developed and implemented a wide range of engagement activities that provided opportunities for involvement, capacity building, and access to resources. Key efforts included the Parent Information Exchange (PIE) and Parent Leadership Pathway Workshop (PLPW) series. The PIE is a monthly event bringing together staff, families, and community organizations/agencies to share resources and collaborate on ways to better serve students and families. The PLPW is a series of 10 workshops for parents/guardians that provides training on topics such as supporting homework, positive communication, school involvement, importance of good attendance, Social Emotional Learning, Cultural Competency, and Facilitation skills. A key goal of the series is to build the capacity of parents to become leaders of their peers within school communities.

Following school closures, Parent Resource Center staff pivoted efforts to a cross-departmental collaboration to support attendance and engagement. This included making direct outreach calls and participating in home visits to reengage students who were 'unreachable.' Parent Resource Center staff also worked to develop online trainings for Zoom, Google Classroom, and other distance learning supports. A web-based Distance Learning Toolkit was developed to centralize a variety of resources for families.

Parent Teacher Home Visits are a signature practice in SCUSD, with the national program's roots beginning in Sac City's own pilot program years ago. This work supports teachers and other staff to go on structured visits to the homes of students to engage in collaborative discussions on how best to support academic and personal achievement. Teachers were provided training and time to build upon their learning. The PTHV training specialist also supported teachers to implement Academic Parent Teacher Teams

(APTTs) at 6 school sites. APTTs enhanced the work of PTHVs by supporting teachers to lead whole-class meetings with parents. In these meetings, the teacher and parents work together to identify student needs, set goals, and monitor progress over a series of sessions throughout the year.

While Parent Teacher Home Visits were on a 'pause' for the early months of distance learning, this is an instance in which significant successes in the current year have been achieved due to the foundation that was successfully laid during the latter part of 2019-20. Staff rapidly pivoted to development and implementation of the Bridge Visit model, a virtual form of Parent Teacher Home Visit. During the early months of school closures, training was provided to teachers so that all could hit the ground running in the summer/fall of 2020-21. As is noted in the 2020-21 Annual Update, this early work led to a large number of Bridge Visits being conducted by staff during distance learning.

- The Matriculation and Orientation (MOC) staff, foster youth staff, and Enrollment Center staff all worked to provide parents, families, and community members' access to information, resources, and programs. The MOC team includes district translators who work to make key information/resources available in the district's key identified languages of Spanish, Hmong, Cantonese, Vietnamese, and Russian. Foster Youth staff ensured that foster guardians received key information about enrollment rights, academic placement/standing, and the district's relevant policies and procedures. The Enrollment Center continued to serve as a key front-line resource for families, offering them information about and access to a wide range of services at the initial point of enrollment. Services and resources included the Immunization Clinic, McKinney-Vento services for families in transition, translation access, Regional Transit (RT) bus passes, family services, and support for transfers and open-enrollment programs. These actions all continued their key roles in providing families information and access, both important precursors to becoming more fully engaged.

- Within Action 3.10, the African American Transition Committee initiated its work to support the planned launch of the African American Advisory Board (AAAB) in 2020-21. While these efforts were impacted by the COVID-19 shelter in place period, key steps were taken towards the ultimate launch including accessing technical support, exploring key partnerships, and capacity building through professional learning. Other parent/guardian leadership groups continued their work to represent parent/guardian voice within key program areas and collaborate with staff on ways to increase the opportunity for all family members to have voice within their school communities and districtwide. Groups continuing their work in this area included, but were not limited to, the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC), American Indian Education Program Parent Committee (AIEP PC), and LCAP Parent Advisory Committee (PAC).

Challenges
Parent/caregiver engagement and empowerment, like many other efforts of the district, was significantly challenged by the closure of schools. As discussed above, the inability to gather in groups or conduct any in-person events significantly impacted the wide range of family engagement activities being implemented across the district. Specific challenges included:

- Connecting with families to engage and empower. It has been noted that COVID exposed and exacerbated challenges and gaps that already existed in our district and system. A key example is the gap in technology access (both hardware and connectivity) for many families. While progress was made, this remains an area of need.

- The initial inability and ongoing challenges in conducting home visits and bringing families together into space was a significant barrier to existing forms of engagement. Events like the Parent Leadership Pathway Workshops, Parent Information Exchange, Academic Parent Teacher Teams, and Parent Teacher Home Visits all were rooted in bringing people together and building relationships between individuals and groups. While many aspects of these efforts were brought into the virtual space, notably the PTHV transition to Bridge Visits, it is hard to replace the effects of being together in space.

- Unrelated to COVID, but also exacerbated by the impacts of school closures, is the ongoing challenge of providing the full scope of translation and interpretation services to meet the diverse linguistic needs present in the district. This is an area in which the district recognizes the need for ongoing improvement and growth.

Actions Not Implemented
Overall, most of the actions within this goal were implemented as planned, with the shift in staff efforts after school closure discussed above. Aspects of actions that were not fully implemented included:
- The majority of funds set aside for Volunteer Fingerprinting Costs were not expended. The service was provided as planned - with the district's centralized fingerprinting services remaining open to any parent/guardian volunteers to access the service at no cost. The total funds expended were significantly less than anticipated.
- As noted, planned activities of the Parent Leadership Pathway Workshops, Parent Information Exchange, Academic Parent Teacher Teams, and Parent Teacher Home Visits were all not implemented fully due to school closures.
- At the school-site level, ability to implement actions varied, with in-person activities canceled and 'rebooting' in the virtual spaces taking varying amounts of time.

Overall Effectiveness
The outcomes associated with this goal demonstrate some areas of progress while, overall, reaffirm this as an area of need moving forward.

- Through March 2020, the key actions implemented by Parent Resource Center staff (Action 3.1) continued to operate at a high efficiency, considering their reduction in staff (the Parent Resource Center in 2019-20 was staffed by 2.0 FTE Family Partnership Facilitators, down from 5.0 FTE in previous years). Staff facilitated the Parent Leadership Pathway Workshop series at 9 sites and supported teachers to implement Academic Parent Teacher Teams at 9 sites. Through 2.25.20, there were 992 net attendees at the PLPW events, with 46% of these being parents/guardians of English Learners. These numbers are broadly very favorable considering the staffing is at 40% of previous capacity and has, at the reduced levels, strived to maintain as wide a scope of service as possible.

- Staff also provided the training, support, and logistical management to complete 902 Parent Teacher Home Visits through 2.25.20. It is difficult to compare this last outcome with previous years, as during those years data was reported for total hours and not unique visits. (Each Home Visit can result in 2 hours being logged, with one hour of preparation and one of follow-up)

- The results of the family survey administered in fall 2019 as part of the district's Local Indicator reporting revealed a significant need for improvement in fully engaging families as partners. While the total number of responses was small, the respondents overwhelmingly rated the district as being in the 'Beginning Development' phase of engagement for the majority of the indicator areas. It is the district's intent to (1) improve the overall participation rate in future survey administrations, (2) improve the quality of the survey tool, and (3) continue improving the scope and quality of opportunities for families to fully engage as partners in their child(ren)'s education.

- School Site Councils (SSCs) continued their key role in serving as each school site's primary means for parents/guardians and community members to fully engage in the Cycle of Continuous Improvement within their school community. Funds allocated to school sites (including LCFF Base, LCFF Supplemental and Concentration, Title 1, and other grant funds) are used to improve student outcomes and the SSC remains a primary place for parents/guardians to engage as partners in the decision-making process informing the education of their students.

Goal 4

Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.

- Institute the practice of evaluating program and resource efficacy. (Action 4.1)
- Establish a district-wide protocol for providing customer service to stakeholders. (Action 4.2)

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 6: School Climate (Engagement)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	SCUSD Strategic Plan

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SCUSD Data Dashboard Usage Source: Local **19-20** Metric omitted **Baseline** Report Dashboard analytics (usage) for initial (2016-17) school year. (Baseline 2016-17: 1,606 midyear)	This metric was omitted in the previous LCAP.
Metric/Indicator On-time submission to CalPADS and Civil Rights Data Collection (CRDC) Source: Local	District confirms on-time submission of district level data to CALPADS and CRDC for 2019-20. Source: Technology Services Department

Expected	Actual
19-20 Maintain on-time submission **Baseline** On time submission of district level data to CalPADS and CRDC	
Metric/Indicator Infinite Campus (Student Information System) usage Source: Local **19-20** Increase number of Infinite Campus accounts by 10% **Baseline** Report number of students whose families have Infinite Campus accounts. (Baseline 2016-17: 5,700 midyear)	Number of Students with at least 1 parent with an Infinite Campus Account: 2017-18 Mid-Year: 5,398 2018-19 Mid-Year: 6,318 2019-20 Mid-Year: 12,651* *As of 3.13.20. Number is out of 46,187 student records, which includes all students who have been enrolled in any school for at least 1 day. Source: SCUSD Internal Analysis (Technology Services Department)
Metric/Indicator Customer service measurement tool: Complaints and resolution Source: Local **19-20** Improve by 10% annually **Baseline** Develop customer service measurement tools	

Expected	Actual
	Number of Complaints Received by the Constituent Services Office Per Quarter:
		Quarter	2018-19	2019-20	
	|---|---|---|
		July-September	418	391	
		October – December	368	347	
		January – March	237	274	
		April - June	328	179	
		Total	1351	1191	
	Average Time to Resolve Complaints: Current records do not allow for a precise reporting of this metric. In the 2018-19 Annual Update it was reported that most cases take between 3-5 days to resolve. Staff report that this range is still accurate for the majority of cases.
	Note: Quarterly numbers reported represent total Constituent Services Office contacts. Contacts include official complaints and related interactions/comments.
	Source: SCUSD Student Hearing and Placement Department
Metric/Indicator Annual evaluation report Source: Local **19-20** Planning year **Baseline**	This metric was not utilized as planned and no specific baseline or methodology was confirmed in 2019-20. District staff are engaged in development of a school and program evaluation framework based on key research questions. These have informed inclusion of attendance, discipline, and academic outcome data for schools. As this framework continues to evolve, staff will revisit how the methodology used might apply to a

Expected	Actual
Develop performance metrics for all program plans and contracts	broader set of performance metrics for all program plans and contracts.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide dashboard database reporting, and assessment system software and tools, to support the district and school sites to analyze student work and monitor student progress. Prepare to identify how programs, staffing levels, instructional supports have impact. Illuminate Education: student licenses, grading software, item bank and pre-built assessments. Tableau Server license support: 7 user licenses.	Illuminate 5000-5999: Services And Other Operating Expenditures Suppl/Con $228,642 Tableau 5000-5999: Services And Other Operating Expenditures Suppl/Con $35,956	5000-5999: Services And Other Operating Expenditures LCFF $241,840 5000-5999: Services And Other Operating Expenditures LCFF $35,956
Provide training in customer service standards; measure satisfaction level across departments	0	N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The funds allocated to actions/services in this goal area were minimal and expended as planned. No reallocations or changes in use occurred.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal, while broad in scope, had the fewest actions of SCUSD's four LCAP goals. Of the two planned actions, one was implemented fully while the other was not implemented. Action 4.1 provided staff access to the Illuminate dashboard and database reporting system. This was used both for administration of local assessments/surveys and to analyze student performance. Illuminate serves as the district's single entry point for a wide range of student data platforms/resources including the Early Identification and Intervention System (EIIS), Performance and Targeted Action Index (PTAI), Attendance, Behavior, and Course Performance (ABC) reports, reports on the Math and ELA state assessments, and School Climate Survey results. Staff at school sites and district staff use Illuminate to evaluate student, school, and district needs and to inform data-based decisions. This contributed to the achievement of Goal 4 by supporting program evaluation and the making of decisions that are as effective and efficient as possible.

Action 4.2 (districtwide training in customer service standards and the corresponding measurement of satisfaction level across departments) was not implemented as planned. This is an area in which the district's focus has diverged from the original plan for the goal and action in 2017. Customer service training is currently implemented at the department level and on an as-needed basis. The district still recognizes the value of a centralized customer service model as well as a standardized method for measuring customer satisfaction across departments. However, the prioritization of other issues has resulted in this action being identified for future consideration when the appropriate time and resources can be focused on effective implementation.

It is difficult to reach any definitive conclusions regarding the effectiveness of the stated actions/services to achieve the goal. As stated above, the implementation as planned of the Illuminate dashboard and database system supported district and site-based staff to identify needs and make data-based decisions. Broadly, this does have a positive impact on 'Maximizing the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.' However, the postponement of any implementation of districtwide customer service training or development of an annual evaluation report with performance metrics for all program plans and contracts resulted in the absence of clear evidence on which to evaluate the two major sub-elements of the stated goal. These were to (1) institute a practice of evaluating program and resource efficacy and (2) establish a district-wide protocol for providing customer service to stakeholders.

The district is engaged in development of a school and program evaluation framework based on key research questions. Currently this is focused on the evaluation of school programs within targeted areas such as attendance, discipline, and selected academic outcomes. As the methodology and reporting are refined, the evaluation framework may be extended to other district program areas.

The defined metrics within this goal include on-time submission of CALPADs/CRDC data to the California Department of Education (CDE), usage of Infinite Campus (Student Information System) by families, and complaint resolution through the Constituent Services Office. And while it is a positive to report that CDE submissions were on-time, usage of Infinite Campus increased (6,318 accounts as of mid-year in 2018-19 to 12,651 in 2019-20), and quarterly complaints decreased (1351 total in 2018-19 to 1191 in 2019-20), they are not necessarily a basis for reaching broad conclusions about the districtwide program evaluation or customer service.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment (PPE) Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	$293,610	$1,827,251	No
Screening Materials Additional Thermometers to screen student temperature and mitigate potential spread of COVID.	$11,866	$2,404,341	No
Disinfecting Materials Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	$414,623	$1,065,418	No
Visual Cues and Materials to Maximize Social Distancing: Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols. Includes signage, posters, floor decals, and stanchions to direct traffic flow.	$229,798	$1,317,420	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Portable High Efficiency (HE) Air Purification Units: Portable air purification units to be placed in classrooms, work areas, and common spaces within the districts to mitigate the spread of COVID-19. These units also mitigate wildfire smoke.	$6,167,700	$8,444,661	No
Handwashing Stations Additional handwashing stations for locations where sink access is insufficient. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19. Costs for each handwashing station include rental and 4 services per week for a 6-month period.	$415,164	$89,078	No
Hydration Stations Current drinking fountains are to remain turned off during the pandemic in order to reduce the spread of COVID-19. The installation of touchless hydration stations will provide students and staff safe access to drinking water when on campus. Will include 1 station at smaller school sites and district facilities and 2 stations at larger school sites and Serna Center.	$1,200,000	$130,459	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Several of the actions in the in-person instructional offerings section of the plan exceeded the projected expenditures substantively. As the 2020-21 school progressed and plans evolved, the scope of these actions widened to reflect the additional needs identified for successfully implementing in-person instruction and addressing the demands of the COVID-19 pandemic context.
- Screening materials, initially focused on the provision of additional thermometers to screen temperature and mitigate the spread of COVID, expanded to include the costs associated with providing COVID-19 testing, contact tracing software and materials, pulse oximeters, and thermal scanners. Initially projected at $11,866 for just thermometers, the estimated actual expenditure is $2,398,083 with all additional testing, tracing, and scanning materials included.

- Personal protective equipment, projected at $293,610 and with an estimated actual of $1,088,113, expanded in scope to include plexiglass barriers in key areas such as offices, cafeterias, and libraries at all school sites and in high contact areas within the district office. Included as planned were costs associated with face coverings, soap, and hand sanitizer.
- Disinfecting materials were projected at $414,623 and have an estimated actual of $1,065,418. The implemented action included the projected spray bottles disinfectant, towels, gloves, goggles, and masks and expanded to include backpack foggers and other equipment for use by custodial staff to make disinfection processes efficient and effective.
- Visual Cues and Materials for Social Distancing were projected at $229,798 and have an estimated actual of $1,317,007. As planned, the district purchased and installed signage, stanchions, floor decals, and posters to direct traffic according to site plans. The scope of what was actually needed to effectively achieve this action grew beyond the original plan at the time of approval. Expenditures also included stickers/decals, lamination of materials to minimize replacement need, and lawn signs to support the overall safety plan at the site.
- Air Purification Unit were implemented as planned, with the estimated actual expenditure ($8,444,661) exceeding the projected expenditure ($6,167,700). Self-Contained Air Purification Units and specialized air filters were purchased to filter air in classrooms and other enclosed spaces. The actual cost of the units, replacement parts, and filters across all necessary spaces exceeded the projected expenditure.
- Hydration Stations and Handwashing Stations both have estimated actual expenditures substantially lower than the projected estimates. Hydration stations (projected at $1,200,000) were installed, but at a decreased amount with an estimated actual of $130,459 as the scope of installation was less than planned. Handwashing stations, projected at $415,164, were budgeted assuming a weekly rental cost that would last much of the school year. With in-person schooling not occurring until very late in the year, estimated actual costs ($80,078) are far less.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

At the time of this draft's writing, SCUSD's planned reopening of in-person instruction for PreK-3rd grade students was scheduled for April 8, 2021. Grades 4-6 were scheduled to return on April 15, 2021 and grades 7-12 were scheduled to return on April 22, 2021.

The 2020-21 school year was one of uncertainty for many districts, SCUSD included. Balancing guidance from the federal, state, and county health agencies, the state legislature and Governor, the California Department of Education (CDE), and the interests of stakeholders, the district remained committed to reopening for in-person instruction as soon as the identified conditions of readiness were satisfied.

Early in the 2020-21 school year, the district's Conditions for Reopening Dashboard was established to provide the community regular updates on the progress within each metric defined as a critical component to reopening. The dashboard identified the key areas in

which challenges to reopening existed and the specific metrics that had to be completed prior to reopening. The key areas and some example metrics included:

- Communication: Health and Safety Plan including contact tracing procedures, Health Promotion Practices, SCUSD Dashboard on positive cases/exposures
- Site Safety: Inspection checklists, third-party inspections of sites, classroom preparation, daily disinfection schedule, Plexiglas barriers, directional signage
- Ventilation: Heating, Ventilation, and Air Conditioning (HVAC) units programmed to run continuously, replaced with appropriate filters, opened for outside air
- Hygiene: Disable hand dryers/drinking fountains, flush water lines, available hand soap, sanitizer, and facial tissue
- Preparing our Employees: Employees provided access to training
- Testing: Available testing, routine SCUSD on-site testing, process for reporting positive tests
- Screening: Health screening procedures, protocols for visitors, temperature check equipment at each site
- Face Covering: Face coverings in all classrooms/common places, face coverings required for all grade levels (except medical exemption)

These conditions were established in alignment with public health guidelines and align strongly with the Governor's Safe Schools for all Plan.

On March 16, Sacramento County entered the 'red tier' for risk level based on the rate of per 100,000 new daily case count, the overall rate of positive tests for the entire county, and the health equity positivity rate which assesses the disparity in test positivity rates between different census tracts/neighborhoods.

COVID-19 Testing
Providing testing that is widely available and has a rapid turnaround time for results was a significant challenge and required a collaborative effort across departments to implement. Leading up to the large-scale April reopening for in-person instruction, testing capacity and systems were built out through the district's Learning Hub sites and other open district offices. Testing was provided at all learning hub sites and operational district locations using self-administered PCR testing kits as well as rapid antigen tests. The turnaround time for the PCR test is 24-48 hours and the rapid antigen tests provide on-site results within 15 minutes. Testing began the week of March 8th and, through the first few weeks of testing, the SCUSD positivity rate was 0.86%. All testing is being offered free of charge and on a voluntary basis to all staff and students through a partnership with the California Department of Public Health (CDPH) and the Sacramento County Public Health (SCPH) department.

Vaccination
In addition to COVID-19 testing, SCUSD has partnered with Dignity Health and other community entities to host vaccination clinics open to staff as well as community members. All district staff members were offered the opportunity to be vaccinated. As of March 19, 2021, four clinic events had been held and over 2000 staff and community had been vaccinated. The district has continued partnering with Dignity Health to provide vaccines to community members at clinics, the Serna Center, and other school sites to support distribution of the vaccine across the Sacramento community.

School Site Safety:
Preparing physical school sites for the return of students to in-person instruction presented numerous challenges. These were addressed through the ongoing efforts of staff in Facilitates and Maintenance Services, Risk Management, Student Support & Health Services, Nutrition Services, and others. School site staff were critical in the on-site leadership and implementation of all required preparations and processes. Key challenges addressed included:

- Installation of physical barriers at points of high contact: Plexiglas barriers were installed in front office counters, Multipurpose Rooms, cafeterias, library counters, and additional office counters
- Installation of signage and directional barriers to guide movement of students: Signs have been installed to direct traffic flow and provide important reminders about health and safety practices. Stanchions, tents, directional arrows, and traffic cones have been provided to sites to ensure that students follow appropriate routes to and from class
- Site plans and maps to define entry/exit points and schedules: Guided by third-party review and support, site leadership has been provided training in how to identify and implement appropriate entry and exit procedures
- Ventilation and filtration of closed spaces: Heating, Ventilation & Air Conditioning (HVAC) filters were upgraded and, where upgrade was not possible, a portable HEPA filtration unit was installed. HVACs were programmed to flush inside air a minimum of 2 hours before and after the building is occupied. Additionally, handheld CO_2 monitors were purchased to provide sites a means of assessing the air quality and ventilation.

As an additional check on readiness, an outside consultant was brought in to conduct final assessments site-walks to ensure that all requirements had been met in advance of students returning to campus.

Screening
The process for daily student screening upon entry to school sites was established early in the year as part of the district's Return to Health plan. Students and staff were provided guidance for conducting passive (self) screening at home daily. This includes monitoring for symptoms of illness and recent close contact with someone confirmed to have COVID-19. Active screening conducted at schools includes a temperature check and review of signs/symptoms of illness for all students and staff entering the site. Any student of staff with symptoms of COVID or who are required to quarantine per Centers for Disease Control (CDC) guidelines will be advised to return home. The district is currently working to provide access to an app that allows screening for signs/symptoms to be completed digitally prior to arrival. This will enable schools sites to complete on-site screenings in less time.

Face Coverings
Except in cases of medical exemption, face coverings are required for all staff, students, parents/guardians, and visitors while on campus or in district facilities. Individuals may wear a face covering of their own choosing that meets California Department of Public Health (CDPH) guidelines and SCUSD will provide a face covering to all individuals who need them.

Learning Model
A key challenge in implementing in-person learning was resolving the details of the learning model to be used. The district ultimately decided to implement a concurrent model in which teachers deliver synchronous instruction to both in-person and at-home students at the same time. Students opting to return for in-person instruction were split into two cohorts ('A' and 'B') and students choosing to remain in full-time distance learning were designated cohort C. Cohorts A and B each attended in-person instruction 2 days per week,

with the other three days being distance learning. While the concurrent model presented challenges of its own (notably the technology challenges discussed below), a key success was that it allowed students to keep their same teachers for the remainder of the year. The schedule also maintained time within the school day for teachers to continue targeted small group instruction. For secondary students, daily start times returned to those used in 2019-20 to align with bus schedules and to allow morning classes to end before lunch for health and safety practices to be completed. Staff for each grade span (PreK-3, 4-6, 7-12) were returned to campus on the Monday prior to their specific students' start date to prepare for student arrival.

Cohort Schedule:
(Hold for insertion of Image)

- Monday: Distance Learning day for all. Time for both whole-group synchronous instruction and targeted small group instruction. Collaborative Time for teachers.
- Tues-Fri: About three hours of live, synchronous instruction in the morning, with concurrent teaching of students in person and students at home. Afternoon is for targeted small group instruction.
- Students pick-up grab-and-go meals at lunchtime.
- K-6 students in Special Day Classes attend classes in-person Tuesday-Friday in a phased-in approach.

A Professional Learning Website was built and provided to staff. The site includes a curated set of resources including both national and SCUSD-produced to support teachers. Topics include technology, concurrent teaching, lesson design, and content area-targeted support. A series of live question and answer sessions were also provided for teachers leading up to the opening of school.

Technology
As noted above, a key challenge emerging from the selection of the concurrent model was the need for technology that allows a teacher to instruct in-person and at-home students simultaneously. To address this challenge, the district established a Technology Reopening Committee tasked with identifying the technology needed to reopen schools and implement the learning model. The committee visited neighboring districts and met with technology personnel to learn about their process. The committee's recommendations resulted in the following being provided for each SCUSD classroom: Two (2) teacher devices (one to monitor DL students, one to facilitate instruction), LCD monitor, LCD projector, charging needs for student chromebooks, and a Polycom Studio Bar. The Polycom Studio Bar is a device that allows for amplified sound, without the need for additional speakers or microphones. Schools are also being provided with additional power strips, multi-USB docking stations, and broadband and wireless access points as needed.

The district has sufficient devices to issue every teacher a second device/computer and also recognized that there are staff who may be in need of an upgraded computer in their classrooms. With this in mind, data was collected to determine how many additional computers were needed to ensure teachers had devices compatible with Zoom and the additional technology being placed in their classrooms. Staff were provided training videos on how to set-up and use the new technology and resources for teachers to support concurrent teaching. These will include professional learning videos and podcasts that will remain accessible over time. These resources were also shared with principals.

As of March 2021, the district had deployed approximately 31,100 Chromebooks to students who identified they needed a device. This deployment began in March 2020 and has continued throughout Distance Learning. Additional Chromebook carts, Chromebooks and chargers were provided to elementary school sites to accommodate daily needs at grades EK-3. Students in grades 4 - 12 are expected to bring their District Chromebooks from school-to-home as needed for instruction in a 1:1 model. Prior to establishing that expectation, the District, in collaboration with school sites, ensured that all students in grades 4-12 had a District issued Chromebook device. In the event a student forgets to bring their District issued Chromebook with them to school, additional Chromebook carts, Chromebooks and chargers will be available for students to use at school on any given day.

To provide direct support to staff, temporary positions of Technology Support Teachers (TSTs) were created. These TSTs were provided to sites in proportion to student enrollment and have ensure that staff have access to technical assistance including troubleshooting and demonstration of technology and applications. TSTs work in coordination with site technicians.

Athletics
Enabling students and staff to resume participation in athletics (practices and competition) involved a series of challenges that were addressed in close alignment with California Interscholastic Federation (CIF) and local San Joaquin-Section guidelines. The normal three high school sport seasons were condensed into two seasons for the 2020-21 school year, transportation arrangements to and from games was arranged, attendance was limited to parents and family members, and weekly COVID testing was implemented for specific spots (football, wrestling, water polo) as required by public health guidelines.

Learning Hubs
A key district success in providing in-person services that served as a template for addressing later challenges were the Learning Hubs implemented by the Expanded Learning team. These were implemented at 14 school sites and, after beginning with 40 students/hub, grew to the maximum capacity of 56 students each. Students attending learning hubs were provided support through their distance learning instruction and additional enrichment activities. In the transition to in-person learning available to all students, the learning hubs were expanded out to 43 additional sites beyond the initial 14. These provide academic support, tutoring, snack, physical activity, and enrichment through external partners and begin immediately after in-person instruction. Priority for all learning hubs is given to to Homeless Youth, Foster Youth, English Learners, Students with Disabilities, and disengaged students. Students who attended Learning Hubs during distance learning were provided priority to continue after in-person instruction resumed. Learning hubs provided in-person activities 5 days per week, including the three days each week that students were not in-person with their classroom teachers.

Return Survey Results
Another key challenge in implementing in-person instruction was the determination of which students would be returning. The district administered a Learning Options Form in early March 2021 to determine, for each student, whether they would remain in full distance learning or return as part of an in-person cohort. If a survey was not submitted, the student was automatically enrolled in In-person instruction with the opportunity to modify as needed. The survey was made available through multiple channels and staff engaged in extensive outreach to increase the response rate. Overall, responses were obtained for 81% of students with 53% of respondents

indicating a preference to return. This rate varied by grade span, student group, and board member area. Significant variance existed by race/ethnicity, with 33% of Asian and 71% of White students indicating a preference to return, and for fluency status, 35% of Redesignated students and 58% of English Only students, and board member area, 43% of Area 4 and 63% of Area 2.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Connectivity Computers made available for all students who need a device to access distance learning at home, Wi-Fi hotspots on an as needed basis, and connectivity support through Sac City Kids Connect partnership with Comcast. Sac City Kids Connect provides low cost connectivity to eligible families. Contract provides 6 months of service for 5000 accounts. This action also includes headsets for students.	$5,728,184	$14,404,671	No
Additional Technology for Students with Disabilities Assistive technology for Students with Disabilities to access distance learning instruction from home. Includes headsets for computers.	$7,047	$150,070	No
Early Childhood Education Support Instructional Supplies and computers for staff in preschool programs.	$120,577	$155,521	No
Foster Youth Services Provide remote support for Foster Youth through a case management model. Support includes regular check-ins with students and parents, monitoring of attendance/engagement and referral to services as needs are identified.	$504,349	$667,765	Yes
Multilingual Literacy Department Lead the implementation of designated/integrated English Language Development (ELD), newcomer programs, and language immersion programs. Within the distance learning model, support site staff in effectively delivering designated and integrated ELD in a virtual	$1,363,445	$1,464,307	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
context, including use of targeted instruction. Collaborate with Curriculum and Instruction team to implement ELD standards and the ELA/ELD framework.			
Counselors, Master Scheduling, and Credit Recovery Counselors will provide students academic, college, and other supports, including referral to appropriate services. Counselors will provide virtual small group and 1 on 1 college applications support. Counselors will also play a key role in the scheduling of students at the secondary level in cohorts that meet student academic needs while meeting health guidelines. This effort will be led by the Master Scheduling director, who will also lead efforts to balance enrollment across schools/programs. This will be a key aspect of effective scheduling within distance learning and in transition to hybrid and full in-person modes; particularly as staff may need to be redeployed to address health concerns and enrollment-based needs.	$7,280,609	$7,017,552	Yes
Training Specialists and Curriculum Coordinators Lead the district's distance learning program including the use of grade level scope and sequence plans, administration and use of the district's common assessments, and implementation of the skills and strategies acquired in professional learning. Facilitate effective delivery of research-based, standards-aligned instructional practices. Expand professional development efforts to meet distance learning context needs including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and implementation of targeted small group and 1 on 1 instruction.	$4,996,850	$4,876,890	Yes
Collaboration Time	$5,558,673	$5,565,748	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the disproportionate impacts of COVID.			
Special Education Instructional Assistants and Psychologists Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	$19,623,365	$17,491,313	No
Homeless Services Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	$161,872	$156,458	No
Enrollment Center Maintain existing staffing and supports so that students are efficiently transitioned into school system and between school sites. Centralized services including an immunization clinic, family services, a summer feeding program, services for families in transition, and translators.	$247,873	$260,684	Yes
Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time. In collaboration with partners, develop programs at each school site to provide supports that include home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Pilot in-person learning hubs at elementary	$10,438,240	$8,864,001	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
schools with possibility of expansion to additional expanded learning elementary sites.			
Distance Learning Professional Development Two (2) additional days of professional learning to help prepare teachers to implement distance learning.	$2,600,000	$2,019,770	No
Distance Learning Professional Development: Electronic copies of The Distance Learning Playbook resource for staff.	$33,600	$8,460	No
Instructional Materials for Distance Learning Provide instructional materials necessary for students to participate fully in instruction. Includes physical textbooks, workbooks, digital textbook licenses, school supplies, and curriculum software.	$697,554	$5,559,995	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Most of the actions for the Distance Learning Program did not have substantive differences between the planned actions and budgeted expenditures. The efforts of Counselors, Training Specialists and Curriculum Coordinators, Homeless Services staff, and other staff/programs supporting the distance learning effort all were implemented as planned.

A substantive difference between the budgeted expenditure and estimated actual expenditure was in the area of Devices and Connectivity. Projected at $5,728,184, the estimated actual for this action is $14,404,671. The planned aspects were implemented, with computers being made available for all students who needed a device and wifi/connectivity access being provided in the form of a continued partnership with Comcast and with individual hotspots. The scope of this action also includes the range of devices that have been purchases to allow for concurrent learning during the last part of the year. This includes the technology in classrooms that will allow students remaining in distance learning to participate in concurrent learning with those returning to the classroom. Technology includes devices that will capture classroom audio/video that reduces reduced ambient noise.

A second difference that was significantly higher than projected was Instructional Materials for Distance Learning. This was projected at $697,554 and has an estimated actual of $5,559,995. At the time of the expenditure projections, the costs reflected actuals and encumbrances to that point. The full scope of need was not concretely projected at that point and came to include a variety of additional digital resources and a significant number of physical texts to provide students copies of materials at home.

Other substantive differences include:
- Additional technology to assist students with disabilities in accessing distance instruction from home. At the time of the plan adoption, a small amount ($7,047) of funds had been expended for this purpose but no definitive allocation had been made beyond this. The estimated actual expenditures reflect additional needs that arose and total $150,070.
- The difference in the projected expenditure (19,623,365) and estimated actual expenditure ($17,491,313) for Special Education Instructional Assistants and Psychologists is consistent with previous years, as some positions were not filled at the outset of the year and remained unfilled for varying amounts of time.
- Expanded Learning continued to operate programs as planned, though the reduced scale and form of offerings due to school closures resulted in an estimated actual expenditure ($8,864,001) less than their projected budget of ($10,438,240).
- Estimated actuals for Distance Learning Professional Learning Materials ($8,460) were significantly under the projected expenditure ($33,600). This was due to a lower than anticipated unit cost (projected purchase price was $14.55/item and actual cost was $9.43/item) and less than anticipated demand. The Distance Learning Playbook was made available to all staff who requested a copy on a voluntary basis.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Overall, the district made efforts to implement the continuity of instruction actions as planned, though actual implementation varied across school sites and programs. A challenge impacting multiple aspects of the distance learning plan was the ongoing lack of a formal Distance Learning agreement. As noted in the updated version from 10.29.20, the district's Learning Continuity and Attendance Plan outlined the district's planned implementation of actions and services for students, families, and staff. It was further noted that the contents of the plan included some elements that had been discussed in labor-related negotiations. At the time of the plan update and this writing, formal agreement had not been reached.

The curriculum scope and sequence and identification of priority standards remain key parts of the district's ongoing plans to establish coherence and consistency across school sites and grade levels. Similarly, the focus on Google Classroom as the standard Learning Management System (LMS) is an important step in aligning the student and family experience.

Student scheduling was implemented as planned, with staff cohorting students as much as possible to prepare for the potential return to in-person instruction. As the return plans became concrete, most students were able to maintain their existing class assignments with their same teacher(s). Synchronous instruction in the mornings provided students access to daily, live instruction and asynchronous instruction in the afternoons allowed teachers to hold small group and one-on-one targeted instruction to address specific learning needs. The lack of a formal agreement for Distance Learning presented a challenge to the regular recording of all lessons for later viewing.

Copies of physical textbooks were provided to those who needed them and the district invested in a range of online instructional materials to support distance learning. A key challenge in the area of instructional materials were those unique items associated with Career and Technical Education (CTE). For many courses, students did not have the required equipment at their homes that was present in the specialized CTE classrooms. This made it difficult to implement aspects of the curriculum without the necessary equipment. Staff did work to provide students with equipment, with some solution being less than ideal. Examples of courses that have more intense materials needs include construction, automotive work, and computer science.   Where providing physical equipment at home has not possible, teachers have developed virtual lessons.

Maintaining continuity in credit recovery was a challenge in the distance learning environment. Staff reported that engaging students in credit recovery during distance learning has been difficult.   When in physical space, teachers are able to provide direct support to students, making rounds in the classroom and building relationships. During distance learning there has been significant online fatigue and more disconnection from staff. Students have not shown up to online sessions in the same numbers that they were prior to the pandemic, indicating a need for redoubled efforts as students return to in-person instruction.

Connecting to students in an academic planning context and providing support has also been a challenge during distance learning. The counseling team has worked to provide a range of virtual opportunities and supports for students in their academic and college planning processes. Successes included virtual essay and scholarship workshops. These focused on students who are underrepresented and/or have been targeted for additional support. With available funds, staff hired Youth Development staff to provide one-on-one support for after-school scholarship assistance, credit recovery, and other guidance. Homeless Youth Services and Foster Youth Services were provided with direct access to counseling tools to increase the collaborative monitoring of graduation and A-G status for HY and FY.

Access to Devices and Connectivity
As noted in the In-Person Instructional Offerings section, the district has deployed chromebooks to all students who needed a device. Through March 2021 this included deployment of approximately 31,100 Chromebooks, with 87.52% of SCUSD households having at least 1 district device. Efforts to ensure access to devices and connectivity began as soon as schools closed in March 2020 and have continued throughout Distance Learning. A key challenge has been the ongoing need to ensure connectivity for students and families who do not have consistent and effective internet connection/speed. The district has made wifi hotspots available by request to families who are experiencing homelessness, are unable to obtain service through the Sac City Kids Connect program (a partnership between the City of Sacramento and Comcast), have three or more students in the home (increased bandwidth needs), or have other

extenuating circumstances. Additionally, the District English Language Advisory Committee (DELAC) shared contact information on how to request a hotspot and asked representatives to take this information back to their site English Learner Advisory Committees (ELACs). Support for connectivity has been centralized by the Attendance and Engagement Office with key collaboration from school site staff, Foster Youth Services, Homeless Youth Services, and the District Parent Resource Center.

Pupil Participation and Progress
During the first part of the year, the district moved forward with plan to implement the common assessment portfolio developed to establish coherence and consistency in how student learning needs are assessed across the district. As described in detail within the Pupil Learning Loss section, participation in the Math, ELA, and foundational reading assessments was less than desired and, ultimately, an arbitration decision in January 2021 confirmed that the assessments could not move forward without mutual agreement with labor partners. Available performance results were used by schools and individual staff to monitor student progress and inform instructional decisions. These results, coupled with the ongoing formative assessment practices used by individual teachers and teacher teams, enabled staff to identify specific student needs and target support. Targeted supports included small group and one-on-one meetings as well as differentiation during live and asynchronous minutes.

In alignment with state guidance (Senate Bill 98), a participation-based attendance system was implemented that provided teachers and schools multiple measures for measuring student participation. Measure included, but were not limited to, evidence of participation in online activities (Zoom, Google Classroom, Clever, etc.), completion of regular activities (assignments, surveys, check-ins, assessments), and contacts between staff and the student or family. During distance learning students were not identified as truant. However, attendance was used an important indicator for further outreach and engagement when students demonstrated significant rates of disengagement. This process is described in further detail in the Pupil and Family Engagement and Outreach section. As planned, time value of student work was determined by individual teachers for their respective classroom/courses. Implementation of the weekly engagement record forms to be completed each week was a challenge in that no formal agreement on process was reached, leaving implementation to the school site and classroom level.

Distance Learning PD
Staff have been provided ongoing access to the professional development initially launched in spring 2020 and implemented as part of the training leading into 2020-21. This included self-paced modules in Universal Design for Learning (UDL) and online professional learning for distance learning tools, including Google Classroom. UDL has remained at the heart of district instructional planning moving forward and is a key piece of the Tier 1 MTSS framework. Ongoing professional learning has been provided to teachers and leaders on UDL lesson design. Specific professional learning on UDL has been provided to support teachers in distance learning in science, math and ELA/ELD.

The first cohort of the district Multi-Tiered Systems of Support (MTSS) effort was successfully launched. Cohort 1 has progressed through a series of extensive trainings, with the twenty-five (25) participating schools' principal and leadership team engaging in professional learning on the six (6) critical components of MTSS. Year 1 is considered to be an Installation Year, with leadership team development, establishment of a problem-solving process, and data review/analysis as key goals. The second cohort of schools will

enter year 1 in 2021-22. Ongoing coaching/support will be provided to schools as they progress to years 2 and 3 and they will be engaged in providing peer support and mentorship to Year 1 schools.

In addition, the Curriculum and Instruction office offered a series of content-specific professional learning opportunities framed by Universal Design for Learning. The Multilingual Literacy Office offered four sessions on meeting the needs of English Learners: (1)English Language Development (ELD) strategies during distance learning; (2)English Language Development strategies to support the English Language Proficiency Assessment for California (ELPAC); (3)Vocabulary Development; and (4)Writing Development. ELD was also built into the professional learning sessions offered for English Language Arts teachers on building foundational skills, publisher training on MyPerspectives (secondary ELA adopted materials), and on-going sessions for 12th grade teachers of Expository Reading Writing Course (ERWC). The ELD training specialists are also building their own knowledge of ELD and have joined the Sacramento County Office of Education (SCOE)/Californians Together professional learning (EL RISE) for elementary, secondary, newcomer, and administrative multi-year cohorts (along with district teachers who opted-in) to increase implementation of the California English Learner Roadmap through teaching and learning cycles.

Staff Roles and Responsibilities
The 2020-21 school year presented a few overarching challenges that influenced the roles and responsibilities of staff across multiple departments. As the year began and 2020-21 distance learning was fully launched, connectivity access and device support was a major need that shifted roles and responsibilities. Staff in Attendance and Engagement, the Family and Community Empowerment (FACE), and many other roles that provided outreach to students and families all supported the distribution of devices, support for accessing Zoom, Google classroom, and other district platforms, and addressing connectivity issues. As the year progressed and more students and families gained familiarity with the the various software and hardware in use, support for basic services came to the forefront. This resulted in staff shifting efforts to support families in obtaining food, housing assistance, access to benefits, and other basic needs. These shifts in roles and responsibilities were embraced, as staff recognized that supporting students and families with their most immediate needs was critical to addressing any other academic, social, or emotional issues. As staff prepared for the return to in-person instruction, roles and responsibilities shifted again with the need to plan for the concurrent instruction of students in-person and at home and effective implementation of safety protocols at school sites.

Supports for Pupils with Unique Needs
English Learners
The Multilingual Literacy Office has moved forward in providing more services for our English Learners. 2020-2021 brought the first year of the high school newcomer pathway. English Language Development (ELD) content-specific courses were added to the course catalog to build language and literacy, while meeting graduation and A-G requirements. This year will also see the first group of students graduate with the Assembly Bill (AB) 2121 exemption (students who entered United States schools during their junior year). This is expected to positively impact the English Learner graduation rate. In an effort to align with California Global 2030 and celebrate our students' multiliteracy, the Multilingual Office set a clear protocol that offers up to four years of world language credit for students who take a language proficiency exam. This protocol should decrease the number of ELs who are credit deficient, increase graduation rates, and promote the growth of our world language program - especially heritage/native language courses. 2020-21 also featured

the highest number to date of seniors who pre-qualified to earn the State Seal of Biliteracy (More than 500). An additional 500 seniors qualified to take the Sacramento County Office of Education (SCOE) language exam to earn the Seal of Biliteracy. More than one hundred students signed up for the April testing dates.

A significant challenge was the administration of the English Language Proficiency Assessments for California (ELPAC) used for determining reclassification eligibility and providing valuable information about student progress toward fluency. As of February 2021, all 735 students requiring an Initial ELPAC had been assessed (100% participation rate).
As of April 2021, 2020-21 summative ELPAC administration was still in progress, with 30% of students having started at least one domain of the assessment. (The assessment includes the listening, speaking, reading, and writing domains) SCUSD has set a goal of completing assessments by May 31st, though the state has allowed districts to extend the testing window until July 30th.

In addition to the ELPAC, another challenge has been finding the needed data points for reclassification. Students are required to score a 4 overall on the ELPAC as well as 'Nearly Met' or above on a district-determined English Language Arts (ELA) standardized assessment. As the state assessment for ELA was not administered last school year and not all students took the ELPAC, reclassification rates have not been consistent with previous years. The Multilingual Literacy Office is working with the Assessment team to determine if the district interim can be used for reclassification.

Students with Disabilities
A major challenge during 2020-21 was the length of time required to reach an agreement with labor partners regarding special education assessments. These assessments are the foundation upon which an Individualized Education Program (IEP) is based. The assessment process collects information about a student for the purpose of determining eligibility for services (Initial Assessment) and to monitor progress (Triennial). Negotiations concerning one-to-one special education assessments for students with disabilities occurred throughout the fall and early spring of 2020-21, culminating in the successful reaching of agreement at the end of February 2021. The agreement allowed the district to conduct special education assessments in-person and, if sufficient teacher and specialist volunteers are not available, to work with outside agencies. The goal cited in the agreement is to reduce the backlog of pending assessments by 20% each month. This is consistent with corrective actions outlined by the California Department Education (CDE) in response to complaints filed in November 2020 and January 2021.

An area of success during the recent year that will be built upon moving forward has been the opportunity to partner with families in new and innovative ways. During distance learning, staff have been able to stay connected and support students with disabilities in ways not previously utilized and will use this learning to inform future efforts.

Gifted and Talented Education (GATE)
Gifted and Talented Education (GATE) services were provided by staff according to the GATE service plans in place at their school sites. A key challenge and ultimate departure from the implementation plan was the postponement of screening assessments for the 2020-21 school year.   As a result of COVID-19 district-wide safety measures, it was determined by the District Assessments Committee that, for 2020-21 only, it was not possible to guarantee valid assessment results, safe assessment administration for all of SCUSD's 1st & 3rd grade students, and equitable access to engage in those assessments according to student need (i.e.

accommodations per IEP or 504 Plan, or access to translated instructions). Screening assessments will resume, pending any necessary agreements, in the 2021-22 academic year. The decision to postpone screening assessments was informed by considerations of safety, validity, and equity and is consistent with decisions made by other large districts in the state. Next steps include the formation of a GATE Identification Planning Committee to review current research, best practices, and available assessment options.

Foster Youth
The distance learning context presented several challenges for Foster Youth Services staff. Staff were not able to conduct traditional events as usual for foster families and students, but successfully pivoted to provide events within the virtual context. These included a 'back to school drive through' where families had the opportunity to "drive thru" the Serna Center and pick up a school supply survival kits for eligible foster youth in their home; kits were also dropped off to students' homes while practicing proper social distancing protocols. Frequent check-ins were conducted with students, families, and teachers to assess needs and provide targeted support. Common supports included technology access, online tutoring services, and referrals to community partners and social workers. Overall, assessment of student needs has been a challenge. Particularly for Middle and High School students, staff report that students have been more likely to respond with "I'm OK" and "I don't need anything" in virtual check-ins, while participation/engagement data has indicated otherwise. The in-person context enables building of greater rapport, trust, and more accurate assessment of needs. It has also been more difficult to keep students connected to services such as tutoring due to various barriers such as Zoom fatigue and home placement changes. When students and families missed sessions, it is harder to keep them connected. Staff have had success through increased communication and collaboration between schools, social workers, and other foster youth stakeholders to monitor student needs. During school closure, teachers and other school site staff have been very willing to connect and collaboratively develop support strategies and accommodations to help students with higher needs. Distance learning scheduling has also made teachers more accessible during the school day, allowing Foster Youth Services staff to receive more rapid responses and take follow-up steps.

Homeless Youth
A major success in the current year has been a revision of identification process for homeless youth and families. The process now uses a Declaration of Residency (DOR) that any staff member can fill out based on a conversation with a student or family to document that family's situation. Previously, the responsibility was placed on the family to turn in their own documentation. The DOR provides statement-based evidence that can be used to support the identification process. The comprehensive identification of all Homeless Youth who are eligible to receive services remains a significant challenge not just for SCUSD, but regionally and statewide. Another success has been the issuing of cell phones to all staff. Families and students can now text or call Homeless Youth Services staff directly. This has been successful in facilitating regular check-ins with students and the amount of overall contact and return calls have increased.

The Homeless Program Coordinator is the administrator of the Homeless Services Office and staff. The Coordinator monitors and ensures district-wide McKinney-Vento compliance, including identification of homeless students for McKinney-Vento rights and services (including State and Federal programs), student enrollment and attendance, dispute resolution, outreach and support services, and other duties as defined per McKinney-Vento. The Social Worker position for the Homeless Services Office is dedicated

to serving Homeless Youth has been successful in providing more responsive services to students across sites including suicide-risk assessment and trauma response. The Youth and Family Mental Health Advocate has been successful in monitoring and tracking students who live in local shelters and providing enrollment and support services to the shelters, families, and students. Collaboration with the Enrollment Center has resulted in specific guidelines for enrolling Homeless Youth. An ongoing challenge is the need to provide additional training and information for staff about Homeless Youth issues. This includes support in how to take a stigma-reduction approach. There can be a great deal of stigma associated with Homelessness and guidance can help staff understand the appropriate ways to talk about rights, supports, and confidentiality of the family context. Home visits to places of residence have been very successful this year. Going out to shelters, motels, unsheltered sites, and other locations to deliver school supplies, warm weather items, hygiene supplies, and food has provided students with families with much-needed resources while also enabling staff to check-in and monitor progress. Homeless Services staff also provided distance learning support services to ensure homeless students were connected with appropriate educational services, had access to wifi, and were engaged in learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Learning Program Included a High School Credit Recovery program operated by each of the five comprehensive high schools, with access for students from smaller schools. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless Youth in need of credit recovery, and 9th-11th graders in need of credit recovery. Also included a K-8 Summer program offered in partnership with the City of Sacramento at five elementary/K-8 schools. This program addressed learning loss for the students enrolled while also serving as a pilot opportunity for many of the program elements to be implemented in the fall with the intention of addressing learning loss for all students.	$522,418	$522,418	No
Data Dashboard and Software Tools Maintain Illuminate and Tableau data systems to support implementation of district's common assessment system and school closure dashboard. Illuminate serves as the district's primary assessment interface, allowing for administration, analysis, and display of results. This tool will be instrumental in measuring pupil learning loss and monitoring the progress of students as staff work to accelerate their achievement.	$294,644	$294,644	No
Fingerprinting for College Tutors Funds pay for the cost of fingerprinting fees for California State University Sacramento (CSUS) college students who will be assigned as tutors for SCUSD students. The collaboration with CSUS will result in the deployment of 40-50 tutors that will support distance learning overall and provide targeted supports.	$4,050	$0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

This section of the plan had three associated actions, two of which do not have substantive differences between the planned actions or budgeted expenditures and what was implemented. In the case of the Summer Learning program, the action had been implemented at the time of the plan adoption. In the case of the Data Dashboard and Software Tools, they were implemented as planned. The third action projected a budget of $4,050 to pay for the fingerprinting fees for college students to serve as tutors for SCUSD students. No funds were expended for this purpose during the 2020-21 school year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

This is an area in which significant challenges were faced during the 2020-21 school year. These challenges remain and need solutions in order for the district to effectively assess and address Pupil Learning Loss moving forward.

As outlined in the plan, the district began the 2020-21 school year with assessments in Math, English Language Arts and, for early grades, foundational reading. The purpose of these assessments was to identify unfinished learning from the previous year and establish a baseline for each student. These 'beginning of the year' assessments were, in fact, the end of year assessments from the prior grade level. For example, a 2020-21 fourth grader was given the end of year third grade assessment. Participation results for these assessments were:
- Elementary: 63% for ELA, 60% for Math
- Middle School: 56% for ELA, 56% for Math
- High School: 25% for ELA, 29% for Math

Participation in the interim assessment administered in the middle of the school year did not improve upon these rates significantly and, in a few key areas, decreased sharply:
- Elementary: 56% for ELA, 67% for Math
- Middle School: 58% for ELA, 55% for Math
- High School: 26% for ELA, 14% for Math

These participation rates reveal a fundamental challenge present in the district – being able to administer the district's common assessments consistently for all students. Entering into the 2020-21 school year, agreement with labor partners had not been reached

on a number of key issues. Included in these was the issue of district common assessments, leaving the actual decision to administer Math, ELA, and foundational reading assessments to the school site and classroom level. As might be expected, this has resulted in uneven administration and less than the desired level of overall participation. This was true in the previous year as well. In 2019-20, only 53% of students participated in 1 or more of the district's Math assessments and only 43% of students participated in 1 or more of the district's ELA assessments. A January arbitration decision confirmed that a November 2016 Memorandum of Understanding (MOU) specific to testing remains in effect and requires that there must be mutual agreement to administer district initiated and/or district wide tests or assessments to monitor student progress.

While the overall participation rate for the beginning of year and interim assessments was far from ideal, the results that were obtained were able to be used by schools and individual instructors to help assess pupil learning loss and appropriately respond. Below is a representative sequence of what this can look like:
- Assessments are administered to students
- Using the assessment results, the teacher identifies the key content/concepts that students need additional support to master
- The teacher schedules and implements small-group and, as needed, one-on-one instruction to provide support that 'fills in the gaps' in student content knowledge before the grade level content is introduced in class

The administration of assessments regularly would enable staff to look forward in the established scope and sequence to determine what knowledge students need to fully access content at grade level.

Results from the mid-year interim assessment relative to the beginning of year assessments showed improvement at some grade spans and decreased performance in other areas.

Percent of Correct Answers on Assessment
(Hold for Image of Table)

Performance results on the interim assessment varied significantly by student group for English Language Arts:
- Three students groups performed significantly below the overall rate - American Indian or Alaska Native (48%), Black or African American (44%), and Native Hawaiian or Pacific Islander (45%) – while White (65%) and Two or More Races (60%) performed well above
- English Learners (40%) performed significantly below their English Only (56%), Initially Fluent (65%) and Redesignated Fluent (61%) peers
- Students receiving special education services (41%) performed significantly below their peers who do not receive special education services (55%)
- Socioeconomically Disadvantaged students (46%) performed significantly below their peers who are not Socioeconomically Disadvantaged (65%)

Disparities in the results for the Math interim assessment mirrored those for ELA, with American Indian or Alaska Native students, Black or African American students, Native Hawaiian or Pacific Islander students, English Learners, students receiving special education services, and socioeconomically disadvantaged students performing significantly below their peers.

Overall, the performance results indicate a significant amount of pupil learning loss and need to accelerate growth to address that loss. In the district's plans to return to in-person instruction, maintaining time during each day for targeted small group and one-on-one instruction was a key priority. The schedule that was ultimately selected did maintain this time, with in-person cohorts attending alternating days of live synchronous instruction in the morning and afternoons focusing on targeted instruction.

The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. This program is described in further detail within the Overall Analysis section.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As mental health and social and emotional well-being needs of students, families, and staff shifted significantly with the COVID-19 pandemic, Student Support and Health Services (SSHS) staff, the Social Emotional Learning (SEL) team, and staff across departments continued to build relationships and deliver responsive services.

A major impact to the monitoring and supporting of mental health and social and emotional well-being was the context of school closure and physical separation from students, particularly in a time when issues faced by students, families, and staff were exacerbated by the pandemic. New ways of assessing needs, connecting to individuals, and providing services were required.

The conscious acknowledgement of the rapidly changing context and proactive outreach conducted by Student Support & Health Services staff allowed SCUSD to not only maintain, but increase the number of students provided services. During the first quarter of 2020-21 (Aug-Nov), 31% more students were served relative to the same time period in 2019-20. This also represented a 61% increase over the last quarter of 2019-20, demonstrating significant improvement in the pandemic-era outreach and service-delivery. Home visitations became a key outreach strategy and these were increased by 194% over the first quarter of 2019-20.

There was a 70% increase in requests for basic needs items (food, shelter, clothing, and connection to learning), referrals to domestic violence agencies/shelters, and referrals to homeless programs. Focused prevention and early intervention efforts by staff led to increased participation in drop-in student groups (to support social/emotional development and nurture mental wellness), classroom interventions in mental wellness, and participation in LGBTQ+ supports including training, education, and support groups. Schools were supported to increase the effectiveness of their site Coordination of Service Teams (COSTs) and Multidisciplinary Teams (MDTs) to make appropriate referrals to link students to services. Requests for more intensive services such as mental health services and crisis response decreased by 40%. This data suggests the mental and emotional fallout from the pandemic has not yet surfaced, as families are focused on meeting basic needs for food, housing, clothing, health care, and connectivity to learning.

As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions. These included, but were not limited to:
- Check-in/Check-out (CICO)
- Psycho-educational groups
- Linkage to community-based services
- School-based mental health individual counseling (in-person and virtual) for students and caregivers
- Case management services
- Professional Learning and consultation for educators and caregivers
- Training for students, staff, and caregivers
- Suicide risk-assessment and safety planning
- Crisis intervention

- Homeless services and supports
- Foster Youth services and supports
- Student behavior and placement support and advocacy

The district's Connect Center, a central hub for mental health supports, played an important role in the delivery of the above services. Examples of specific services provided by the Connect Center included a weekly teen anxiety/depression group for 9th graders a 'Gendering the University' experience in collaboration with Sacramento State's Pride Center, and facilitation of monthly events bringing together district GSAs. Connect Center staff have also increased their efforts to deliver basic supplies, including food, and provide assistance with housing insecurity and benefits. This is an area that staff had not traditionally focused on but elevated as an important part of the work during 2020-21. Connect Center staff also continued to provide safe zone trainings for staff and parents/caregivers. These trainings provide opportunities to learn about LGBTQ+ identities, gender and sexuality, and examine prejudice, assumptions, and privilege.

In March, the district launched its first Kelvin survey to learn more about student experiences including the social-emotional needs of students and the climate and culture of schools. The survey is intended to gather information on the following:
- Student/Family Engagement: How involved are students/families with their schools
- Social-Emotional Learning: How do students perceive their development of social-emotional skills like self-management and resilience?
- School Climate: How do you see the overall social and learning climate of the school?
- Teacher/Student and Family Relationships: How strong is the social connection between teachers and students within and beyond school?

The data will provide staff with comprehensive, friendly reports to inform programming that improves school climate and culture, students' social emotional learning, and family and community engagement.

Bullying prevention efforts faced significant challenges, as overall reporting of incidents decreased greatly. Staff are aware that this does not necessarily mean that bullying has experienced a corresponding decrease and that new strategies are needed to assess needs and support reporting. Staff have also noted that the acceleration of technology use during distance learning has changed the landscape of bullying prevention and increased the importance of prevention and response to cyberbullying. Overall, staff increased their focus on administrative consultation as point of influence. In addition to the student and parent/caregiver consultations that were already a key part of staff efforts, working directly with principals allowed the Bullying Prevention Specialist to support the site in a direct manner. Moving forward, increased alignment of Social Emotional Learning and bullying prevention is needed as well as the articulation of both within the overall Multi-Tiered System of Supports (MTSS) framework.

Positive Behavioral Interventions and Supports (PBIS) implementation faced a similar challenge as bullying prevention efforts – the gathering of data during distance learning. Staff are aware that current data do not present the complete picture of needs, as there are far fewer incidents being logged in the system. It has also been more challenging for teachers to establish relationships in some cases. The barrier of distanced learning can be made even more difficult by certain circumstances like cameras being kept off during zoom. Overall, it is been harder to connect on a social-emotional basis and to address behavior issues in the digital space. In the virtual learning space, exclusion may be less visible.

PBIS successes in 2020-21 include the provision of trainings in trauma-informed care and high-leverage practices for all students, including students with disabilities and English Learners. These have all been intended to help staff be more in tune with student needs on an individual basis – not just class-wide. Second-year PBIS sites also completed their Tier I foundational planning in preparation for a full launch when students return in person. Staff also want to continue engaging with families to get feedback on how the school is serving their child and to work together to accomplish students' educational goals. The importance of family as full partners in teaching and learning has been more visible than ever during distance learning. Teachers and staff have also gained a better understanding of what students' lives look like. This has provided opportunities to build a new level of empathy as homes are 'virtually visited' every day during class. Next steps also include alignment of PBIS work within the overall MTSS framework. Staff are currently developing modules, training, and supports for all MTSS Tier I sites to implement PBIS. The modules will provide definitions of success, research-based best practices, sample resources, and guidance on what data to examine. Examples of module focus topics include development of school wide expectations, creating acknowledgment systems, defining major vs. minor behavior issues, and developing behavior management processes.

Social Emotional Learning (SEL) during distance learning has focused on the power of collective healing, with emphasis on relationships, routines, and resilience. For staff, this examines how the adults in the system show up and provides self-care and community care strategies to support adult SEL. Practices and resources for students focus on nurturing skills and conditions including identify, belonging, and agency. And support for parents/caregivers includes practices and resources for self-care and family resilience.

The SEL team has also provided guidance and support to staff use a Trauma-Sensitive Approach, implement alternative approaches to discipline, and reinforce the Distance Learning discipline protocol. Within a Trauma-Sensitive Approach, staff have reinforced the need to pause, reflect, and respond mindfully when interacting with students. Key questions within the approach include:
- What has happened?
- How can I help?
- What do you need right now?

Alternative discipline approaches include de-escalation strategies, redirecting, reteaching, use of peer mentors, restorative justice conversations, harm circles, and referrals to student support services. Key policies that will be reinforced as in-person instruction resumes include:
- No suspensions for health-related protocols (e.g. face coverings)
- Parent/student conferences and consultation with district staff required before a suspension is issued

Staff have also collaborated in the delivery of anti-racist professional development for principals and district leaders. This is being provided through a partnership with EPOCH education and engages participants in a series of modules that are focused on topics including, but not limited to:
- The Impact of Microaggressions
- Exploring Issues of Privilege and Entitlement
- What is Implicit Bias?

- Our Role in Confronting and Overcoming Systemic Oppression
- Debiasing our Thoughts and Actions
- Cultivating Cultural Competency

The training is aligned to the district's core value in that it stems from a recognition that our system is inequitable by design and aims to confront and interrupt those inequities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Engaging and reaching out to students and families during distance learning has been a critical component of the district's ability to assess needs and provide services as described in other sections of this update. The first level of monitoring engagement is the tracking of attendance. During 100% distance learning the concept of 'attendance' has expended to include, but is not limited to, the following criteria:
- Evidence of participation in online activities (Zoom, iReady, Google Classroom, Clever, etc.)
- Completion of regular assignments, surveys, check-ins
- Completion of assessments
- Contacts between staff and the student or parents/guardian

Teachers record the level of engagement as a measure to provide more specific interventions at the classroom level. The overall attendance and chronic absenteeism rates are also monitored to assess trends and on the districtwide, schoolwide, and individual student basis. As defined by Senate Bill 98, significant disengagement (missing more than 60%) of school days, is also a monitored metric.

Through March 2021, the overall chronic absenteeism rate was 17.6%. Several student groups had rates significantly above the districtwide rate. These included Homeless Youth (63%), Foster Youth (34.2%), African American students (33.2%), Pacific Islander students (31.2%), and Students with Disabilities (23.9%). Students groups with rates significantly below the districtwide rate included Filipino students (7.9%), White students (8.9%), and Asian students (9.8%).

The overall disengagement rate (percentage of students with an attendance rate of 40% of less) was 2.1% through March 2021. Student groups with rates significantly above the districtwide level included Homeless Youth (17.6%), African American students (4.9%), and Students with Disabilities (4.1%). Students groups with rates significantly below the districtwide level included Asian students (0.9%), White students (0.8%), and Filipino students (0.5%).

To engage and reach out to students and families, the district's Attendance and Engagement office and 'Be Here' team has implemented the planned tiered reengagement strategies beginning in the summer of 2020 and ongoing throughout the year. These have included the following tiered strategies:

- Tier 1 (for engaged students): Clear communication, connectivity solutions, technology support, parent/caregiver support, home language support, and preventative outreach
- Tier 2 (for Moderately engaged students): Phone calls, texts, email for each absence, letter home on 3rd absence
- Tier 3 (for students with low engagement): Engagement support plan meeting, student support center/connect center referral, home visits
- Tier 4 (for significantly disengaged/unreachable students): Home visits, outside agencies, Community Based Organization (CBO) collaboration, School Attendance Review Board (SARB) process

Key to the implementation of these strategies are the Child Welfare and Attendance Specialists. These staff support sites with attendance improvement implementation, facilitate school site teams to make data-based decisions, and assist with ongoing progress monitoring. Sites have also been provided training to support their implementation of reengagement strategies.

The attendance and engagement team has utilized InClass Today, a supportive and informational absence reporting tool that provides direct communications to students and families who miss 5-25% of school time. Communications are provided via letters and texts, including the ability to two-way chat between staff and parents. The district attendance office has continued to conduct home visits (these are above and beyond visits conducted by school sites) and support development and data entry for Engagement Support Plan. The Attendance and Engagement Office has also played a critical role in supporting connectivity, serving as the central hub for hotspots, wifi codes, and technology distribution.

Family and Community Empowerment (FACE) department staff pivoted early in the pandemic to provide additional support in the engagement and outreach process, particularly to connect with 'unreachable' students. During 2020-21, they continued this support, making 1 on 1 phone calls and collaborating in home visits. In addition to this, FACE staff implemented a range of successful supports for families during this year. They include:
- Continued to provide trainings and weekly parent meetings in the virtual space
- Building a library of recordings that can be accessed by parents/caregivers anytime
- Holding empathy interviews to gather information on what resources would be needed in a return to in-person learning
- Training of parents/caregivers to facilitate healing circles
- Creating a virtual volunteer system that allows people to go through the required protocols online
- Deepening relationships with community partners

Challenges included the lack of access to and/or familiarity with technology for parents/caregivers. While this is certainly not solved, many parents/caregivers have acquired increased familiarity with technology and virtual platforms over the year. Over time, the key challenges that families are sharing have shifted to basic needs (food insecurity, stress, health, and other pandemic impacts).

The Parent Teacher Home Visit (PTHV) is a notable example of early and sustained success. The PTHV program pivoted early in response to the pandemic, training staff for implementation of virtual, Bridge Visits. Demand for training has increased and CARES dollars allowed for continuation of the program beyond the initial budget limitations. While it is a challenge to try and replace the experience of in-person visits, a key learning has been the fact that on-line visits provide much more flexibility to teachers and parents. Although in-person visits are still the most informative and will be continued, the successes of Bridge Visits will inform the practice of PTHVs moving forward. Through 2.25.21, 2,356 bridge visits had been conducted during the 2020-21 school year. This is almost twice

as were conducted during the entire 2018-19 school year (1260) and more than double the amount that were conducted up to the time of school closures during 2019-20 (971). Bridge visits continued to play an important role in building relationships between home and school, while also serving as a key aspect of the overall engagement and outreach to students and families. Bridge visits were often a means for staff to identify additional needs and connect families and students to resources/services.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Nutrition Services staff successfully maintained the systems that were implemented during the early months of the pandemic and refined in the fall. Meals were provided to all students at no cost and were distributed via a drive-thru (or walk-up) curbside pick-up process. Pick-up was available on Monday, Wednesday, and Friday, with food provided for all 5 days of distance learning each week. The curbside pick-up process was implemented according to state and county public health recommendations, with social distancing and appropriate personal protective equipment (PPE) used at all times.

In March, the district informed families about the availability of Pandemic EBT 2.0 benefits. Pandemic EBT 2.0 is a federal program that provides food benefits to help families with children who are eligible for free or reduced-price school meals. Students whose families receive Pandemic EBT 2.0 benefits are still eligible for free/reduced price school meals. SCUSD communicated with all families to ensure that their appropriate address was on file and provide instructions for how to update their address if needed. All SCUSD students who attend a school that offers universal free breakfast or lunch will automatically be eligible for Pandemic EBT 2.0. EBT funds will be retroactive for the 2020-21 school year. California Department of Social Services (CDSS) will direct mail P-EBT 2.0 to households in April 2021.

As the district prepared to resume in-person instruction, Nutrition Services staff refined and communicated the plan for meal distribution as part of the district's regular Updates to the Board and Community on the Conditions of Readiness for School Reopening. The primary challenge in providing meals during the final months of the 2020-21 school year will be distributing meals to students in Hybrid Learning (which includes in-person days) and to students who are remaining 100% in Distance Learning. Key elements of the district's plan to provide meals in both contexts include:

- Modifying the current curbside distribution schedule to offer curbside meals on Mondays only, from 11:00am – 1:00pm starting April 5th.
- Students engaged in on-campus learning will take a 'grab and go' lunch and breakfast for the next day home when they report in person each day. This will eliminate the need for monitoring meals in the classroom and allow for quick entry and exit from campus. Meals will be provided through curbside distribution on Mondays to all enrolled SCUSD students, and children present in the vehicle. Meals will cover the nutritional needs for students during their distance learning days.

- During on-campus learning, water will be made available. Secondary students will be encouraged to bring refillable bottled water from home. Elementary classrooms with sinks for water will be provided disposable drinking cups. Additional bottled water will be made available to schools as needed.
- Students engaged in 100% Distance Learning will be able to pick-up meals through curbside distribution on Mondays at any of the open meal service sites.

All students will continue to be eligible for meals each day at no cost, whether they are participating in on-campus or distance learning. Students/children not enrolled in SCUSD schools (or associated charter schools) that are present in the vehicle during curbside meal pick up on Mondays will still be eligible to receive free meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services and Supplies Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, salary/benefits, and mileage.	$1,537,705	$1,020,949	No
Mental Health and Social and Emotional Well-Being	Positive Behavior Intervention and Supports (PBIS) and Social Emotional Learning (SEL) The district's SEL and PBIS team are leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the integration of SEL into instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.	$901,276	$1,000,962	Yes
Mental Health and Social and Emotional Well-Being	Nurses and Social Workers Nurses and Social Workers will play key roles in the district's efforts to educate community about COVID, support contact tracing, and engage in direct outreach to students and families. The current public health crisis has come with a host of other economic and social impacts. These staff will	$5,278,796	$3,334,424	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	not only maintain existing staffing and supports to provide critical health information, referrals, and support, but lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources.			
Mental Health and Social and Emotional Well-Being	Connect Center The Connect Center is serving as a critical hub in the districtwide effort to monitor and address mental health needs, in particular the trauma experienced or exacerbated as a result of the COVID pandemic. Existing staffing and supports will continue providing students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, attendance interventions. As sites and district staff are able to identify student and family needs in the distanced context, the Connect Center will address emerging needs.	$517,681	$465,998	Yes
Stakeholder Engagement	District Parent Resource Center Family and Community Engagement staff have partnered and are continuing to work closely with the Attendance and Engagement Office to conduct home visits and other outreach to make contact with 'unreachable ' students. They are also actively developing and implementing a range of parent capacity-building workshops and making available a host of resources to support Distance Learning.	$340,708	$336,942	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Parent Teacher Home Visit (PTHV) Program PTHV staff pivoted early to the distance learning context, providing training over the summer to staff to certify them for implementation during school closures. The continued implementation of Home Visits is a critical arm of the district's efforts to increasing the sense of connectedness/belonging to school, foster increased communication between home and school, and building positive relationships between staff and families.	$510,953	$547,895	Yes
All	Matriculation and Orientation Center (MOC) MOC staff will support translation and interpretation across multiple departmental efforts throughout the distance learning context. To date this has included the translation of communications to families, draft plans such as the districts 'Return Together' components and the early draft of this plan, and resources to support students and parents/guardians during distance learning. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language.	$767,501	$764,825	Yes
All	Additional Interpretation Services Service Agreement with Excel interpretation services to provide translation services that are currently not available through the district's Matriculation and Orientation Center.	$21,000	$57,813	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	Family Communication Program Additional attendance and engagement support through a service agreement to establish partnership with Every Day Labs to reduce distance learning absences through improved communication with parents. Communications help families take action to support attendance and participation in distance learning.	$74,026	$138,076	No
All	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also includes Zoom K-12 contract for 2020-21 distance learning and remote work.	$460,697	$1,047,861	No
All	Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at sites and district facilities. This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, the Enrollment Center, and school sites. Also includes asset management software.	$333,326	$2,734,297	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Substantive differences in this section of the plan are, general, the result of projections that were based on the available data at the time of writing and were not able to account for the full scope and shifting needs that would later emerge.

Estimated actual costs ($57,813) for additional interpretation were significantly higher than projected ($21,000). These costs are above and beyond the interpretation and translation provided by the Matriculation and Orientation Center (MOC). Additional interpreters were contracted as needed for various district and site events or activities.

The estimated actual costs ($138,076) for the Family Communication Program (Every Day Labs) used to provide attendance and engagement information directly to families were substantially higher than projected ($74,026). At the time projections were made, this was the initial estimate for the cost of the partnership, which later was revised.

Technology and materials for staff to work remotely, similar to other actions, reflected the known actuals and encumbrances at the time of the plan writing. There was not a specific amount projected for additional materials above and that which had been made at the time. The estimated actual costs ($1,047,861) reflect the meeting of needs that arose throughout the 2020-21 school year beyond the initial projected expenditure ($460,697). The same rationale applies to the action specific to mitigating COVID-19 (operational support). This action included overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 at all sites and district facilities. As the 2020-21 school unfolded, additional need arose and were met, resulting in a total estimated actual expenditure ($2,734,297) much higher than the projected expenditure ($333,326), which was based on actual expenditures and encumbrances at the time.

The projected expenditure for Nurses and Social Workers was $5,278,796 at the time of projections. This number was later revised significantly within the district's revised budget. This, along with differences resulting from the typical time lag in filling some positions, led to a significant overall difference between the projected expenditure and estimated actual expenditure of $3,334,424. Nurses and Social Workers implemented services and specific actions in service of students as planned.

The estimated actual expenditures to provide additional support to Nutrition Services ($1,020,949) were less than the projected expenditures ($1,537,705). The estimated actual expenditures represent the additional support (beyond the existing Nutrition Services budget) to meet the emerging and evolving needs since the time of school closure. A significant amount of the expenditures supported one-time expenses that did not result in recurring costs over time. These included outdoor serving carts, units to hold hot food, and curbside technology to support meal distribution.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from implementing distance learning and in-person programs in 2020-21 had substantial impact on the development of the goals and actions in the 2021-24 LCAP. From the inception of the LCAP era in 2013-14 through the 2019-20

LCAP, the district's LCAP goals were relatively unchanged. In developing the 2021-24 LCAP, the lessons learned from the recent year built upon the ongoing stakeholder input to inform a revised and expanded goal structure. Several of the key changes were specifically informed by the student needs and inequities that were exacerbated and/or further exposed during distance learning.

A new goal in the 2021-24 LCAP (Goal 2) focuses on coherence and consistency of program across all schools. This goal focuses on the district's 'Tier 1' program and emphasizes the importance of instructional fidelity to district programs and practices, equitable access to standards-aligned instruction, and robust, rigorous learning experiences inside and outside the classroom. The goal is based in the recognition by stakeholders for a foundational/base educational experience that ALL students can expect in SCUSD, regardless of school site, program, or classroom. The experience during distance learning significantly reinforced this need, as the experiences of different families and students varied widely by school and classroom. Areas in which it was hoped that variation could be reduced (e.g. administration of common assessments, alignment to scope and sequence) remained variable as not formal agreement on distance learning was reached. The participation rate in District Common Assessments for Math and ELA have been incorporated as key metrics for this goal. More detailed actions for English Learners have also been incorporated to outline the specific professional learning, language acquisition, and other program in place to ensure that English Learners across all sites are accessing standards-aligned instruction and the full scope of the district's Tier 1 program. Similarly, actions specific to Students with Disabilities have been included to highlight some of the collaboration occurring with general education to provide access to standards-aligned instruction. While many of the actions within this goal are continuations from the prior LCAP, the refinement of the goal provides more clarity as to their purpose. Beyond their role in contributing to the general 'college and career readiness' of students, the actions in Goal 2 of the 2021-24 LCAP are focused on ensuring that every SCUSD student is provided a high-quality education, regardless of their zip code, neighborhood, or enrollment choices.

The new LCAP Goal specific to Integrated Supports (Goal 3) focuses on providing each student the academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. This goal focuses on the district's Tier 2 and 3 programs to provide the additional support and services students need above and beyond the foundational, Tier 1 program provided in all schools and classrooms. During the COVID-19 pandemic, identifying student needs and providing responsive services was a tremendous challenge. As staff worked to respond to the existing and emerging needs of families and students during distance learning, gaps in many different areas were exacerbated and/or brought into clearer focus. Technology access, food insecurity, housing insecurity, language barriers, lack of safe/quiet learning spaces, access to health care, mental health issues, and more all came to the forefront. Home visits and daily access (virtually) to student homes provided further evidence of the range of needs and importance for strong Tier 2 and 3 supports and, in turn, elevate the prominence of this in the LCAP. This is also consistent with ongoing stakeholder input emphasizing the need for more wrap-around services for students and particularly for students with the highest needs.

The district's revised culture and climate goal calls for the active dismantling of inequitable and discriminatory systems affecting BIPOC students, student with disabilities, English Learners, Foster Youth, and Homeless Youth in order to create safer, more inclusive, and more culturally competent school and classroom learning environments. This is a significant expansion upon the district's former goal and aligns to the wealth of stakeholder input indicating a need to more explicitly confront and interrupt the inequities that exists in our system. As discussed above, the time of distance learning has exposed and exacerbated many of the

already present inequities in the system. As SCUSD looks to the next three years and beyond, this is an area that will require explicit and consistent focus. In the current year, the district has started this work by providing all site administrators and other district leaders anti-bias/anti-racist training. The 2021-24 LCAP includes a specific action to extend this professional learning into the next three years for a broader audience. While the logistics of this are still being defined, the district is committed to the systemic change that includes the dismantling of systemic policies and practices that perpetuate disparate and disproportionate student outcomes.

The district's focus goal specific to implementation of a Multi-Tiered System of Supports (MTSS) was emergent prior to the pandemic and very much reaffirmed by the experiences during distance learning and in-person programs. As noted in the discussion of Tier 1, 2, and 3 programs, the need for a consistent and coherent instructional program with integrated supports for individual students is urgent. The district's focus goal specific to Updating the Graduate Profile is very aligned to the lessons learned during distance learning. As the district transitioned to distance learning, a key effort included the definition of a scope and sequence of learning around which to anchor the new (at the time) distance learning program. This effort is very much aligned to the need for an updated, and universally embraced graduate profile that can act as an anchor for the district's overall instructional program. With a clear and shared sense of what we want for all students K-12, the district will be able to make more intentional decisions about programs, funding allocations, and alignment of disparate efforts. The LCAP itself will also benefit from additional alignment to this centrally held vision of what the community wants for graduates of SCUSD schools.

Overall, the lessons learned during distance learning and in-person instruction have informed some broad approaches to the LCAP that have impacted multiple goals and metrics. Key among these are the increased disaggregation of data within metrics. This includes baseline data and targets and is intended to more transparently show the gaps in outcomes and need to accelerate growth for student groups that are achieving below the rate of 'All' students and their peer student groups. This also includes the specific inclusion of named student groups in several of the LCAP goal statements. Stakeholder input has emphasized and reiterated the need for the district to be explicit in the need for specific student groups to be highlighted in goal-setting. The experiences of these student groups during distance learning in the time of school closures has led to stakeholders reaffirming and doubling-down on this need.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

As discussed in the Pupil Learning Loss section above, this is an area in which the district has faced significant challenges. Specifically, the district has been unable to reach specific agreement on the administration of the District Common Assessments in Math and English Language Arts for all students. This has resulted in less-than-ideal participation rates and incomplete data across the district. SCUSD remains committed to the assessment of student learning for the purposes of identifying student learning needs and informing instruction. Implementation of the district common assessments remains a priority and the district is committed to working collaboratively to achieve this goal. Achieving full participation in the district common assessments has been identified as a priority/metric within the 2021-24 LCAP.

Beyond this in-progress work to implement common assessments, schools and staff utilize a wide range of methods to assess and address Pupil Learning Loss. This includes site-based use of programs such as i-Ready, end-of-unit assessments, and regular formative assessment during instruction. Teachers and other instructional staff also meet to review student data and hold academic conferences to assess pupil learning status and needs. While these practices do vary across sites/classrooms, they contribute to the district's overall assessment and addressing of pupil learning loss and are accounted for in the site-based actions within each school's SPSA. These actions are, in aggregate, included in the LCAP within each goal area.

The district will be implementing a summer program during June-August 2021 to decrease the effects of pandemic learning loss, increase grade level readiness, and accelerate student achievement. Programming will occur at every school site, designed by and driven by each school's site plan and with a focus on academic and social and emotional interventions. An opt-out philosophy will be implemented, with students pre-registered based on multiple measures. Priority will be given to Foster Youth, Homeless Youth, English Learners, students with disabilities and disengaged students. Teachers will be provided professional learning that includes Integrated English Language Development, Universal Design for Learning, and Anti-racist teaching.

Instruction will focus on priority standards and be in-person, 5 days per week. Benchmark assessments will be administered to assess student learning needs and monitor progress. Two sessions of programming will be offered and will pair academics with enrichment. Academics will occur in the morning from 8:00 – 11:00 AM and Enrichment will occur from 12:00 – 3:00 PM. The district will also implement Extended School Year programming for students with Individualized Education Programs (IEPs).

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All substantive differences for actions and services have been described in the In-Person Instruction, Distance Learning Program, Pupil Learning Loss, and Additional Actions sections above.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall, the analysis and reflection on student outcomes from 2019-20 and 2020-21 has reaffirmed the need to focus on key elements of the prior LCAP while expanding and refining the focus of goals and metrics. As discussed above in the Overall Analysis section of the 2020-21 Annual Update, stakeholder input and staff planning has informed significant revision of the goals and corresponding structure of the 21-22 through 23-24 LCAP. However, many of the targets set in the 2019-20 LCAP were not reached and still remain relevant. For each of the goals present in the 2019-20 LCAP, significant progress is still needed to achieve the specific metrics within each as well as the broader intent.

College and Career Readiness
Present in the 2019-20 LCAP as 'Goal 1,' the primary intent of this goal has been retained in the 2021-22 LCAP Goal 1, with aspects threaded throughout goals 2 and 3. While some progress in this goal area has been made, the district is far from achieving its goal of all students graduating college and career ready. In all of the included metrics, there is significant room for improvement in outcomes for 'All students' and concerning gaps persist for a number of student groups. These student groups include English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, and American Indian or Alaska Native students. This goal has been refined to focus explicitly on College and Career Readiness, with the broader educational program aligned elsewhere. A key element added to the goal statement is the specific reference to a clear postsecondary plan, this emerging from the recognition that having options alone is not sufficient. Every student must have an understanding of how to access those options and a clear plan for reaching their individual goals that is created with supportive guidance. Key metrics added in this goal area include:
- College/Career Dashboard Indicator
- Combined A-G and CTE completion
- Free Application for Federal Student Aid (FAFSA) completion
- Percentage of students with disabilities earning a Certificate of Completion
- State Seal of Biliteracy (SSB) completion
- State Seal of Civic Engagement (SSCE) completion

Foundational Educational Experience for All Students
This goal area includes aspects of the 2019-20 goal one specific to Tier 1 programs and expands the scope to emphasize the importance of all students have access to a base, high-quality education that is not dependent on their individual school site or classroom. This includes access to standards-aligned instruction, fidelity to instructional programs and practices, and robust and rigorous learning experiences inside and outside the classroom. An examination of student outcomes in this area shows that significant progress is still needed. Performance on the Math and English Language Arts state assessment remains below the state

average and well below the 'Standard Met' level. Additionally, vast performance gaps persist between student groups, with English learners, Foster Youth, Homeless Youth, Low Income Students, Students with Disabilities, African American Students, American Indian or Alaska Native students, Hispanic/Latino students, and Pacific Islander students all performing well below their peers. The need for a coherent and consistent program that is standards-aligned remains. All students need support to meet the state standards, with accelerated growth for underperforming student groups urgently needed. Additional metrics added in this goal area include:

- California Science Test (CAST) performance
- Gifted and Talented Education (GATE) demographics: Identification and Overall
- District Common Assessment Participation Rates

Integrated Supports
This goal area includes aspects of goals 2 and 3 from the 2019-20 LCAP. In the new LCAP, it focuses in specifically on Tier 2 and 3 supports that provide students the individual services needed to meet their identified academic, behavioral, social-emotional, and mental and physical health needs. Student outcomes for Chronic Absenteeism, Attendance, and Drop-out Rates all includes disproportionate results across student groups. The new LCAP goal statement calls specific attention to the need to support English Learners, Students with Disabilities, African American Students, Foster Youth, Homeless Youth, and other student groups whose outcomes indicate the greatest need. The new goal includes more detailed actions specific to Students with Disabilities, English Learners, American Indian or Alaska Native students, and others that represent district efforts to provide targeted support. This goal area is also one that is expected to expand in scope as the district moves further into its implementation of an effective MTSS across all schools. Metrics that have been added/refined in this goal area include:

- Attendance Rate – refined to focus on percentage of students attending school 96% of the time or more
- Provision of Responsive Services – percentage of students who meet an attendance/behavior indicator zone and are provided responsive services

Culture and Climate
The second LCAP goal from the 2019-20 LCAP is aligned to this area within the new LCAP, though the new goal is refined to more specifically embody the district's core value of confronting and interrupting inequities. While student outcomes for Suspension did show very positive growth heading into school closures, significantly inequitable outcomes persist for student groups including Foster Youth, Homeless Youth, Students with Disabilities, and African American Students. Actions including the district's Social Emotional Learning (SEL) program, Positive Behavioral Intervention and Supports (PBIS), Bullying Prevention, and more recent efforts in Anti-bias/Anti-racism Professional Learning are focused in this area on the systemic policies that have perpetuated disparate and disproportionate outcomes. This is also a goal area that is expected to evolve and grow significantly over time.

Stakeholder Engagement and Empowerment
This is the goal area that most closely aligns to the previous version in format and intent. It focuses on the engagement and empowerment of stakeholders as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making. A key addition is the inclusion of students along with parents, families, and community stakeholders in the list of groups to be engaged and empowered. This follows input from students that they seek to be recognized and supported as active agents in their own education. Past outcomes in this goal area, including the results of parent/guardian surveys, indicate the

continued need for this area as a key LCAP goal. The course of the pandemic and increased role of parents/caregivers in the education of students has affirmed that engagement and empowerment is more relevant than ever. The role of Parent Teacher Home Visits and all other home visits during the pandemic has been critical in reengaging unengaged students, assessing student and family needs, providing direct services, and referring to outside supports. The voice of district committees and stakeholders at large has been critical in communicating priorities for distance learning, needs as in-person instruction was planned, and overall expectations for improvements to district support.

Multi-Tiered System of Supports (MTSS)
The district's move to implement a cohort training model was in the planning stages as the pandemic began in spring 2020. As discussed above, the course of distance learning and in-person instruction, along with the inequitable outcomes across LCAP past LCAP goals/metrics, has affirmed the need for an effective MTSS. This is critical for all students and especially urgent for student groups who have not been provided full access to core content or sufficient tiered intervention.

Overall, the specific reflection on student outcomes in the 2019-20 Annual Update and 2020-21 Annual Update sections and more general reflection here supports the shift to 2021-22 through 2023-24 LCAP goals that:
- Specifically identify student groups in need of additional support
- Focus explicitly on the need for an effective MTSS
- Emphasize the need for coherence and consistency of program for all students, regardless of site, classroom, or program
- Communicate the importance of individual, targeted support based upon identified student need
- Call out the inequity of our system and the need to dismantle aspects of our system that perpetuate disparate and disproportionate outcomes
- Reaffirm the importance of engaging and empowering stakeholders as partners in the education of students

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year
Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

  o Continuity of Instruction,

  o Access to Devices and Connectivity,

- o   Pupil Participation and Progress,

- o   Distance Learning Professional Development,

- o   Staff Roles and Responsibilities, and

- o   Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	421,357,083.00	418,115,480.00
	0.00	0.00
Grant	25,728,814.00	25,569,143.00
LCFF	306,057,416.00	304,570,875.00
Suppl/Con	73,451,660.00	70,697,744.00
Suppl/Con EL	2,717,686.00	2,696,532.00
Title I	9,823,793.00	11,193,723.00
Title II	2,140,852.00	2,050,444.00
Title III	1,436,862.00	1,337,019.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	421,357,083.00	418,115,480.00
	0.00	0.00
1000-3000	46,129,097.00	42,990,218.00
1000-4000	346,939,527.00	343,421,844.00
1000-5000	1,230,852.00	10,105,537.00
1000-6000	6,022,124.00	2,417,313.00
1000-7000	83,057.00	396,441.00
2000-3000	17,566,168.00	16,850,658.00
4000-4999: Books And Supplies	802,623.00	640,680.00
5000-5999: Services And Other Operating Expenditures	2,583,635.00	1,292,789.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	421,357,083.00	418,115,480.00
		0.00	0.00
1000-3000	LCFF	25,131,298.00	23,124,261.00
1000-3000	Suppl/Con	14,782,611.00	14,998,502.00
1000-3000	Suppl/Con EL	107,249.00	0.00
1000-3000	Title I	3,843,441.00	2,975,125.00
1000-3000	Title II	1,755,190.00	1,392,399.00
1000-3000	Title III	509,308.00	499,931.00
1000-4000	Grant	23,738,715.00	23,839,248.00
1000-4000	LCFF	261,874,148.00	264,214,604.00
1000-4000	Suppl/Con	54,786,766.00	45,539,311.00
1000-4000	Suppl/Con EL	2,327,432.00	277,973.00
1000-4000	Title I	2,899,250.00	8,055,575.00
1000-4000	Title II	385,662.00	658,045.00
1000-4000	Title III	927,554.00	837,088.00
1000-5000	LCFF	372,852.00	0.00
1000-5000	Suppl/Con	858,000.00	7,946,613.00
1000-5000	Suppl/Con EL	0.00	2,158,924.00
1000-6000	Grant	1,792,254.00	1,277,462.00
1000-6000	Suppl/Con	1,315,870.00	1,139,851.00
1000-6000	Title I	2,914,000.00	0.00
1000-7000	Grant	83,057.00	396,441.00
2000-3000	Grant	114,788.00	55,992.00
2000-3000	LCFF	16,366,495.00	15,733,195.00
2000-3000	Suppl/Con	651,815.00	640,411.00
2000-3000	Suppl/Con EL	265,968.00	259,635.00
2000-3000	Title I	167,102.00	161,425.00
4000-4999: Books And Supplies	LCFF	802,623.00	640,680.00
5000-5999: Services And Other Operating Expenditures	LCFF	1,510,000.00	858,135.00
5000-5999: Services And Other Operating Expenditures	Suppl/Con	1,056,598.00	433,056.00

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
5000-5999: Services And Other Operating Expenditures	Suppl/Con EL	17,037.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	1,598.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	373,038,151.00	372,597,590.00
Goal 2	45,214,457.00	42,924,913.00
Goal 3	2,839,877.00	2,315,181.00
Goal 4	264,598.00	277,796.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$8,732,761.00	$15,278,628.00
Distance Learning Program	$59,362,238.00	$68,663,205.00
Pupil Learning Loss	$821,112.00	$817,062.00
Additional Actions and Plan Requirements	$10,743,669.00	$11,450,042.00
All Expenditures in Learning Continuity and Attendance Plan	$79,659,780.00	$96,208,937.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$8,732,761.00	$15,278,628.00
Distance Learning Program	$28,972,199.00	$39,946,258.00
Pupil Learning Loss	$821,112.00	$817,062.00
Additional Actions and Plan Requirements	$2,405,754.00	$4,941,183.00
All Expenditures in Learning Continuity and Attendance Plan	$40,931,826.00	$60,983,131.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$30,390,039.00	$28,716,947.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$8,337,915.00	$6,508,859.00
All Expenditures in Learning Continuity and Attendance Plan	$38,727,954.00	$35,225,806.00

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
Sacramento City Unified School District	Jorge A. Aguilar, Superintendent	Superintendent@scusd.edu 916.643.7400

Plan Summary [LCAP Year]

General Information

A description of the LEA, its schools, and its students.

Sacramento City Unified School District is a large, urban school district situated in the central and southern part of California's capital city. SCUSD is the 13th largest district in the state and one of the oldest K-12 districts in the western United States. Established in 1854, SCUSD serves approximately 40,800 students at seventy-five schools spanning seventy square miles. These 75 schools include forty-two Elementary Schools, eight K-8 schools, six middle schools, eight high schools, two Grade 7-12 schools, one Grade 4-8 Community Day School, one Independent Study school, two Adult school locations, and five dependent charter schools. Preschool and early Kindergarten programs are operated within many of the district's elementary school sites.

The city of Sacramento is often included on lists identifying the 'most diverse cities' in the country. SCUSD's boundaries encompass most of the central and southern portions of the City of Sacramento. These areas, in particular south Sacramento, have historically been some of the most diverse in terms of race, ethnicity, culture, and language. SCUSD's 2020-21 student population is 40.8% Hispanic/Latino, 17.2% White, 17.7% Asian, 12.6% African American, 7.6% Multi-racial, 2.2% Native Hawaiian or Pacific Islander, 1.5% Filipino, and .5% American Indian or Alaska Native. Over 70% of students are identified as socioeconomically disadvantaged, including those students that are eligible for Free/Reduced Meals (71.6%), identified as Foster Youth (0.5%), and/or identified as Homeless Youth (0.7%). The student population also includes a significant percentages of English Learners (17.2%) and Students with Disabilities (15.3%). With more than 50 different languages represented, many SCUSD students speak a primary language other than English. Spanish, Hmong, Cantonese, Vietnamese, Russian, Marshallese, and Mandarin are the most frequently occurring primary languages other than English.

SCUSD is guided by its Core Value and overarching Equity, Access, and Social Justice Guiding Principle. These both address the idea that 'Every system is perfectly designed to get the results that it gets' and acknowledge the presence of fundamental inequities that must be interrupted and addressed for the district to achieve its stated goals for all students and families.

DRAFT SCUSD 2021-22 LCAP: Public Hearing 6.10.21

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

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

Performance results for SCUSD continue to demonstrate gaps in achievement for all students relative to their peers across the state and significant gaps within the district for multiple student groups. These gaps are discussed in detail within the 'Reflections' sections below and inform many of the target student outcomes set within the plan. SCUSD acknowledges that the persistent gaps in performance for Students with Disabilities, English Learners, Foster Youth, Homeless Youth, Low-Income students, African American students, Hispanic/Latino students, American Indian/Alaska Native, and Native Hawaiian/Pacific Islander students are unacceptable and that the system we have historically operated has perpetuated these outcomes. In short, the system as it is currently structured has failed to meet the needs of many students and the district has a long way to go before it realizes the vision set forth in the guiding principle. Significant systemic change is required and, as has been called for by stakeholders, the status quo needs to be disrupted. SCUSD often cites W.E. Deming who said, "*Every system is perfectly designed to get the results that it gets.*" The system as it stands now (our status quo) has continued to meet the needs of some students, but not all. SCUSD as a system needs to produce a different set of results and this will require changes to the system.

The COVID-19 pandemic, closure of physical school sites, and implementation of distance learning have had profound and lasting impacts on the district. The challenges faced by families include food and housing insecurity, lack of access to technology/connectivity, unemployment, and lack of access to health care. These issues have exacerbated existing inequities and helped to shine a light on the gaps that were already present. Addressing the learning loss experienced by students during the pandemic will require intensive and focused effort at all grade levels during the coming years. As the district has resumed in-person instruction and looks ahead to 2021-22that and beyond, there are a significant number of unknowns. The full scope of learning loss experienced by students is yet to be fully understood and the impacts of trauma and social-emotional needs of students, families, and staff will continue to reveal themselves over the summer and throughout the school year. These unknown introduce uncertainly and are themselves a potential source of anxiety within the community.

In responding to the challenges of school closures and distance learning, the district did accelerate its progress in providing technology to students and taking advantage of the opportunities available in the digital space. This growth in the use of digital resources happened in the areas of classroom instruction and for multiple types of district operations. The district intends to build upon this learning so that we can accelerate our progress forward and not return to 'business as usual' when schools fully reopen.

Prior to and throughout the pandemic, SCUSD has remained committed to applying the principles of Continuous Improvement in planning and implementation at the district, program, and site levels. The intent is to transform the district's culture to one of data-based decision-making and equity-driven resource allocation. The implementation of an effective Multi-Tiered System of Supports at all school sites is an essential part of this aim. In considering the implementation of specific actions, three key questions are asked (1) What specifically are we trying to accomplish? (2) What changes might we introduce and why? and (3) How will we know that a change is an improvement?

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This continuous improvement lens is especially important as the district finds itself facing significant fiscal challenges in the current and coming years. As detailed in a December 2019 report by the California State Auditor and numerous other internal and external reports, SCUSD has a structural deficit that, if not addressed, could result in fiscal insolvency. Savings associated with the closure of schools and additional one-time funding during COVID have provided a temporary reprieve, but neither of these has addressed the underlying problems. A major concern of the district and community is that the structural deficit will not be resolved in time and could result in state receivership/takeover. District staff are currently working in partnership with staff from the Sacramento County Office of Education (SCOE) to develop and implement plans to address the deficit. Collaboration and negotiation with bargaining group colleagues is an important step in this process. Given the scope of the district's fiscal challenges and the need to interrupt inequities, SCUSD needs to carefully examine the return on investment of every dollar spent. SCUSD's commitment to equity-driven decision-making and resource allocation will be critical as the district strives to improve outcomes for all students and close the significant performance gaps between student groups.

Reflections: Successes

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

Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in fall 2020. The successes and progress described in this section are based on SCUSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. Overall, there are some key areas in which SCUSD has made progress and has successes to highlight. These include decreasing trends in Suspension Rate, decreases in Chronic Absenteeism where efforts have been targeted, increases in Graduation Rate, and the launch of training to install a Multi-Tiered System of Supports (MTSS) across all school sites. In highlighting any progress, it is important to note that significant performance gaps between student groups persist for all Dashboard indicators and other local metrics.

Suspension Rates (Successes)

SCUSD's 2019 Dashboard results included several examples of progress that the district would like to build upon in the coming year and over the three-year LCAP timeline. One of these examples is the decrease in Suspension rate from the 2018 to 2019 Dashboard that continued into 2019-20. From 2017-18 to 2018-19, SCUSD's overall suspension rate decreased from 6.1% to 5.6%. More importantly, rates decreased for the student groups that were identified as having the most disproportionate suspension rates in the past. From the 2018 Dashboard (2017-18) to the 2019 Dashboard (2018-19), the suspension rate for African American students decreased by 2.0 – notable progress - but at 14.6% was still significantly higher than any other student group. The rate for American Indian or Alaska Native students decreased by 1.0 to a rate of 8.0%. Similarly, Homeless Youth decreased by 3.0 to a rate of 12.2%. All of these results represent movement in the right direction while reaffirming the need for ongoing progress. Students with Disabilities remained at 10% after a small decrease of 0.3 and Foster Youth increased by 0.7 to 21.2%. These two results served as a reminder that a decrease for 'All' is does not mean that all student groups are moving in that same direction.

In the period of 2019-20 prior to school closures (August 2019 to February 2020), Suspension rates for all students and every student group were lower than those during the same time period in 2018-19. (Note: these 2019-20 results are *mid-year*, distinct from the 2017-18 and 2018-

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19 *end-of-year* results discussed in the previous paragraph.) The rate for all students had decreased from 3.8% to 3.1% and similar progress was made for target student groups. The rate for African American students had decreased from 10.1% to 8.1%, the rate for students with disabilities from 7.2% to 5.6%, Foster Youth from 14.2% to 9.9%, and Homeless Youth from 8.5% to 5.2%. These decreasing rates are evidence of continued progress. However, multiple student groups still had suspension rates well above that of 'All' students and their peer student groups. With the move to distance learning and significant change in Suspension practices, data for the end of 2019-20 and 2020-21 is not comparable to that from the 2019 Dashboard and the first part of 2019-20. SCUSD looks forward to building upon the overall progress as in-person learning resumes and schools are reopened in full.

English Language Arts (ELA) Performance (Successes)

Note: The below results discuss the measure 'Distance from Standard.' This refers to the distance above or below the score for 'Standard Met' that was achieved by the given student group. For example: The lowest score to 'Meet Standard' on the fifth grade ELA assessment is 2,502. If the average of all fifth grade scores in the district is 2,492, then the 'Distance from Standard,' or DFS, would be -10 points.

Though recent results are not available, initial progress in English Language Arts (ELA) is shown by the 2019 Dashboard. Following full implementation of the ELA curriculum, an overall increase of 4.7 points to a status of -22.1 points below standard (referred to as Distance from Standard (DFS)) occurred from 2017-18 to 2018-19. Significant increases were seen for Foster Youth (16.7 point increase to -82.5 DFS), Socioeconomically Disadvantaged students (5.3 increase to -44.3 DFS), Hispanic/Latino students (6.5 increase to -40.1 DFS), White students (8.0 increase to 33.3 DFS), and Multiracial students (7.1 increase to +2.8 DFS). As in the case of Suspension rate, increases were not achieved across all student groups, revealing areas of need within the overall improvement trend. Specifically, Homeless Youth (10.9 decrease to -88.1 DFS), American Indian or Alaska Native students (9.0 decrease to -61.2 DFS) moved further from 'Standard Met' and English Learners (1.4 increase to -58) and Students with Disabilities (2.6 increase to -100.5) had smaller levels of improvement with significant overall gaps remaining.

Chronic Absenteeism (Successes)

In the area of Chronic Absenteeism, SCUSD's 2019 Dashboard results showed a 0.2 increase to a 14.8% overall rate. The 0.2 increase was well below the 1.1 increase for the state of California and, given the loss of attendance days to both the northern California fires and a labor action during the 2018-19 school year, is cause for reflection. In an examination of local data, the efforts of the Be Here program demonstrated significant success. Of the 18 schools that were the focus of the program's efforts, 11 *reduced* their Chronic Absenteeism rates in 2018-19, even with the impacts of the fires and labor action. Overall, the 18 focus schools achieved a 0.81 decrease in their collective Chronic Absenteeism rate. To achieve this, the Be Here team has supported sites to implement best practices including regular meeting of site attendance teams, establishing data-based site attendance goals, developing attendance-specific MTSS structures and systems, regular data review, individual student case management, and participation in a monthly peer learning network to share across sites. SCUSD is excited to expand the focus efforts in the coming years with the awarding of renewed grant funds for the Be Here program.

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In the period of 2019-20 prior to school closures, Chronic Absenteeism rates were on track to be near or below 2018-19 rates. The rate for all students through February 2020 was 11%. Following school closures and throughout distance learning, attendance was measured differently, making any end-of-year 2019-20 rate and 2020-21 rates less comparable to prior data. However, Chronic Absenteeism during 2020-21 does indicate the need to refocus efforts in this area and continue building upon the progress made in 2018-19 and leading into school closures during 2019-20. The 2020-21 rate for all students in 2020-21 (through March 2020) was 17.8%.

Graduation Rates and UC 'A-G' Completion (Successes)

Note: The following section references University of California/California State University (UC/CSU) 'A-G' requirements. These refer to the specific course requirements in History, English, Mathematics, Science, World Language, and Visual and Performing Arts that students must complete with a letter grade of 'C' or higher to be eligible for admission.

Graduation Rates and completion of UC/CSU 'A-G' requirements demonstrate some progress, though not universally across all student groups. From 2018-19 to 2019-20, the district's graduation rate increased from 85.7% to 87.3%. Significant improvement occurred for Foster Youth (66.7% to 81.3%), Students with Disabilities (66% to 70.4%), African American students (77.1% to 82.4%), and White students (84.6% to 92.5%). However, there were also concerning decreases for English Learners (81.2% to 75.8%), Homeless Youth (75.3% to 72.9%), American Indian or Alaska Native students (81.8% to 73.3%), and Native Hawaiian or Pacific Islander students (87% to 71.9%). These results again demonstrate that, within the overall positive increase of the districtwide rate, significant needs persist for student groups. Completion of UC/CSU 'A-G' requirements, overall, demonstrated more consistent progress across student groups. The percentage of all graduates meeting UC 'A-G' requirements improved from 50.7% in 2018-19 to 54% in 2019-20. Almost all student groups improved from 2018-19 to 2019-20, though both Homeless Youth (24.6% to 20.9%) and American Indian or Alaska Native students (44.4% to 30%) showed concerning decreases. Overall, graduation rates and UC 'A-G' completion have improved significantly since 2016-17. This corresponds with focused counseling and academic planning supports. A key need that remains is the acceleration of progress for student groups whose outcomes remain disproportionately low relative to their peers. This will require more focused efforts in the coming years to ensure that not only can overall progress continue to be highlighted, but closure of gaps can also be celebrated.

Multi-Tiered System of Supports (MTSS)

An implementation success that is important to note is the recent launch of a multi-year effort to install and sustain an effective Multi-Tiered System of Supports (MTSS) districtwide. The urgent need for a coherent MTSS has been acknowledged for years by a range of stakeholders. During 2020-21, the district began training for the first of three cohorts of schools (the first cohort includes 25 schools) that will ultimately provide comprehensive training for all sites. Each cohort will go through three years of training with ongoing coaching and support throughout.

Examples of key professional learning topics during Year 1 of each school's training include:
- Leaders as Problem Solvers and Change Agents: Adaptive Leadership, Systems Change & Implementation Science
- Leaders as Coaches and Facilitators: Multiple Tiers & Building Capacity, Mapping Tier 1 Resources, Effective PD skills and coaching

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- Leaders as Collaborators: Effective Teaming Practices, Family Engagement
- Leaders Engaging in Continuous Improvement: Data Evaluation, Tools for monitoring fidelity of problem solving
- Leaders who Build Future Leaders: Scaling up practices and planning for sustainability with school improvement context

SCUSD is committed to supporting effective MTSS implementation and sustainability for the long-term. Successes at individual school sites and groups of schools – like the Be Here! Chronic Absenteeism reduction efforts described above – represent examples of what can be achieved with an MTSS framework is effectively applied. Expanding these efforts to all school sites and across the academic, behavioral, and social-emotional domains is a critical step for the district to not only improve outcomes for all students, but also to more effectively serve students with the highest needs. A comprehensive MTSS will unify curriculum, professional development, and tiered interventions that currently exist in silos. The implementation of Universal Design for Learning (UDL) practices as a key pillar of the core program is one example of a unifying form of professional development and instructional practice. In transitioning to Distance Learning, the district took the opportunity to provide UDL training to all staff. This supported a more effective implementation of Distance Learning instruction while also laying a foundation of training to build upon in future years. Effectively implementing UDL in all classrooms is one of the critical steps to ensure that differentiated support and intervention for the highest needs students is provided in all general education settings.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Overall, SCUSD's performance results for all students and for specific student groups show that improvement is needed on a systemic level and that significant inequities persist. Data from the California School Dashboard, other state reporting, and local results fail to show the accelerated growth rates that will close persistent performance gaps and achieve the district's guiding principal and embody the district's core value. Community stakeholders have emphasized the extreme urgency of this situation and repeated their call for action that the district do better for all students and especially those student groups who have the highest needs. This call for action has included the demand that an equitable and inclusive educational program be provided to all students regardless of zip code, school, classroom, or program choice. The call for action has also included the critical need for intensified services for students demonstrating the highest needs and the equitable allocation of resources through data-based decision-making. This call has also emphasized the need to disrupt the status quo. A recurring theme has been, "*What we were doing before wasn't working, so we should think about how to do things differently.*" It has also been emphasized that, to fully address some of the district's most urgent needs, incremental change will not be sufficient and that larger, systemic redesign will be needed.

The implementation of an effective **Multi-Tiered System of Supports (MTSS)** at all school sites was launched in the fall of 2020. The implementation and *sustainability* of an effective MTSS is a major through line that connects to the need for an equitable and inclusive program, intensified services for students with high-needs, data-based decision-making, and redesigning systems to better serve students. An effective MTSS will also serve as an overarching means of address needs in the areas of chronic absenteeism, college/career preparedness, suspension, English Languages Arts, and Mathematics. As stated by Katie Novack, "We need MTSS in our school(s) so that we can minimize

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or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person." As the district is able to design and provide equitable, tiered, and universally designed systems of support, it is expected that a broad range of students needs can be met. This will support improved outcomes for all students and in particular those student groups who have continued to experience persistent performance gaps.

Assessment of Students Needs

A significant need on its own is the consistent implementation of common assessments for Math and ELA in all classrooms at every school site. Participation rates in 2020-21 on the beginning-of-year and interim assessments were at or near 50% for both Math and ELA. This stems from the lack of a formal agreement on administration of the assessments. Participation rates in 2019-20 were also low, with only 43% of students taking one or more district common assessments in ELA and only 53% taking one or more in Math. The consistent implementation and use of common district assessments will allow for improved identification of specific student learning needs. This will enable schools and educators to more appropriately differentiate core instruction (Tier 1) and connect students to needed interventions (Tier 2 and/or 3 support). The ongoing use of assessments will also allow for the monitoring of progress following interventions/instruction and regular refinement of the approach for individual students based upon their needs.

This regular progress monitoring to identify and meet individual student needs is a core aspect of a functional Multi-Tiered System of Supports (MTSS).   Within such a system, existing resources and supports at school sites can be used in ways that are more efficient and provide the most return on investment - both time and money - for those students who demonstrate the most urgent needs. Given SCUSD's current fiscal challenges, the efficient and effective use of existing resources is critical to the district's ability to continuously improve.

The Curriculum and Instruction (C&I) team is also aligning site efforts around key instructional practices that are common to all content areas. To support improved student outcomes and focus site planning efforts, C&I is recommending that sites focus on the following instructional practices to provide universal access to all students:
1. Student academic discourse – student-to-student discourse (verbal or in writing) that is focused on the academic task and uses academic vocabulary.
2. Rigorous academic tasks – grade level appropriate tasks that are of high interest and challenge students to think, perform, and grow to a level they were not at previously.
3. Formative assessment practices – regular assessments during the course of instruction that help students to understand where they are in relation to the learning goal and help teachers adjust instruction to support student learning

An overarching focus that unifies these is Academic Language Development for all students. The C&I team has identified the need to align efforts across content areas to address the academic needs observed. This includes emphasis on reading, writing, listening, and speaking across all content areas – including Math and Science.

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Due to the COVID-19 pandemic and closure of schools in March 2020, a full California School Dashboard was not published in 2020. The areas of need described in this section are based on SCUSD's 2019 Dashboard results and more recent data (state and local) from 2019-20 and 2020-21. SCUSD's performance on the 2019 Dashboard as well as the district's outcomes on the previous dashboards (2017, 2018) demonstrate that the district needs to improve significantly across multiple dashboard indicators and for many student groups. More recent outcomes from 2019-20 and to-date in 2020-21 reaffirm these needs.

California School Dashboard Results

Note: The California School Dashboard uses five 'colors' to represent levels of performance. The lowest level of performance is represented by RED, followed by ORANGE, YELLOW, GREEN, and BLUE as the highest level of performance. A given color is determined based on the student group's outcomes from the most recent year and the change in outcomes from the previous year. This method acknowledges the growth being made by schools and districts for specific student groups, even if their overall outcome is not yet at a 'high' level.

Overall, SCUSD's 2019 Dashboard results demonstrate a broad need for improvement across all areas. On the 2019 Dashboard (the most recent year in which performance levels were reported) SCUSD has an 'ORANGE' performance level for All students in Chronic Absenteeism Rate and the Math Academic Indicator and 'YELLOW' for Suspension Rate, Graduation Rate, College/Career Readiness, and the English Language Arts (ELA) Academic Indicator. SCUSD did not reach the 'GREEN' or 'BLUE' level in any of the state indicators. This performance speaks to the need to improve not only within each aspect of the system, but to improve the system as a whole.

Specific instances where a student group's performance level was 'RED' (the lowest performance level) are noted below:
- Foster Youth: Suspension Rate (RED), Graduation Rate (RED), and Mathematics (RED)
- Homeless Youth: Chronic Absenteeism (RED), English Language Arts (RED), Mathematics (RED)
- Students with Disabilities: Graduation Rate (RED), English Language Arts (RED), Mathematics (RED)
- African American students: Chronic Absenteeism (RED)
- American Indian or Alaska Native students: Mathematics (RED)
- Native Hawaiian or Pacific Islander: Chronic Absenteeism (RED)

Link: California Department of Education (CDE) Dashboard Reporting Site (SCUSD Student Group Report)

When the results of the 2019 Dashboard and more recent data from 2019-20 and 2020-21 are reviewed as a whole, some clear trends emerge:
1. Seven student groups often perform below that of the 'All Students' level. Frequently this performance is significantly lower. These groups include English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.
2. Two student groups (Socioeconomically Disadvantaged students and Hispanic/Latino students) also demonstrate performance gaps. Their performance is usually below the 'All Students' level, but generally not as disparate as the student groups listed above.
3. Four student groups (Asian students, White students, Filipino students, and students of Two or more races) consistently perform above - and often significantly above - the 'All students' performance level.

Additionally, when the academic performance of the 'English Learner' student group is disaggregated, the performance of English Learner Only students shows a very significant gap from that of Reclassified Fluent English Proficient (RFEP) students.

These trends describe a performance landscape of student groups that exist in three clusters. Most notable is the gap between the cluster that consistently and significantly underperforms across all indicators and the group that consistently - and usually significantly - outperforms across all indicators. This pattern embodies the acknowledgement made in the district's Core Value - that our system is inequitable by design - and is visible evidence of the inequities that need to be interrupted.

Intersectionality of Students across Student Groups

When discussing student group data, it is important to acknowledge the high degree of intersectionality that exists between groups. A student can be *both* an English Learner and have an identified disability. A student can be both Asian *and* Socioeconomically Disadvantaged. Most students are included in multiple groups and focused efforts to support one identified student group can often serve to support others. The table below provides a look at current intersectionality within specific student groups (English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and Students with Disabilities). The table should be read vertically, with the percentages indicating the proportion of the group at the top of the column that is represented by the group named in each row. For example, 23.6% of Students with Disabilities are also English Learners and 29.5% of Foster Youth are African American. *Note: This does NOT mean that 29.5% of African American students are Foster Youth.*

Student Groups	All Students	English Learners	Foster Youth	Homeless Youth	Socioeconomically Disadvantaged Students	Students with Disabilities
African American	12.8%	0.3%	29.5%	40.4%	15.2%	19.9%
American Indian or Alaska Native	0.5%	0%	1.1%	2.6%	0.5%	0.9%
Asian	18.1%	33.4%	5.5%	4.0%	19.9%	10.7%
Filipino	1.5%	0.8%	0%	0%	1.2%	0.8%
Hispanic/Latino	40.1%	56.9%	26.8%	38.2%	44.9%	42.7%
Native Hawaiian or Pacific Islander	2.2%	4.5%	2.2%	1.8%	2.6%	1.4%
White	17.2%	3.6%	25.7%	7.4%	9.5%	16.1%
Two or More Races	7.7%	0.4%	9.3%	5.5%	6.2%	7.5%
English Learners	17.0%		6.6%	4.8%	22.0%	23.6%
Foster Youth	0.5%			2.7%	0.6%	1.2%
Homeless Youth	0.7%				100%	1.1%
Socioeconomically Disadvantaged	71.6%					77.3%
Students with Disabilities	15.1%					

*Enrollment data from 2020-21 California Department of Education DataQuest enrollment report (Does not include charter schools)

This intersectionality data provides a picture of who is represented within each student group. For example, while African American students make up 12.8% of non-charter enrollment, they represent 29.5% of Foster Youth, 40.4% of Homeless Youth, 15.2% of Socioeconomically Disadvantaged students, and 19.9% of Students with Disabilities. As programs and actions are implemented for any of these groups, they should also take into account the specific needs of African American students.

Mathematics and English Language Arts (ELA) (Needs)

Due to the COVID-19 pandemic, state assessments in English Language Arts (ELA), Math, and Science were not administered during 2019-20. The most recent results available (from the 2019 Dashboard) show that the district needs to improve performance for all students and to address very significant performance gaps. While there was some progress made from the 2018 to 2019 Dashboard, the size of the performance gaps remains very large for multiple student groups.

Overall, SCUSD students who participated in the ELA State Assessment (Grades 3-8 and 11) achieved an average score of 21.5 points below the 'Standard Met' level. Student groups with scores significantly below this level included English Learners (-58), Foster Youth (-82.3), Homeless Youth (-88.1), Low Income students (-43.9), Students with Disabilities (-100.5), African American students (-72.5), American Indian or Alaska Native students (-61.2), Hispanic/Latino students (-39.7), Native Hawaiian or Pacific Islander students (-66.1), and English Learner Only students (-100). Note: 'English Learner Only' students represent a subset of the traditional 'English Learner' group that includes Reclassified students. The Reclassified Fluent English Proficient (RFEP) student group averaged 10.6 points *above* the 'Standard Met' level, demonstrating the vast range of performance within the 'English Learner' group.

Results for the Math State Assessment are similar in terms of performance gaps for student groups. Overall, SCUSD students (Grades 3-8 and 11) achieved an average score of -48.8 points below the 'Standard Met' level. The students groups with identified performance gaps for ELA also achieved average scores well below that of 'All' students for Math. This included English Learners (-75.1), Foster Youth (-116.4), Homeless Youth (-122.3), Low Income students (-70.5), Students with Disabilities (-129.1), African American students (-107), American Indian or Alaska Native students (-98.6), Hispanic/Latino students (-69.8), Native Hawaiian or Pacific Islander students (-91.9), and English Learner Only students (-112.5). Similar to the ELA results, the RFEP student group performed well above their English Learner Only peers, averaging 13.9 points below 'Standard Met.'

More recent results from the District Common Assessments in both Math and ELA reaffirm these as areas requiring significant improvement. On both the beginning-of-year and interim assessments administered in 2020-21, performance (average percentage of correct answers) was near 50% for both Math and ELA, with the highest being 54% on the ELA interim and lowest being 48% on the Math interim. These results, similar to the Dashboard results, included gaps in performance by student group. As discussed above, these results are based on participation rates at or near 50% across all classrooms due to a lack of formal agreement on assessment administration. Still, taken together with the dashboard results it is clear that Math and ELA performance need to be significantly improved to ensure that the district can meet the charge stated in its guiding principle – to provide students the greatest number of postsecondary options.

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A critical need that has emerged as a priority across stakeholder groups and for district staff is reading proficiency by third grade. In the most recent (2018-19) state ELA assessment, only 21.5% of third grade students were above standard. Several students groups had less than 10% of their cohort perform above standards (4.2% for English Learners, 3.6% for Homeless Youth, 9.4% for Students with Disabilities, 8.6% for African American students, 7.1% for American Indian or Alaska Native students, and 7.1% for Native Hawaiian or Pacific Islander students). These results demonstrate a critical need for immediate and intense focus on Early Literacy so that all students, and especially those students who are performing below their peers, are able to accelerate progress and become proficient readers by third grade (and those who are currently in or beyond third grade can accelerate progress towards grade-level proficiency). This need to focus on early literacy has often been discussed in tandem with the need for all students to have individualized learning plans and/or supports. This requires the consistent use of assessments and data analysis to identify student needs and determine what supports are needed. These practices are foundational parts of an effective Multi-Tiered System of Supports.

Chronic Absenteeism (Needs)

While examples of progress for Chronic Absenteeism rates were highlighted in the previous section, this is also an area in which significant improvement is needed. To ensure that students can fully engage in school and access instruction, they and their families need to be provided the supports necessary to attend school consistently.

The most recent dashboard performance color (ORANGE) for Chronic Absenteeism indicated that significant improvement was needed across the district.   Significant performance gaps among student groups on the 2019 Dashboard include:

- Homeless Youth (57.9% rate and 7 increase), African American students (27.6% rate and 0.7 increase), and Native Hawaiian or Pacific Islander students (27.3% rate and 1.8 increase) all received a RED performance level on the 2019 Dashboard. Relative to All Students (14.8% rate, 0.2 increase), these groups were chronically absent at extremely disproportionate levels.
- Additionally, while Foster Youth (30.1% rate, 3.7 decrease) and American Indian or Alaska Native students (25.7% rate, 1.5 decrease) both decreased their Chronic Absenteeism rates enough to yield a YELLOW and ORANGE performance level, their rates were disproportionately high at a level similar to the three groups that were RED.
- All five of the student groups named above continued to have higher rates of chronic absenteeism in 2019-20 as measured up to the time of school closures (March 2020). This included rates that were almost double the 11% rate of all students for Foster Youth (21.4%) and African American students (20.2%) and almost four times as high for Homeless Youth (42.8%).

The effects of the pandemic and experience of students and families during distance learning has further reinforced the disparities in attendance/engagement. More focused efforts are needed to ensure that all students, and especially those students with historically disproportionate rates of chronic absenteeism, are provided the individual, wrap-around supports needed to keep them in school. The connection between attendance and academic performance is well established and improvement in this area will support other efforts to improve academic outcomes. As discussed in the previous section, the Be Here grant program has demonstrated success at those sites where support has been concentrated. Efforts include direct support to site leadership teams to review data and coordinate actions as well as supporting/facilitating improved communication between home and school. These efforts will be continued and expanded with the recent

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awarding of a renewed grant to fund Be Here activities. The district's implementation of MTSS will also lead to increased coordination of services across school sites, supporting improved attendance and decreased chronic absenteeism.

College/Career Preparedness

Note: This section uses the term 'college and career readiness.' The California School Dashboard classifies students as 'Prepared,' 'Approaching Prepared,' or 'Not Prepared' based on students meeting at least one of the criteria in the 'Prepared' level. Examples of criteria that allow a student to demonstrate preparedness include state Math and ELA test scores, Advanced Placement (AP) exam scores, completing college coursework during high school, earning the State Seal of Biliteracy (SSB), completing UC/CSU a-g requirements, completing a CTE Pathway, and completing Leadership/Military Science coursework. A helpful definition of college readiness might be, 'Being ready for ANY postsecondary experience,' including two- and four-year institutions, A helpful definition of career readiness might be, 'Having the skills needed to succeed in job training or education needed for a chosen career.'

This is an area in which significant improvement is needed for 'All' students and to address performance gaps for specific student groups. For this indicator, the state did publish the actual rates of preparedness for 2019-20 in the modified 2020 Dashboard, though no performance 'color' was assigned. The percentage of 'All' students that earned 'prepared' in 2019-20 was 41.7%. This was similar to levels in the previous two years and indicates a significant need for improvement given the district's goal that **All** students will graduate college and career ready. Further, unacceptable performance gaps persisted for several student groups. These included six student groups with preparedness levels near or less than half that of all students. These groups included English Learners (18.7%), Homeless Youth (12.3%), Students with Disabilities (8.1%), African American students (20.7%), American Indian or Alaska Native students (20%), and Native Hawaiian or Pacific Islander students (24.6%). Relative to their Asian (56.9%), Filipino (58.1%), White (53.5%) and multi-racial (51.7%) peers, the true gap is revealed to be even larger. The district's efforts to more closely monitor A-G progress, sustain Career and Technical Education (CTE) pathways, increase the number of students earning the State Seal of Biliteracy, and eliminate barriers to Advanced Placement (AP) enrollment and successful exam performance are all actions that seek to improve college and career readiness.

Graduation Rate (Needs)

Graduation Rate is another area noted for recent progress and identified for improvement. Despite the overall progress from 2018-19 to 2019-20 (85.7% to 87.3%), significant improvement is still needed. This is true for ALL students, as the district's goal is for EVERY student to graduate. This is also true for multiple student groups for whom performance gaps persist. In 2019-20, seven student groups had graduation rates 5 percentage points or more below that of 'All students.' These included English Learners (75.8%), Foster Youth (81.3%), Homeless Youth (72.9%), Students with Disabilities (70.4%), African American students (82.4%), American Indian or Alaska Native students (73.3%), and Native Hawaiian or Pacific Islander students (71.9%).

Providing students the necessary progress monitoring to keep them on track for graduation and support when they fall off-track are key focus areas for the district moving forward. An ongoing effort has been the implementation of centralized systems for academic counselors. This

includes regular student schedule reviews using UC/CSU 'A-G' counseling benchmarks, use of standard district criteria for enrollment into mathematics and science courses, and implementing standard course placement criteria for English Learners. The Director of Master Scheduling position continues to support the improvement of staffing allocations and alignment of courses across school sites and programs. This helps to ensure that students are enrolled in schedules that not only meet their basic graduation needs, but also prepare them for college and career. It is the district's goal that, as students pursue their UC/CSU coursework, enroll in Career Technical Education (CTE) pathways, challenge themselves with Advanced Placement (AP) coursework, receive appropriate English Language Development (ELD), and receive the specific supports defined by any Individual Education Plan (IEP) or 504 plan, they have complete and unobstructed access to the appropriate courses and a comprehensive system of supports to help them and their families make informed choices and address their individual needs.

The needs evident in graduation rates are a good example of a point in SCUSD's system where the immediate gap has much deeper roots that begin in the early grades. While it is absolutely important that students in the secondary grades continue to receive support, to truly address this issue will require systemic improvements that begin with PreK moving forward. Early literacy has been identified as a key focus area and is a key example of something that must be improved if 'downstream' indicators like graduation rate are going to significantly improve for all students.

Suspension (Needs)

While Suspension Rate was highlighted in the previous section for overall progress (a decreasing trend), the significant disparity in Suspension Rates across student groups still requires significant improvement. Cited in multiple iterations of the Capitol of Suspensions Report, the Suspension Rate for African American students has continued to be well above that of all students and other racial/ethnic groups. Students with Disabilities, Homeless Youth, and Foster Youth also have rates significantly higher than that of 'All students.' The data for 2019-20 leading up to school closures is the last reference point that is based on the 'typical' in-person school context. Suspension rates during the remaining months of 2019-20 and 2020-21 are difficult to compare to prior data given the very different environment of distance learning. Suspension Rates for all students and all student groups from August 2019 through February 2020 had declined in comparison to the same time period during 2018-19. However, disparities remained for the identified student groups. 2019-20 mid-year rates for African American students (8.1%), Students with Disabilities (5.6%), Homeless Youth (5.2%), and Foster Youth (9.9%) were all well above the 3.1% rate for 'All' students.

The Capitol of Suspensions report, sponsored by the Community College Equity Assessment Lab (CCEAL) and commissioned by the Greater Sacramento National Association for the Advancement of Colored People (NAACP), has specifically called out SCUSD as a district in which African American students are suspended at rates vastly disproportionate to their peers across the state. Needs identified in the report include the development of effective disciplinary/behavior management systems that are not reliant upon suspension, implementation of training on bias and culturally responsive instruction, and implementation of trauma-informed practices.

These findings are important as they highlight the role of classroom management, instructional practices, and the overall school and classroom environment as factors that contribute to exclusionary discipline practices. The need for professional development for all staff that supports development of effective behavior management systems, creation of inclusive and restorative classroom and school environments, and

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implementation of anti-bias/anti-racist instructional practices is evident in the overall suspension rates of the district and the persistence of disproportionate rates for student groups.

The ongoing work to address the identified needs has included focused data review of Suspension trends including specific reports on the disproportionality of suspension for African American students. The district's Social Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS) staff have worked to support the implementation of best practices within classrooms and site-based efforts to implement Restorative Practices/Justice systems. More recently, school administrators and other district leaders have participated in anti-bias/anti-racism training and in the coming years this will be provided to all staff. The development of systems to coordinate behavioral intervention and discipline is a key aspect of MTSS implementation. An effective MTSS will include the proactive addressing of identified behavioral needs, development of common language and practices, and holistic reviews that encompass a student's behavioral, academic, social, emotional, and other needs. Site leaders are supported by district leadership to set specific goals within their school plan to improve their school's culture and climate. These goals are set following a needs assessment process and, as appropriate, can include targeted reduction of Suspension and/or Chronic Absenteeism outcomes.

Additional Supports

On the Dashboard, the performance of three student groups over time - Students with Disabilities, Foster Youth, and Homeless Youth - has resulted in the district's identification by the state for additional support. This has included annual identification for Differentiated Assistance provided by the Sacramento County Office of Education (SCOE). As a result of persistent performance issues for these students groups over several years, the district became eligible in fall 2019 for Systemic Instructional Review (SIR) support from the California Collaborative for Education Excellence (CCEE). Below is a summary of the indicators in which these three student groups have not met performance standards from 2017-2019:

Students with Disabilities
- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Graduation, and College/Career
- 2019 Dashboard: ELA, Math, and Graduation

Foster Youth
- 2017 Dashboard: ELA, Math, Graduation, and Suspension
- 2018 Dashboard: ELA, Math, Chronic Absenteeism, Suspension, and College/Career
- 2019 Dashboard: ELA, Math, Graduation, and Suspension

Homeless Youth
- 2017 Dashboard: ELA, Math, and Suspension

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- 2018 Dashboard: Chronic Absenteeism and Suspension
- 2019 Dashboard: ELA, Math, and Chronic Absenteeism

To address these persistent and significant gaps, the district will continue to implement specific supports for all three populations through the efforts of departments/programs including Foster Youth Services, Homeless Youth Services, and the Special Education Department. Equally as important, staff will collaborate with colleagues across the system – in other departments and with general education – to break down silos and ensure that support is provided to these students broadly. This collaboration will need to include increased and improved instructional and social emotional supports for these student groups to address the significant performance gaps observed in the Dashboard data and across all indicators. A key focus of the 2020-21 Differentiated Assistance support efforts has been the increased alignment of school site and district planning to support the identified student groups. The focal point of these efforts will be the implementation of an effective MTSS at all school sites that integrates the academic, behavioral, and social-emotional instruction and intervention supports into a tiered system so that they can best be matched to student needs. This integration will be supported by a data-based decision-making process that includes regular review of student outcome data to assess needs and identification of the appropriate services and supports to meet those needs.

Implementation of an effective Multi-Tiered System of Supports will improve outcomes for ALL students - something that SCUSD does need - but will particularly benefit those students who have historically lacked the necessary supports to achieve at their highest potential. Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and English Learners have been impacted the most by the fundamental system inequities acknowledged in our district's core value. School site and district staff will be receiving the training, tools, and supports needed to better understand, identify, and meet the individual needs of all students - and specifically those student groups who have continuously demonstrated the most critical and urgent needs. Training will build the capacity of leadership teams for systems change, teaming practices, evaluating implementation progress and impacts, and developing actions plans for school improvement. Tools will include Tier 1 resource mapping and assessment/data source mapping. Ongoing support will include regular training meetings, consistent coaching, and peer mentoring from other school sites.

Systemic Instructional Review (SIR) Findings

In the Systemic Instructional Review (SIR) findings, the California Collaborative for Education Excellence (CCEE) staff identified a range of additional needs that, when addressed, will support improved outcomes for students. Overarching areas of improvement that were noted in the summary of findings include:
- The need to nurture strong, collaborative, and productive relationships between management and labor
- Agreement on the implementation of assessment and professional development
- Increased collaboration, definition of roles/responsibilities, and performance expectations within and across departments
- Integration of continuous improvement into the daily work of individuals throughout the system
- Consistency in how data is used, decisions are made, and departments are accountable to support the vision and mission of the district
- Collective accountability for teaching and learning goals and priorities that will result in improved student outcomes

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The SIR identified some key opportunities in the district that can be used to address the identified needs. These include:
- An existing vision of equity and continuous improvement provides the opportunity to create coherent understanding and implementation strategies across the district to better support the whole child/student needs
- The School Plan for Student Achievement (SPSA) process can be used to develop school goals and expectations linked to specific measures to monitor progress
- The district's implementation of the Multi-Tiered System of Supports (MTSS) and Universal Design for Learning (UDL) provides the opportunity to create and articulate an instructional vision, framework, priorities, and goals

SCUSD recognizes that the system as it is currently operating is failing to serve many students. A significant number of students are not achieving the goal set out in the guiding principle – to graduate with the greatest number of postsecondary choices from the widest array of options. This is especially true for several student groups who have continued to demonstrate performance gaps over time. Significant improvements are needed across the system if these outcomes are going to change. As discussed at the beginning of this section, these improvements will need to include an equitable and inclusive educational program for all students regardless of zip code, school, classroom, or program choice; intensified services for students demonstrating the highest needs; the equitable allocation of resources through data-based decision-making; and disruption of the status quo.

LCAP Highlights

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

A key feature of this year's LCAP is its grounding in the district's core value and overarching Equity, Access, and Social Justice Guiding Principle. The recognition of the fundamental inequities in our system and the need to confront and interrupt inequities to level the playing field are key elements of multiple LCAP goals. The vision that all students will graduate with multiple postsecondary choices from a wide array of options is a key driver across the new LCAP goals.

The revised goal structure reflects the district's alignment to a Multi-Tiered System of Supports (MTSS) framework. Goals 2 and 3 reflect the prioritization of effective Tier 1, 2 and 3 programs and a focus goal (Goal 6) is dedicated to the capacity building/training necessary to effectively install an MTSS. Following is a brief overview of the new LCAP goals and examples of key actions and metrics that are aligned to each:

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 1: College and Career Readiness 100% of SCUSD students will graduate college and career ready with a wide array of postsecondary options and a clear postsecondary plan. Growth in Graduation Rate and College/Career Readiness will be accelerated for Students with Disabilities, English Learners, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, Foster Youth, Homeless Youth, and other student groups with gaps in outcomes until gaps are eliminated.	• Sustain and expand Career and Technical Education (CTE) pathways and programs • Provide Academic and Career Counseling • Accelerate progress toward graduation through Credit Recovery Programming (Central and site-based) • Maintain funding for AP/IB/SAT exam fees • Provide additional support for International Baccalaureate (IB) program	• Graduation Rate • College/Career Preparedness • UC/CSU 'A-G' completion • CTE Pathway enrollment/completion • Certificates of Completion earned • State Seal of Biliteracy • On-track graduation and on-track UC/CSU 'A-G' status
This goal closely aligns to the district's Equity, Access, and Social Justice Guiding Principle: *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.*		

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LCAP Goal	Examples of Actions	Examples of Metrics
Goal 2: Foundational Educational Experience with Equitable Opportunities for ALL students Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.	• Provide Professional Development to support implementation of state standards • Expand access to Gifted and Talented Education (GATE) and Advanced Placement programs so that enrollment reflects district demographics • Maintain Early Childhood Education opportunities (preschool and Early/Transitional Kindergarten) • Provide English Learners Integrated and Designated English Language Development (ELD) and develop an English Learner Master Plan • Offer a range of Expanded Learning Programs to enhance students learning experiences inside and outside of the classroom	• State Math, English Language Arts (ELA), and Science Assessments • English Learner Progress and Reclassification Rate • GATE demographics (identification and enrollment) • Advanced Placement (AP) Enrollment and Exam Performance • District Common Assessments in Math and English Language Arts
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of a coherent and consistent Tier 1 instructional program.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 3: Integrated Supports Provide every student the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs - especially English Learners, Students with Disabilities, Foster Youth, Homeless Youth, African American students, American Indian or Alaska Native students, Native Hawaiian or Pacific Islander students, and other student groups whose outcomes indicate the greatest need – so that all students can remain fully engaged in school and access core instruction.	• Expand services specific to Foster and Homeless Youth • Provide individualized supports to students with disabilities (Instructional Assistants) • Provide intervention and supports for English Learners • Address the unique needs of American Indian and Alaska Native students through the American Indian Education Program • Provide direct Health Services through the efforts of School Nurses • Reduce Chronic Absenteeism through direct supports to sites (Be Here Initiative) • Provide a range of integrated supports to students and families through site-based Student Support Centers and the central Connect Center	• Attendance Rate • Chronic Absenteeism Rate • Attendance and Chronic Absenteeism interventions • Provision of responsive student support services • High School drop-out rate • Middle School drop-out rate
This goal aligns to the district's commitment to implement an effective Multi-Tiered System of Supports (MTSS) framework and focuses on the provision of Tier 2 and 3 supports to students based on assessed need.		

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LCAP Goal	Examples of Actions	Examples of Metrics
Goal 4: Culture and Climate - Dismantling Systems School and classroom learning environments will become safer, more inclusive, and more culturally competent through the active dismantling of inequitable and discriminatory systems affecting BIPOC students, Students with Disabilities, English Learners, Foster Youth, and Homeless Youth.	• Integrate Social Emotional Learning (SEL) into school and classroom instruction and practices • Promote positive school climate through Positive Behavioral Intervention and Supports (PBIS) • Prevent and Address Bullying through training, intervention, and response • Build anti-racist capacity and common staff understanding of systemic racism through Anti-bias/Anti-racism training for all staff	• Suspension Rate • Expulsion Rate • Perception of safety and belongingness (School Climate Survey results)
This goals aligns to the district's Core Value and acknowledges the need to dismantle (confront and interrupt) inequitable and discriminatory systems. ***SCUSD Core Value:*** *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 5: Engagement and Empowerment Parents, families, community stakeholders, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.	• Develop and offer capacity-building opportunities through the District Parent Resource Center • Build relationships between home and school through Parent Teacher Home Visits (PTHVs) • Provide information to parents in home languages through Translation and Interpretation services • Engage family members as partners in through Family Communication Tools • Promote student voice, advocacy, and action through the Student Advisory Council	• Number of Parent Teacher Home Visits • Participation/attendance in key district committees (DELAC, CAC) • Participation/attendance in Parent Leadership Pathway Workshops
This goal builds upon the district's former LCAP goal with the addition of students as a named group and identification of key activities that will lead to increased engagement and empowerment.		

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LCAP Goal	Examples of Actions	Examples of Metrics
Goal 6: Implementation of MTSS/DBDM Provide all school sites three-years of training, coaching, and ongoing support to implement an effective Multi-Tiered System of Supports (MTSS). Training will be completed and all district sites should be conducting business and serving students using an MTSS framework by 2024-25. Progress will be measured with the Self-Assessment of MTSS (SAM) Implementation tool in addition to external indicators of site fidelity including: (a) holding MTSS team meetings regularly, (b) engaging in data based practices to assess need and progress monitor and (c) providing differentiated tiered interventions as evidenced by twice-yearly report outs of challenges/successes by each site leader.	• Leadership to coordinate implementation activities • Professional learning for school site leadership teams • Ongoing support for sites to implement and sustain an effective MTSS • Peer Mentoring between training cohorts to provide site-to-site support	• Self-Assessment of MTSS (SAM) Implementation Tool • Implementation of regular MTSS team meetings • Implementation of regular use of site-determined data sources • Implementation of differentiated, tiered interventions
This goal is specific to the Multi-Tiered System of Supports (MTSS) training model that will build the capacity of site leadership teams to implement effective MTSSs at all SCUSD schools. Note: the district is using 'Data-based Decision-Making (DBDM)' as another name for the MTSS efforts in progress.		

LCAP Goal	Examples of Actions	Examples of Metrics
Goal 7: Update the District Graduate Profile SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.	• Revise the existing graduate profile and successfully adopt the revised version at the board level • Develop a plan to implement the revised graduate profile • Build awareness of the new graduate profile through effective communication strategies • Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised graduate profile	• Documentation of stakeholder convening • Board Adoption of Revised Graduate Profile • Awareness of Graduate Profile • Evidence of School Plan Alignment
This goal aligns with the stakeholder and district interest in establishing more coherence around a common vision of instruction and desired student outcomes. This goal will also align with the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18.		

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LCAP Goal	Examples of Actions	Examples of Metrics
Goal 8: Basic Services and Districtwide Operations/Supports SCUSD will maintain sufficient instructional materials, safe and clean facilities, core classroom staffing, and other basic conditions necessary to support the effective implementation of actions across all LCAP goals.	• Maintain sufficient facilities staffing and operations • Ensure access to all board-adopted instructional materials • Maintain base classroom staffing to deliver core instructional program • Provide support to new teacher so they can complete credentialing requirements	• Facilities Condition • Instructional Materials Sufficiency • Teacher Credentialing and Assignment
This goal identifies the core services necessary for maintaining basic learning conditions. The actions within this goal are foundational to the district's ability to achieve all other LCAP goals.		

Another area of this year's LCAP to highlight is the increased disaggregation of data. Baseline data and target outcomes have been disaggregated - where applicable - so that the district can clearly articulate the expectation that performance gaps close over time. Transparently showing the gaps that exist is an important part of acknowledging the inequities in the district's current system. Following this acknowledgement, the district has committed to targets that require accelerated growth to close the gaps.

This year's LCAP also includes more detailed actions specific to English Learners and Students with Disabilities. This is part of an ongoing effort to more fully articulate the efforts occurring in the district on behalf of these student groups. This effort will continue in the years ahead and additional alignment will occur as the English Learner Master Plan is updated and ongoing collaboration with Special Education occurs.

The Stakeholder Engagement section highlights the major recommendations that emerged across stakeholders groups. It also includes links to additional documents that provide expanded detail beyond what is included within this plan document. The impact of stakeholder engagement on the 2021-22 LCAP has been substantial, with input playing a major role in driving goal development and reframing multiple metrics. Overarching themes and specific recommendations by LCAP goal area are discussed in more detail within the stakeholder engagement section of this plan.

SCUSD is also committed to maintaining the level of fiscal transparency valued by the district's stakeholders. This includes continuing the practice of specifically reporting the allocations by action within the Supplemental and Concentration grant funding resource. The SCUSD stakeholder community has a particular interest in this level of detail. While the state's focus on how actions are increasing/improving services for unduplicated pupils (regardless of resource) is acknowledged, the district will continue to provide Supplemental and Concentration grant details in addition to the reporting required by the Expenditure Summary Tables in the new LCAP template.

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Overall, SCUSD's 2021-22 LCAP outlines the target outcomes, projected expenditures, and actions/services to be implemented in order to achieve the stated goals. A brief summary of the alignment of SCUSD's LCAP goals to the LCFF State Priorities is provided below:
- State Priority 1 (Basic Conditions): LCAP Goal 8
- State Priority 2 (Common Core State Standards Implementation): LCAP Goals, 2, 6, and 7
- State Priority 3 (Parent Engagement): LCAP Goals 5, 6, and 7
- State Priority 4 (Pupil Achievement): LCAP Goals 2, 3, 6, and 7
- State Priority 5 (Pupil Engagement): LCAP Goals 1, 2, 3, 6, and 7
- State Priority 6 (School Climate): LCAP Goals 4, 6, and 7
- State Priority 7 (Course Access): LCAP Goals 1, 2, 6, and 7
- State Priority 8 (Pupil Outcomes): LCAP Goals 1, 6, and 7

Alignment between Goals 6 (MTSS Implementation) and 7 (District Graduate Profile) is shown for most of the state priorities as these goals represent major systemic efforts that will impact a wide range of outcomes.

This LCAP represents the district's vision for the next three years to continue its efforts to level the playing field and provide opportunities for all students to learn, grow, and reach their greatness so that they can graduate with the greatest number of postsecondary choices from the widest array of options. To make progress towards this vision laid out in the core value and guiding principle, the district is committed to the deep and complex work of changing systems. The most important example of systems change that will occur over the next three years is the implementation of a Multi-Tiered System of Supports (MTSS) mentioned throughout this plan summary. MTSS is featured prominently in this LCAP because it is the foundation of the district's efforts to improve outcomes for all students, disrupt inequities between schools and across the district, and address significantly disproportionate performance gaps for student groups. The improvements in data-based decision making and resource allocation within an effective MTSS will also help the district continue to improve student outcomes as it navigates a path through fiscal challenges. And a cohesive, consistent approach to providing tiered supports based upon assessed needs will allow the district to measure and address learning loss in the years following the COVID-19 pandemic and time of school closures.

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Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The schools in SCUSD that were identified for Comprehensive Support and Improvement (CSI) based upon their performance on the 2019 Dashboard are listed below. Due to the COVID-19 pandemic and lack of performance results on the 2020 Dashboard, schools maintained their eligibility as determined by the 2019 Dashboard.

Graduation Rate average is less than 68% over two years
- American Legion High School
- Capital City Independent Study

Low-Performing Criteria
- A.M. Winn Waldorf-Inspired (Five or more indicators where the majority are RED)
- Caroline Wenzel Elementary (Five or more indicators where the majority are RED)
- Ethel I. Baker Elementary (All RED and ORANGE indicators)
- Hiram Johnson High School (Five or more indicators where the majority are RED)
- Isador Cohen Elementary (All RED and ORANGE indicators)
- John Bidwell Elementary (All RED and ORANGE indicators)
- John Morse Therapeutic Center (All RED Indicators)
- Pacific Elementary (All RED and ORANGE indicators)
- Rosa Parks K-8 (All RED and ORANGE indicators)
- Will C. Wood Middle School (All RED and ORANGE indicators)

Support for Identified Schools

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

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

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

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

Sites are encouraged to review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, Graduation Rate, and College/Career) and select those areas of greatest need. With the absence of 2020 Dashboard data, sites were provided with support to consider what other state and local data they might consider in their needs assessment and goal-setting processes.

Sites were also provided with additional resources to support their planning:

- Crosswalk of alignment between required CSI elements and the district SPSA template
- Example responses for CSI-specific prompts
- List of questions to support reflection and identification of resource inequities (adapted from LACOE tool)

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

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

- Review CSI requirements and eligibility criteria

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

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support from the Continuous Improvement and Accountability team, which includes State and Federal Programs and Research and Strategy, departmental staff from Academics, Student Support and Health Services, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader stakeholder feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process, and targeted surveys. These sources of stakeholder feedback help sites to better understand the specific needs of their community. The School Climate Survey provides sites an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow sites to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

Monitoring and Evaluating Effectiveness

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

In the 2020-21 school year SCUSD continued to use a SPSA Mid-Year review tool to support sites in monitoring and evaluating the effectiveness of their site plans. The required reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, schools are required to:

Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal

- Restate the expected outcome of the strategy in terms of student achievement
- Detail the specific actions taken to date

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- Describe current progress in achieving the expected outcomes as a result of implementing the strategy
- Detail how identified student groups were impacted by the strategy

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

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

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

Staff from the Continuous Improvement and Accountability department will continue to work in partnership with Instructional Assistant Superintendents and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed disproportionately below their peers.

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Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The annual and ongoing engagement of stakeholders is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP are informed by the voices of students, families, staff, and community members. The stakeholder engagement process for the 2021-22 to 2023-24 LCAP was unique in terms of timeline and scope as it built upon the engagement process for the 2020-21 Learning Continuity and Attendance Plan. As detailed in SCUSD's adopted Learning Continuity and Attendance Plan, a range of stakeholder engagement activities occurred throughout June-September 2020. These included listening sessions, meetings with district committees/groups, district surveys, a virtual town hall, public comment on the posted draft, and public comment at the public hearing and related board presentations. The engagement during this process was foundational to the 2021-22 LCAP as many of the priorities and recommendations raised during that process translated directly or supported stakeholder input during the remainder of the 2020-21 year.

Extending from the Learning Continuity and Attendance Plan engagement process, stakeholder engagement for the 2021-22 LCAP continued throughout 2020-21. The process included engagement with district committees/groups in their established meetings and special meetings, engagement with the board, stakeholder surveys, community listening sessions, meetings with district staff, opportunity to comment on the draft, and a public hearing. A key feature of engagement during 2020-21 was the sharing of key stakeholder recommendations earlier in the year to inform board and staff planning. During 2019-20 engagement, the LCAP Parent Advisory Committee (PAC) set an internal goal to advance initial recommendations earlier in the school year. This goal was achieved as the PAC provided initial recommendations to the board in December 2020 in the form of a Board Communication. The LCAP PAC later had the opportunity to present these recommendations to the board in February 2021. At this same meeting, members of the Student Advisory Council (SAC) presented their key recommendations to the board. To provide adequate time for consideration, the board scheduled a special meeting on 3.11.21 to engage directly with members of the PAC and SAC. This meeting also included a presentation by a representative from the California School Boards Association (CSBA) to discuss the role of the board with regard to the LCAP.

Building upon this priority to share stakeholder recommendations earlier, a summary of recommendations across key stakeholder committees/groups was provided to district leadership in early April. These were shared with executive cabinet, departmental leadership, and the representative stakeholder groups. As in previous years, a summary of stakeholder input was presented to the board in late May.

The district's key stakeholder groups play a critical role in representing different parts of the SCUSD community. Key activities of groups during this year's engagement process included:

- African American Advisory Board (AAAB): The AAAB meets monthly to advise the board, superintendent, and relevant district staff regarding accountability of services, programs, policies, and resources that directly impact the district/school culture and climate of classrooms and the academic, social/emotional, and personal outcomes for Black/African American students. The AAAB also reviews, monitors and evaluates the continuous improvement of the district's implementation of the board-adopted Black/African American Task Force recommendations. LCAP-specific meetings were held with the AAAB on 12.2.20, 3.17.21, and 5.12.21.

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- American Indian Education Program Parent Committee (AIEP PC): The AIEP PC meets monthly to advise, advocate for, and approve programs allocated for American Indian and Alaska Native students and families. An LCAP-specific session was held with the AIEP PC on 3.25.21.
- Community Advisory Committee (CAC): The CAC meets monthly and acts in an advisory capacity to the Special Education Local Plan Area (SELPA) and supports individuals with exceptional needs and their families. LCAP-specific meetings were held with the CAC on 9.15.20, 12.2.20, and 3.2.21.
- District English Learner Advisory Committee (DELAC): The DELAC meets regularly to advise district officials on English Learner programs and services with the overall goal of helping English Learners attain English proficiency and achieve academic success. LCAP-specific meetings were held with the full DELAC on 10.6.20, 2.24.21, and 4.14.21. Additional input was provided by DELAC leadership in meetings on 3.19.21 and 3.25.21.
- LCAP Parent Advisory Committee (PAC): The LCAP PAC meets monthly to receive information that helps them to understand student needs and how those needs are addressed by the goals, actions, services, and expenditures contained in the LCAP. The LCAP met monthly throughout 2020-21 beginning on 8.3.20 with an additional full meeting in both August 2020 and April 2021. Beginning in October 2020, the LCAP also held 'small group meetings' between each full meeting to debrief the previous meeting and plan for the following meeting. There were 1-2 of these small group meetings held between each full meeting. Additional meetings were held to prepare for board presentations and during the summer to allow members to provide individual input.
- Student Advisory Council (SAC): SAC meets weekly to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented. LCAP-specific meetings were held with SAC on 11.18.20, 2.3.21, and 2.10.21.

Additionally, student in the Sacramento Area Youth Speaks (SAYS) program at Luther Burbank High School developed a set of recommendations for the 2021-24 LCAP.

Presentations to the board that provided opportunities for board member input and public comment included:

- LCAP Mid-Year Update and Initial Presentation of LCAP PAC and SAC recommendations (2.18.21)
- Follow-up Presentation of LCAP PAC and SAC recommendations (3.4.21)
- Special Board Meeting to discuss stakeholder recommendations (3.11.21)
- Presentation of LCAP Draft (5.6.21)
- Summary of Stakeholder Input (5.20.21)
- LCAP Public Hearing (6.10.21)

Several surveys were administered throughout the year to gather additional input from stakeholders. These included:

- Fall 2020 School Climate Survey (Students only)
- Spring 2021 School Climate Survey in March-April 2021 (Students, Staff, and Families)

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- LCAP Stakeholder Survey in April-May 2021 (Students, Staff, Families, and Community Members) – also included questions specific to the Expanded Learning Opportunities process. Surveys were available in Spanish, Hmong, Chinese, and Vietnamese. Participants were able to complete the survey online (google forms) or via a hard copy picked up from their school site or the district office.

Additionally, members of the board of education partnered with the Parent Institute for Quality Education (PIQE) to administer a survey to parents and caregivers in support of the Expanded Learning Opportunities Grant planning process. Feedback from this survey affirmed many of the priorities and recommendations that emerged across LCAP engagement.

A series of five listening sessions were held in April and May 2021 and were open to all students, staff, parents/caregivers, and community members. These included a brief overview of the LCAP and provided attendees the opportunity to share their input on how to best support students with the highest needs. Participants were invited to share what they thought was working and should be continued/expanded, what was missing, where improvements were needed, and what they felt was needed most with regard to learning recovery in the summer of 2021 and 2020-21 school year. Simultaneous interpretation was provided in Spanish, Hmong, Chinese, Vietnamese, and Russian. All sessions were held via zoom and were open to the public.

LCAP draft materials and resources were provided to bargaining group leadership via Human Resources staff along with an invitation to schedule specific engagement meetings.

Draft materials for public review were posted on the website following March and May board meetings. In June 2021, an updated draft of the LCAP was made available for public comment.

A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback provided by stakeholder groups reaffirmed and built upon many of the key priorities communicated in past input and the more recent Learning Continuity and Attendance Plan process. The following summary outlines the overarching themes that emerged across various input strands, specific recommendations and priorities that emerged within LCAP goal areas, and provides links to additional and more detailed stakeholder feedback documents.

Overarching Themes

Effective Implementation of a Multi-tiered System of Supports (MTSS)

A leading theme that echoed across stakeholder input was the importance of implementing and sustaining an effective Multi-Tiered System of Supports (MTSS) districtwide and at each school site. This input area strongly informs many, if not most, of the other overarching themes and key recommendations. Key aspects of MTSS include a coherent and consistent Tier 1 (foundational) program, providing responsive services to students based on identified need (including individualized supports and reading supports), implementing systems that improve the culture and climate of schools and classrooms, equitable allocation of resources using data-based decision making, and monitoring the effectiveness of actions to determine what is working and what needs to be changed.

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Individualized Supports Based on Identified Student Needs

A theme across stakeholder group input was the need for more individualized supports for students with a particular focus on those students with the highest needs. A recurring recommendation was that individualized learning plans be developed for unduplicated students (English Learners, Foster Youth, Homeless Youth, and socioeconomically disadvantaged students), African American students, and other student groups with demonstrated needs. Related recommendations include the assignment of specific liaisons to provide a 1 to 1 source of support and advisory periods to provide each student a 1 to 1 teacher/staff connection for social and emotional as well as academic support. Stakeholders emphasized the importance of effective assessment systems to ensure that student needs can be appropriately identified.

Focus on Early Literacy and Developing a Strong Foundation

A focus on early literacy as a foundational requirement for later academic success was also a recurring theme. Specific stakeholder feedback pointed to the need for a focus on reading proficiency by the 3rd grade as a key indicator for the district and expected deliverable for every single student as a fundamental educational right. Similarly, feedback reiterated the importance of supporting English Learners to make clear progress towards fluency and ultimate reclassification in the early grades. Stakeholders also emphasized the need for clear progress monitoring and responsive intervention/supports in early elementary to address any gaps as soon as they are identified. Additional feedback specified the importance of curriculum and instruction for dyslexia intervention, students with learning disabilities in reading, and all struggling readers. Feedback also emphasized the need for a strategic focus on college and career readiness efforts at the elementary grade level. Stakeholders affirmed the need for families and students to have an understanding of PreK-College pathways early on and to have support in developing a clear plan for PreK-12 and beyond, including defined postsecondary goals.

Increased Mental Health Supports

While this theme was present in previous LCAP input processes, it was significantly amplified during the input provided through the Learning Continuity Plan process, current LCAP engagement, and in recent input supporting learning recovery planning. Stakeholders have emphasized the need for more awareness, regular check-ins and monitoring of student needs, and provision of tiered supports to address mental health. Specific feedback examples include the call for more social workers, mental health counseling at school sites, student support centers at all school sites, and the development of courses/curricula to provide students direct access to education about their own mental health. Stakeholders have reiterated the importance of addressing mental health (including the effects of trauma) so that students can fully access any academic supports to be provided and fully engage in the process of learning.

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Improvement of School and Classroom Culture and Climate

Across stakeholder groups, the importance of improving school and classroom culture and climate emerged as a theme. This manifested in recommendations for multiple types of professional development including Social Emotional Learning, anti-bias and anti-racist training. Stakeholders reiterated the need for a continued focus on disproportionate suspension rates, in particular the disproportionate rates of suspension for African American students, Students with Disabilities, Foster Youth, and Homeless Youth. Also noted in feedback was the impact of curriculum on culture and climate. Specific examples included the stated need for curricular materials that are reflective of the Black/African American experience, expand awareness of and increase partnership with tribal educators to provide instruction about the American Indian and Alaska Native experience, provision of materials that support and value home languages, and consistency in providing instruction that is culturally relevant and historically accurate.

Coherence and Consistency in Providing an Equitable and Inclusive Educational Program in all Classrooms and Schools

An overarching theme that overlaps with many other priorities was stakeholders' call for coherence and consistency in the district's Tier 1 program. This call reaffirmed the demand that all students have equitable access to a quality education. Stakeholders emphasized the fact that it should not matter where a student lives, whether they have opted into a program of choice, or which classroom they are assigned to – they should be able to expect the same high-quality, standards-aligned, and enriching program inside and outside of the classroom everywhere in SCUSD. This includes access to high-quality arts and sports programs, regardless of zip code or choice of school. This strand of feedback encompassed the urgency communicated by stakeholders regarding implementation of the District Common Assessments, the differentiation of instruction in all classrooms, the implementation of Universal Design for Learning (UDL) practices, and the provision of effective Designated and Integrated English Language Development (ELD).

Equitable Allocation of Resources

A wide range of stakeholder feedback connected to the common theme of providing more resources to the students, families, programs, and schools that demonstrate the highest needs. This included consistent emphasis that targeted funding be utilized effectively to address the needs of the students who generate that funding. Related feedback included the need to further disaggregate data reporting and target outcomes and maintaining the transparency of how targeted funds are used.

Implementation Accountability

Another theme that connects to a broad range of stakeholder interests is the importance of building in accountability measures for district initiatives and plans. A key aspect of this feedback strand is accountability to implement professional learning with fidelity. Stakeholders identified the current 'opt-in' culture of the district as a limiting factor in effectively implementing programs and feedback emphasized the need to monitor how training is being provided and whether it is effective in meeting the stated goal(s). Stakeholders also reiterated the importance of linking specific metrics to planned actions to enable more effective monitoring of progress and return on investment. Related

to the above theme of coherence and consistency, stakeholder feedback specified the need to implement assessment practices with fidelity so other initiatives such as the Multi-Tiered System of Supports (MTSS) efforts can be successful.

Disruption of the Status Quo

Stakeholders expressed this theme in many ways, with 'disruption of the status quo' summarizing the general interest in taking the recent year as an opportunity for radical changes to programs and practices. This included feedback pointing to the opportunity to build upon key lessons from the distance learning experience and provide new instructional opportunities for students in the future. Also recurring as a theme in feedback was the idea that 'what we were doing before wasn't working, so we should think about how to do things differently.' As noted in the plan summary, stakeholders have emphasized that incremental change alone will not be sufficient to address the needs present in the system.

In addition to the overarching themes that emerged across stakeholder input strands, there were specific priorities and recommendations that recurred during stakeholder engagement. These have been organized below by LCAP goal area.

College and Career Readiness:

- The district needs to provide an equitable, coherent, and consistent educational experience that ensure all students, regardless of school, program choice, or classroom, have access to standards-aligned instruction and robust and rigorous educational experiences.
- Students need increased access to effective counseling – academic, college advising, and mental health. Counselors need to provide targeted supports to meet the needs of specific student groups and the number of bilingual counselors should be increased.
- College and career readiness needs to begin in the early elementary grades and all students need to have a clear plan that includes postsecondary goals and an understanding of the steps needed to achieve them
- Career Technical Education (CTE) pathways are critical for many student groups and overall awareness/support for trades/vocational programs need to be increased. More robust CTE offerings need to be provided at all school sites, including dual enrollment options.
- Reduce the stigma associated with career/trades options
- Make scholarship opportunities more accessible
- More school-to-college and school-to-career experiences need to be provided, including targeted opportunities that are specific to student groups (e.g. inviting Black/African American college faculty to visit high schools, mentorship programs for American Indian and Alaska Native students)
- Support counselors to provide guidance for neurodiverse students in planning for colleges that have intensive supports
- Align course scheduling and placement to ensure appropriate course offerings by English Learner profile and develop master schedule that allows English Learners to take electives and ELD in addition to their core curriculum.
- Implement regular academic check-ins and progress monitoring to ensure that students stay on-track for graduation and college eligibility
- Support students in awareness and mindset specific to college-going – increase their belief that they can go to college

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Foundational Educational Experience (Tier 1)

- Core academic instruction in an MTSS framework with differentiation of instruction in all classrooms
- Mandatory training with clear identification of which staff are required to complete and effectiveness of training measured by continuous improvement science
- Develop and implement an English Learner Master Plan and effectively provide designated and integrated ELD
- Increase access for all to sports, music, arts, and after-school programs
- Integrate reading, writing and arithmetic across the curriculum – incorporate Math and ELA strategies into social science, Physical Education, science, and other electives.
- Implement district curriculum and programs with fidelity, including district common assessments. Implement additional assessments to provide data necessary to support students.
- Provide training and support to effectively implement Universal Design for Learning (UDL)
- Recruit and retain highly qualified staff with an emphasis on multilingual staff and staff that reflect our district's demographics.
- Develop more metrics that enable progress monitoring of district initiatives/actions (e.g. impact of professional learning, coaching, and other strategic actions)
- Increased access to GATE testing, training/certification, and instruction/programming
- Increase professional development and staffing to create more inclusive General Education classrooms in all grades and subjects and decrease the amount of time students with disabilities spend in SDC or 'tracked' classrooms.

Integrated Supports (Tier 2 and 3)

- Prioritize mental health and wellness – implement regular mental health checks for students and explore integration of mental health training for staff and curriculum for students
- Individual student progress monitoring and support for students with high needs – examples of recommendations include liaisons/case managers, individualized student success plans, and advisory periods
- Increase the number of secondary ELD specialists and bilingual staff that serve English Learners
- Provide clear guidance and support to schools for the ongoing monitoring of reclassified students
- Support language maintenance – invest in heritage programs, provide professional learning to staff, provide enrichment opportunities in home language
- Professional development for instructional aids, RSP teachers, and General Education teachers in instructional methods for dyslexia/learning disabilities
- Improve/address transition planning for older students with disabilities
- Dyslexia Intervention curriculum implemented for students with learning disabilities in reading
- Increased availability of academic supports to accelerate progress for students with learning gaps

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- Increase the number of schools with student support centers that provide wrap-around services including access to a social worker and counselor
- Expand the capacity of AIEP to support youth and families – provide resources to enable staff to serve more American Indian and Alaska Native youth and also to support more accurate identification and completion of documentation to access services
- Professional development for staff across a range of areas including SEL, trauma-informed practices, and mental health

Culture and Climate

- Provide focused support for Ethnic Studies – use curriculum developed by SCUSD teachers and focus on Ethnic Studies as more than just a graduation requirement
- Professional development for staff across a range of areas including culturally responsive teaching, anti-bias/anti-racist instruction, gender issues, and anti-bullying
- Eliminate disproportionate suspension rates and practices
- Implement restorative practices and alternative behavioral intervention programs

Engagement and Empowerment

- Provide resources and capacity building opportunities for parents/caregivers to support learning at home
- Increased opportunities for students to provide authentic input. Opportunities for students to provide constructive feedback to staff.
- Engage students as primary agents in charge of their own education – implement a gradual release model. Students should receive all communications sent to parents/caregivers and, over time, become the primary recipient.
- Increase and improve translation and interpretation for families and students
- Include parents/caregivers in site and district decision-making processes

In addition to the overarching themes and summary of priorities and recommendations above, following are links to documents that include formal stakeholder recommendations and summaries of input:

- Summary of Stakeholder Recommendations from District Committees and Groups for the 2021-24 LCAP
- Recommendations developed by the African American Achievement Task Force (AAATF) / African American Advisory Board (AAAB)
- District English Learner Advisory Committee (DELAC) Recommendations for the 2021-24 LCAP
- LCAP Parent Advisory Committee Recommendations for the 2021-24 LCAP
- Student Advisory Council Recommendations for the 2021-24 LCAP
- Sacramento Area Youth Speaks (SAYS) Luther Burbank High School 2021-24 LCAP Recommendations
- Graduation Task Force Recommendations (2017-18)

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A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input influenced the development of this LCAP significantly. With the transition to a new three-year plan coming after a one-year delay and building upon the experiences of school closures and distance learning, the voice of stakeholders shaped many aspects of the LCAP from the high-level plan goals to specific metrics.

Goal Statements

The evolution of goals from the prior LCAP to the goals in the 2021-22 LCAP is primarily due to stakeholder input. Building upon the input from 2019-20 and the Learning Continuity and Attendance Plan process, the 2021-22 goals reflect key priorities voiced by stakeholders and align to the overarching themes discussed in the previous section.

Goal 1: Originally closer in form to the 2019-20 college and career readiness goal, stakeholders emphasized the need to (1) explicitly state that **100%** of students will meet the outcomes as an 'audacious' goal, (2) name the student groups who have the most disproportionate outcomes and require accelerated growth, and (3) specify that students will have a clear postsecondary plan as part of their college and career readiness. These suggestions have in turn influenced the way staff are working. Efforts are already underway by college readiness and counseling staff to implement a new course planning tools, provide additional college advising supports through partnerships with youth mentors, and increase collaboration with colleagues in departments such as Homeless Youth Services and Foster Youth Services to provide targeted supports.

Goal 2: This goal stems directly from the stakeholder call for more equity, inclusion, coherence and consistency across the district's Tier 1, or foundational, educational program. Stakeholders identified standards-alignment, fidelity to district programs and practices (as opposed to the 'opt in' culture cited), and robust and rigorous experiences inside and outside of the classroom as critical factors. This goal has established a key linkage to the district's efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all school sites, also a priority voiced by stakeholders.

Goal 3: The need for integrated supports at the Tier 2 and 3 levels has been a strong strand of feedback through the distance learning and the current LCAP input process. Stakeholders have reaffirmed the importance of each student being provided the specific academic, behavioral, social-emotional, and mental and physical health supports to meet their individual needs. Feedback also emphasized the need to establish a 'why', leading to the inclusion of student engagement in school and ability to access core instruction as identified purposes for providing targeted and integrated supports.

Goal 4: This goal statement evolved significantly beyond the previous goal based on specific stakeholder feedback. Stakeholders indicated the need to (1) call out the inequity present in our system (consistent with the district's core value statement), (2) identify student groups most affected by inequitable and discriminatory systems, (3) state that active dismantling of systems will be required, and (4) emphasize inclusivity and cultural competence as elements of schools and classrooms that we are striving towards.

Goal 5: This goal builds directly upon the prior version, with some key changes following stakeholder feedback. The incorporation of students as one of the named groups to be engaged and empowered was made following stakeholder feedback that students need more

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support in becoming the primary agent in charge of their own learning. Communication, capacity building, and collaborative decision-making were also themes throughout stakeholder feedback as key elements of successful engagement and empowerment.

Goal 6: Implementation of an effective Multi-Tiered System of Supports (MTSS) has been a through line in key stakeholder feedback and ties together many other strands of input. The call for effective systems to review data, identify student needs, and provide responsive services specific to those needs fully aligned to staff efforts to develop and implement a multi-year training effort to install and sustain an MTSS at each school site. The resulting goal focuses on this capacity-building aspect of the implementation efforts.

Metrics/Desired Outcomes

A number of metrics were modified or incorporated into the LCAP based upon stakeholder feedback. These included:

- **State Seal of Biliteracy (SSB):** This metric was added based upon stakeholder feedback emphasizing the need for aspects of the LCAP to demonstrate the value of multilingualism.
- **State Seal of Civic Engagement (SSCE):** This metric was added following engagement of the board and stakeholders in a special meeting. Results for this metric will become available when the district completes its first cycle of awarding the SSCE.
- **Certificate of Completion:** This metric was incorporated based on stakeholder feedback emphasizing the need to make visible the achievement and outcomes of all students, and not just those receiving a traditional high school diploma.
- **GATE Identification and Demographics:** These metrics were established and fully realize the intent in the previous LCAP to incorporate a metric focused on the representativity within the GATE population.
- **District Common Assessments:** Metrics for District Math and ELA assessment participation and performance were incorporated in alignment with significant stakeholder feedback regarding the critical need to implement these assessments with fidelity. While the ultimate path to implementation will require negotiation with labor partners, the metric will establish the district's goal of implementing the assessments districtwide to have a consistent and reliable means of assessing student needs.
- **Third Grade Reading Proficiency:** Stakeholder feedback emphasized the need to focus on third grade reading as a critical indicator of future academic success. Two related metrics have been incorporated; one aligned to the state English Language Arts assessment and the other to the District's local assessments. 2021-22 work will include alignment of assessment items within the local assessment to allow for reading-specific performance results.
- **Staff Collaboration Time Reporting:** Stakeholder feedback has been clear in the desire for establishing a clearer connection between staff collaboration time and improvement of outcomes for target student groups. A new metric has been incorporated that will collect data on how collaboration time is used at sites and report the percentage of sites that can confirm time is being used explicitly to improve outcomes for unduplicated students. A data collection tool will be developed and implemented in 2021-22.
- **Anti-bias/Anti-racist Professional Development Implementation:** Stakeholders have repeatedly prioritized more transparency and accountability for how professional development is provided. This metric will track the percentage of teachers, administrators, and support staff who have completed the identified anti-bias/anti-racist professional development.
- **Provision of Responsive Services:** Stakeholder feedback has emphasized the need to create more alignment between actions and metrics. This metric is a measure of the Student Support and Health Services department's overall reach in terms of providing

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responsive services to individual students. This metric is used by SS&HS staff as an internal measure of their own impact and will be incorporated into the LCAP for stakeholders to use as well.

- **Parent Teacher Home Visit Threshold:** Stakeholder feedback regarding Parent Teacher Home Visits (PTHVs) has been very supportive and, in general, identifies the need for more visits. In response to this emphasis, staff developed a metric that has set the goal of all participating sites to have at least 10% of students participate. The PTHV program has demonstrated that a 10% threshold at a site can have positive impacts beyond just the students who participated.
- **English Learner Advisory Council (ELAC) operation:** DELAC stakeholder feedback encouraged the need for a metric that shifted focus from the district level to the site level to encourage improvements in ELAC functioning and representation. This resulted in the development of a metric specific to the demonstrated outcomes of ELACs across sites.

Disaggregation of Data

Stakeholder feedback has consistently emphasized the need for more transparency with regard to performance gaps across student groups and more intentional target setting. To meet this interest, baseline data and target outcomes have been disaggregated by student group throughout the LCAP. This includes data, where available, for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, Socioeconomically Disadvantaged students, and by race/ethnicity. This has already supported follow-up feedback and discussions with staff regarding how to best set targets that reflect accelerated growth for target student groups and how to use these targets to drive equitable allocation of resources.

Actions and Services

Stakeholder feedback influenced both the incorporation of additional actions as well as expansion of continued action descriptions to more fully describe efforts to improve student outcomes. Examples of actions influenced by stakeholder feedback include:

- **Language Acquisition Programs for English Learners, Professional Learning specific to instruction for English Learners, Pathways to Multiliteracy, and Interventions specific to English Learners:** Formerly a single action that bundled all of the Multilingual Literacy department's efforts into a single action, staff have outlined several focus strands for the coming years.
- **Student Support: Central Connect Center and Site-based Student Support Centers:** This action aligns the collective efforts of Student Support & Health Services to provide wrap-around and integrated supports for students.
- **American Indian Education Program (AIEP):** An important program in the district for many years, this action elevates the visibility of the AIEP in the LCAP.
- **Anti-bias and Anti-racism Professional Learning:** Initiated in the current year with site leaders and key district leaders, this action seeks to expand the scope of training, ultimately reaching all SCUSD staff.
- **Student Advisory Council (SAC):** An ongoing program, inclusion of this action makes visible a key district effort to amplify student voice.

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- **Multisensory Reading Intervention Curriculum and Training:** Stakeholder feedback has called for specific actions focusing on provision of multisensory reading instruction to address the needs of the students with disabilities and all students who are struggling with reading.

Additionally, several actions were separated out for more transparency, following feedback from stakeholders requesting that targeted funding be easily identifiable and distinct actions not be bundled together. These included:

- Social Emotional Learning (SEL) programs and Positive Behavioral Intervention and Supports (PBIS) are now distinct actions.
- School Psychologists and Counselors have each been split into base and supplemental components to clearly communicate their funding streams.
- The former LCAP action 1.1, which included base classroom staffing, class size reduction, targeted school assistance, collaboration time, and restructuring of the salary schedule have been separated out into their distinct components.
- Credit recovery options are now a distinct action. This action was previously blended into the counseling and master schedule action.
- Preschool programs and Transitional Kindergarten have been separated out as distinct actions.
- Tobacco Use Prevention Education (TUPE) programming has been made into a distinct action. It was previously blended into the Foster Youth Services action.

Maintenance of LCFF Supplemental and Concentration Grant Transparency

As noted previously, stakeholders placed a priority on maintaining and increasing transparency with regard to targeted funding in the LCAP. With the new LCAP's template not differentiating LCFF Base and LCFF Supplemental and Concentration grant funding in the expenditure tables, SCUSD is committed to providing that breakout of projected expenditures and will do so in an appendix.

Affirmation of Existing Prioritized Actions

Across the breadth of stakeholder feedback, many of the district's continuing actions were reaffirmed and their importance underscored. Within this affirmation, stakeholders emphasized the need for programs/actions to improve through mandatory professional development and more equitable distribution of resources and programs to high-needs schools and students. Examples of continuing actions that were specifically affirmed by recent stakeholder feedback (detailed in the previous section) include:

- Health Services: School Nurses and Immunization Clinic
- Student Support: Connect Center and Student Support Centers
- Social Emotional Learning (SEL) programs
- Positive Behavioral Intervention and Supports (PBIS)
- Bullying Prevention Training, Intervention, and Response
- District Parent Resource Center
- Parent Teacher Home Visits (PTHV)

- Translation and Interpretation Services
- Career and Technical Education (CTE) Pathways and Programs
- Academic and Career Counseling
- Exam Fee Support
- Early Childhood Education: Preschool and Transitional Kindergarten
- Foster Youth Services
- Homeless Youth Services
- Be Here! Program to address Chronic Absenteeism

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Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student data from the past three California State Dashboards (2017-18 through 2019-20) shows that almost 60% of SCUSD graduates are not placing in the 'prepared' level for the College and Career Indicator. Data from the California Department of Education (CDE) shows that almost half of SCUSD graduates are not completing UC 'a-g' requirements and more than one third do not enroll in college at any point during the 12 months after graduating. Significant performance gaps between student groups exist in all three of these outcomes, with results for English Learners, Foster Youth, Homeless Youth, Students with Disabilities, African American students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students of particular concern.

SCUSD's guiding principle states that *All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options*. Stakeholder input has informed the evolution from the prior LCAP Goal focused on college and career to this new version. Key input has included the following:

- Inequitable outcomes have persisted and student groups with the highest needs should be called out explicitly. Increasing the percentage of students who are graduating college and career ready cannot just be a result of improving outcomes for those groups who are already achieving at a higher level.
- It is not sufficient to state that the percent of students who are on-track to graduate college and career ready will increase. The district's goal should state that 100% of students will graduate college and career ready.
- It is important to acknowledge the importance of college AND career readiness as viable pathways to postsecondary success. Students need more support to understand and, as desired, pursue Career and Technical Education (CTE) and dual enrollment as part of their studies and technical program/trades as postsecondary options.
- Students need to have an individualized learning plan and clear postsecondary plan in addition to a wide array of options. Readiness includes a defined multi-year plan and understanding of the steps and processes necessary to reach one's goals

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Providing students '*the greatest number of postsecondary choices from the widest array of options*' connects to the definitions of college and career readiness shared in the plan summary. ALL SCUSD students must graduate prepared for ANY post-secondary educational experience and have the skills needed for job training/education. Our charge as a school district is to prepare each every student so that all possible post-secondary options are open and accessible. While not all students may take the same path following their graduation from SCUSD, they should have the choice of any path. As a broad goal, no specific date is set for the ultimate realization of the 100% target. The desired outcome for 2023-24 below projects a rate of growth that closes that gap by 10% each year for 'All students' and each student group. As systems and supports are improved, in particular the implementation of an effective Multi-Tiered System of Supports (MTSS), it is expected that rates for secondary grade outcomes, including graduation rate and college and career readiness, can increase at higher rates. This will be due not only to improvements at the secondary level, but result from students entering high school having received more effective supports and preparation in the elementary and middle grades.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1A **Graduation Rate** Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade **Source:** California School Dashboard Note: Results do not include Charter Schools		**18-19** / **19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	85.7 / 87.3				ALL	91
	EL	81.2 / 75.8				EL	82
	FY	66.7 / 81.3				FY	86
	HY	75.3 / 72.9				HY	80
	SED	84.7 / 86.1				SED	90
	SWD	66 / 70.4				SWD	78
	AA	77.1 / 82.4				AA	87
	AI/AN	81.8 / 73.3				AI/AN	81
	A	93.7 / 93.5				A	95
	F	100 / 95.2				F	97
	H/L	84.2 / 84.6				H/L	89
	PI	87 / 71.9				PI	80
	W	84.6 / 92.5				W	95
	TOM	88.1 / 87.8				TOM	91
1B **On-Track Graduation Status** Percentage of 9th-12th grade students on track for graduation considering course completion and current course enrollment **Source:** SCUSD Internal Dashboard *Note: 2020-21 data is to 4.5.21*		**19-20** / **20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	53.8 / 53.6				ALL	70
	EL	43 / 41.2				EL	61
	FY	16 / 27.7				FY	53
	HY	21.9 / 28.8				HY	53
	SED	51.9 / 48.9				SED	66
	SWD	33.3 / 36.1				SWD	58
	AA	43 / 39.7				AA	60
	AI/AN	48.2 / 40.7				AI/AN	61
	A	68.5 / 70.3				A	81
	F	67.3 / 68.6				F	79
	H/L	48.3 / 47.4				H/L	65
	PI	43.4 / 40.8				PI	61
	W	58.4 / 60.2				W	74
	TOM	55.4 / 55.8				TOM	71

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1C **College/Career Indicator** Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard **Source:** California School Dashboard Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	40.5	41.7				**ALL**		62
	EL	19.5	18.7				**EL**		47
	FY	11.1	30				**FY**		54
	HY	16	12.3				**HY**		42
	SED	36.2	37.6				**SED**		59
	SWD	7	8.1				**SWD**		40
	AA	20	20.7				**AA**		48
	AI/AN	18.2	20				**AI/AN**		48
	A	55.3	56.9				**A**		72
	F	58.3	58.1				**F**		73
	H/L	35.2	35.8				**H/L**		58
	PI	21.6	24.6				**PI**		51
	W	51.2	53.5				**W**		69
	TOM	51.1	51.7				**TOM**		68
1D **A-G Completion** Percentage of graduating cohort who met UC/CSU Requirements **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	50.7	54				**ALL**		70
	EL	35.9	37.7				**EL**		59
	FY	29.4	38.5				**FY**		60
	HY	24.6	20.9				**HY**		48
	SED	46.1	50.3				**SED**		67
	SWD	11.8	17.6				**SWD**		46
	AA	32.5	36.5				**AA**		58
	AI	44.4	30				**AI**		54
	A	70.4	71.4				**A**		81
	F	76.6	80				**F**		87
	HL	41.9	45.5				**HL**		64
	PI	24.4	47.5				**PI**		66
	W	54.6	58.5				**W**		73
	TOM	56.7	64.5				**TOM**		77

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1E **On-Track A-G Status** Percentage of 9th-12th grade students on track for A-G considering course completion (does not include courses in progress) **Source:** SCUSD Internal Dashboard *Note: 2020-21 data is to 4.5.21*		**19-20**	**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	53.8	53.9				ALL		70
	EL	34.3	36.8				EL		59
	FY	28	21.3				FY		48
	HY	25	17.8				HY		46
	SED	48.6	48.1				SED		66
	SWD	25.5	27.7				SWD		53
	AA	37.4	37.1				AA		59
	AI/AN	39.3	33.3				AI/AN		56
	A	73.7	71.9				A		82
	F	70.5	69.1				F		80
	H/L	45.2	46.3				H/L		65
	PI	39.8	38.9				PI		60
	W	63.2	64.1				W		76
	TOM	60.2	61.3				TOM		75
1F **A-G AND CTE Completion** Percentage of graduating cohort completing UC/CSU Requirements **AND** completing a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	5.8	6.4				ALL		13.8
	EL	3.6	3.3				EL		11.6
	FY	0	0				FY		8
	HY	1.5	0				HY		9.5
	SED	4.2	6.5				SED		12.2
	SWD	1.3	0.7				SWD		9.3
	AA	2.7	4.5				AA		10.7
	AI	0	0				AI		8
	A	6.3	7.8				A		14.3
	F	2.1	6.4				F		10.1
	HL	3.8	7.2				HL		11.8
	PI	7.1	9.1				PI		15.1
	W	3.7	3.9				W		11.7
	TOM	4.6	7				TOM		12.6

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1G **CTE Pathway Completion** Percentage of graduating cohort completing a Career Technical Education (CTE) Pathway **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	8.9	10.9				ALL		18.9
	EL	7.5	9.1				EL		17.1
	FY	5.6	0				FY		8
	HY	12.3	0				HY		8
	SED	9.0	11.1				SED		19.1
	SWD	6.4	5.8				SWD		13.8
	AA	8.8	8				AA		16
	AI	9.1	0				AI		8
	A	9.6	10				A		18
	F	8.5	7.9				F		15.9
	HL	9.0	13.3				HL		21.3
	PI	19.0	13.6				PI		21.6
	W	8.5	9				W		17
	TOM	9.9	11.3				TOM		19.3
1H **CTE Pathway Enrollment** Percentage of students in grades 10-12 enrolled in a Career Technical Education (CTE) Pathway **Source:** CALPADS Reporting (District Analysis)		**19-20**	**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	23.3	24.3				ALL		31.3
	EL	19.8	20.8				EL		27.8
	FY	15.4	18.0				FY		23.4
	HY	25.4	19.1				HY		33.4
	SED	23.5	24.7				SED		31.5
	SWD	19.3	22.2				SWD		27.3
	AA	24.2	25.4				AA		32.3
	AI	23.1	17.5				AI		31.1
	A	20.1	21.6				A		28.1
	F	16.3	16.3				F		24.3
	HL	24.7	25.6				HL		32.7
	PI	28.6	28.4				PI		36.6
	W	21.8	23.9				W		29.8
	TOM	26.1	24.8				TOM		34.1

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1I **FAFSA Completion** Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA) **Source:** Internal District Reporting		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	68.6	77.8				**ALL**		85
	EL	58.6	69.7				**EL**		80
	FY	66.7	63.6				**FY**		76
	HY	N/A	54.5				**HY**		70
	SED	68.4	76.2				**SED**		84
	SWD	34.8	60				**SWD**		74
	AA	58.6	67.9				**AA**		79
	AI	61.5	53.8				**AI**		70
	A	83..5	86				**A**		91
	F	80.4	88.3				**F**		92
	HL	64.2	74.1				**HL**		83
	PI	70.2	78.6				**PI**		86
	W	63.9	79.1				**W**		86
	TOM	71.5	83.7				**TOM**		89

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1J **Certificate of Completion** Percentage of Students with Disabilities in the 4-year adjusted cohort receiving a Diploma (D) and Certificate of Completion (CC) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	<table><tr><td></td><td colspan="2">**2019-20**</td></tr><tr><td></td><td>**D**</td><td>**CC**</td></tr><tr><td>**ALL**</td><td>66</td><td>13.9</td></tr><tr><td>**SWD+EL**</td><td>63.6</td><td>18.7</td></tr><tr><td>**SWD+FY**</td><td>53.8</td><td>7.7</td></tr><tr><td>**SWD+HY**</td><td>50</td><td>8.3</td></tr><tr><td>**SWD+SED**</td><td>66.3</td><td>12.6</td></tr><tr><td>**SWD+AA**</td><td>67.6</td><td>11.8</td></tr><tr><td>**SWD+AI**</td><td>*</td><td>*</td></tr><tr><td>**SWD+A**</td><td>70.3</td><td>21.6</td></tr><tr><td>**SWD+F**</td><td>*</td><td>*</td></tr><tr><td>**SWD+HL**</td><td>65.7</td><td>9.5</td></tr><tr><td>**SWD+PI**</td><td>*</td><td>*</td></tr><tr><td>**SWD+W**</td><td>68.9</td><td>15.6</td></tr><tr><td>**SWD+TOM**</td><td>64.3</td><td>21.4</td></tr></table>*Data is not shown to protect student privacy. There are less than the minimum of 10 students in the cohort for this data point.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	The district's goal is to increase the percentage of student with disabilities who earn a diploma AND for 100% of students to earn a diploma OR certificate of completion. *Note:* *As the percentage of students who earn a diploma increases, the percentage of students who are able to earn a certificate of completion will decrease (a student cannot receive both).*

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
1K **State Seal of Biliteracy (SSB)** Percentage of graduates earning the State Seal of Biliteracy (SSB) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	12.7	14.4				**ALL**	30
	EL	6.9	5.9				**EL**	30
	FY	5.9	0				**FY**	30
	HY	1.6	4.7				**HY**	30
	SED	12	13.8				**SED**	30
	SWD	1.4	0				**SWD**	30
	AA	2.8	3				**AA**	30
	AI/AN	0	20				**AI**	30
	A	15.5	14.5				**A**	30
	F	12.8	26.7				**F**	30
	H/L	16.8	17				**HL**	30
	PI	2.4	2.5				**PI**	30
	W	10.1	13.5				**W**	30
	TOM	10	19.4				**TOM**	30
1L **State Seal of Civic Engagement (SSCE)** Percentage of graduates earning the State Seal of Civic Engagement (SSCE) **Source:** TBD *Note: SSCE criteria were adopted by the State Board of Education in 20-21. SCUSD will begin awarding the SSCE in 2021-22.*		**20-21**		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	0					**ALL**	15
	EL	0					**EL**	15
	FY	0					**FY**	15
	HY	0					**HY**	15
	SED	0					**SED**	15
	SWD	0					**SWD**	15
	AA	0					**AA**	15
	AI/AN	0					**AI**	15
	A	0					**A**	15
	F	0					**F**	15
	H/L	0					**HL**	15
	PI	0					**PI**	15
	W	0					**W**	15
	TOM	0					**TOM**	15

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1M **IB Exam Performance** Percentage of all International Baccalaureate (IB) Exams taken that are passed with a score of 4+ (out of a total possible score of 7) **Source:** School Site Reporting	<table><tr><td></td><td>**18-19**</td><td>**19-20**</td></tr><tr><td>**ALL**</td><td>15.4</td><td>23.8</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>36</td></tr></table>
1N **IB Diploma Completion** Percentage of Diploma Programme candidates that complete the full International Baccalaureate (IB) Diploma **Source:** School Site Reporting	<table><tr><td></td><td>**18-19**</td><td>**19-20**</td></tr><tr><td>**ALL**</td><td>3.3</td><td>7.5</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**ALL**</td><td>24</td></tr></table>

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
1O **ELA Early Assessment Program (EAP)** Percentage of 11th grade students Exceeding Standard on the English Language Arts (ELA) State Assessment **Source:** CAASPP Reporting Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	21.4	N/A				ALL		43
	EL	0.3	N/A				EL		27
	FY	N/A	N/A				FY		27
	HY	0	N/A				HY		27
	SED	15.5	N/A				SED		38
	SWD	3.4	N/A				SWD		30
	AA	7.7	N/A				AA		33
	AI	25	N/A				AI		45
	A	23.3	N/A				A		44
	F	29.3	N/A				F		48
	HL	16	N/A				HL		39
	PI	5.8	N/A				PI		31
	W	37.3	N/A				W		54
	TOM	39	N/A				TOM		56
1P **Math Early Assessment Program (EAP)** Percentage of 11th grade students Exceeding Standard on the Mathematics State Assessment **Source:** CAASPP Reporting Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	10	N/A				ALL		34
	EL	1.3	N/A				EL		28
	FY	N/A	N/A				FY		27
	HY	0	N/A				HY		27
	SED	6	N/A				SED		31
	SWD	0.9	N/A				SWD		28
	AA	1.5	N/A				AA		28
	AI	0	N/A				AI		27
	A	14.9	N/A				A		38
	F	12.1	N/A				F		36
	HL	5.3	N/A				HL		31
	PI	0	N/A				PI		27
	W	21	N/A				W		42
	TOM	16.5	N/A				TOM		39

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1Q **Post-secondary outcomes for Students with Disabilities** Percentage of students reporting participation in Higher Education or competitive employment following graduation/ matriculation from SCUSD. **Source:** Direct outreach to students by Special Education department	2018-19: 37.3%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 75%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Career and Technical Education (CTE) Pathways and Programs	Prepare students for post-secondary education and careers through aligned pathway experiences that provide work-based learning opportunities. Coursework allows students to explore possible careers, begin training in a specific field, and build essential skills that lead to initial employment and/or postsecondary study. CTE offerings include, but are not limited to, courses in Engineering & Design, Building Trades & Construction, Health & Medical Sciences, and Information Technology. Build a CTE pipeline at the middle school level beginning with a pilot program at Rosa Parks that articulate to Luther Burbank. Expanded efforts will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Partnership with Youth Development Support Services will continue to provide college mentors and after-school staff support to implement the California College Guidance Initiative (CCGI) modules. These support students in their postsecondary preparation activities. Additional college mentors will be hired to provide targeted support to CTE students to strengthen engagement and develop post-secondary transition plans.	$5,368,287	Y
1.2	Academic and Career Counseling (Base)	Maintain base academic and career counseling supports for students including scheduling guidance, mental health support/crisis intervention, suicide awareness, assistance with college applications, FAFSA support, and planning for credit recovery. Staff will collaborate with the technology department to develop an electronic student-facing four-year plan. This tool will be interactive and provide students and families the opportunity to see their course plan and co-construct goals with their academic counselor. 25.4 FTE	$3,852,052	N

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Action #	Title	Description	Total Funds	Contributing
1.3	Academic and Career Counseling (Supplemental)	Continue providing additional counseling supports to principally benefit unduplicated students including at-risk conferencing, campus visits, college and career awareness activities, summer school registration, college matriculation support, scholarship assistance, and prioritization of Homeless Youth and Foster Youth in registration and credit recovery. 23.9 FTE	$3,321,917	Y
1.4	Central support for aligned master scheduling	Coordinate districtwide scheduling and direct support to school sites to determine appropriate staffing needs, eliminate unnecessary course titles that lead to tracking, support pre-registration, and maximize overall scheduling efficiency. Implemented by 1.0 FTE Director of Master Scheduling.	$155,714	Y
1.5	Credit Recovery Options	Provide students who are off-track for graduation access and support to program options that accelerate their progress toward on-track status. Programs include targeted access at individual high schools sites as well as the central Sacramento Accelerated Academy (SAA) credit recovery site. Housed with the district's enrollment center, SAA provides students with assistance from teachers both on-site and remotely to complete coursework. Staff have and will continue to collaborate with Homeless Youth Services, Foster Youth Services, and staff supporting English Learners to monitor progress and prioritize these student groups in providing credit recovery options.	$1,594,056	Y
1.6	Exam Fee Support	Provide students access to Advanced Placement, International Baccalaureate (IB), PSAT, and SAT exams to ensure that no financial barriers prevent full participation.	$499,165	Y

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Action #	Title	Description	Total Funds	Contributing
1.7	International Baccalaureate (IB) Program Support	Continue providing expanded access to the International Baccalaureate (IB) program at target schools, particularly for low-income students, English Learners, and underrepresented students. Coursework in IB is designed to foster critical thinking, international mindedness, intellectual curiosity, and a love of learning. The rigor of the IB program also prepares students for post-secondary studies. This allocation funds Site instruction coordinators at Kit Carson and Luther Burbank High School, Resource teachers, professional learning, and supplemental instructional materials.	$459,625	Y
1.8	Site-determined, SPSA-based actions to support Goal 1	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,049,872	Y
1.9	Department-level data-based decision-making	Use student data to provide interventions for struggling students in order to maintain on-track status for graduation and a-g course completion, especially for low-income students and English Learners. Funding provide stipends to department heads at district high schools to support their leadership of data use.	$461,753	Y
1.10	Transition Planning for Students with Disabilities	Provide adult professional learning regarding individual transition planning for special education instructional staff and school site administration to support development of transition planning at key milestones including, but not limited to: • Preschool to Elementary School • Elementary to Middle School • Middle to High School • High School to Post- Secondary activities • Change in special education placement Improve post-secondary tracking of students with disabilities and the student response rate following their graduation/matriculation from SCUSD to inform transition strategic planning.	TBD	N

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goal

Goal #	Description
2	Provide every SCUSD student an educational program with standards-aligned instruction, fidelity to district programs and practices, and robust, rigorous learning experiences inside and outside the classroom so that all students can meet or exceed state standards.

An explanation of why the LEA has developed this goal.

Analysis of student data from the most recent state assessments (2018-19) show that only 43% of students are 'Meeting or Exceeding Standard' in English Language Arts (ELA). For Math, the rate is only 33%. Results from the Dashboard show that on average, students scored 21.5 points below the 'Standard Met' level in ELA and 48.8 points below the 'Standard Met' level in Math. Significant performance gaps exist for multiple student groups including English Learners, Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, American Indian or Alaska Native students, Hispanic/Latino students, and Native Hawaiian or Pacific Islander students.

Stakeholder input has emphasized the need for equity, inclusion, coherence and consistency across the district and the expectation that all students, regardless of school site, program participation, or classroom, should have equitable access to a high-quality educational experience. This includes fidelity to district programs and practices. A particular emphasis in stakeholder input has been the consistent implementation of district common assessments. This is currently an issue being discussed with labor partners. Participation rates in the beginning of year and interim assessments during 2020-21 for both Math and ELA have been near 50% districtwide.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of a high-quality Tier 1 instructional program for all students. This is the foundation upon which an effective MTSS is built. With a strong and effective Tier 1 program in place, the district will be able to more accurately assess the full range of needs that exist.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

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Measuring and Reporting Results

Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2A **ELA State Assessment** Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grades 3-8 and 11 **Source:** California School Dashboard Note: Results do not include Charter Schools		**18-19**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	-21.5				ALL	-15.6
	EL	-58				EL	-42.3
	ELO	-100				ELO	-72.9
	RFEP	10.6				RFEP	16.6
	FY	-82.3				FY	-60
	HY	-88.1				HY	-64.2
	SED	-43.9				SED	-32
	SWD	-100.5				SWD	-73.3
	AA	-72.5				AA	-52.9
	AI	-61.2				AI	-44.6
	A	-5.4				A	-3.9
	F	22.6				F	28.6
	HL	-39.7				HL	-28.9
	PI	-66.1				PI	-48.2
	W	34.1				W	40.1
	TOM	3.3				TOM	9.3

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2B **Math State Assessment** Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 3-8 and 11 **Source:** California School Dashboard Note: Results do not include Charter Schools		**18-19**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	-48.8				ALL	-35.6
	EL	-75.1				EL	-54.7
	ELO	-112.5				ELO	-82
	RFEP	-13.9				RFEP	-10.1
	FY	-116.4				FY	-84.9
	HY	-122.3				HY	-89.2
	SED	-70.5				SED	-51.4
	SWD	-129.1				SWD	-94.1
	AA	-107				AA	-78
	AI	-98.6				AI	-71.9
	A	-19.8				A	-14.4
	F	-3.2				F	-2.3
	HL	-69.8				HL	-50.9
	PI	-91.9				PI	-67
	W	5.1				W	18.4
	TOM	-21.4				TOM	-15.6

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2C **California Science Test (CAST)** Percentage of students Meeting or Exceeding Standards on CAST (Grades 5, 8, 12) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	**18-19** ALL 24.8 EL 1.5 FY N/A HY 8.5 SED 17.7 SWD 6.5 AA 9.4 AI 20 A 31.4 F 36.2 HL 16.6 PI 10.9 W 45.6 TOM 35.5	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 45 EL 28 FY 33 HY 33 SED 40 SWD 32 AA 34 AI 42 A 50 F 53 HL 39 PI 35 W 60 TOM 53
2D **English Learner Progress Indicator (ELPI)** Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) **Source:** California School Dashboard Note: Results do not include Charter Schools	**19-20** % of ELs decreasing at least 1 ELPI level — 18.5 % of ELs who maintained ELPI Level of 1-3 — 37.4 % of ELs who maintained ELPI Level 4 — 3.4 % of ELs who progressed at least 1 ELPI Level — 40.6 % Making Progress — 44.1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 55.6% of ELs will progress at least 1 ELPI Level AND 59.1% of ELs overall will make progress

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2E **Reclassification Rate** Percentage of English Learners reclassified to Fluent English Proficient (RFEP) **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	2018-19: 9.73% 2019-20: 10.3%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: Reclassification rate will be within .5% of the state reclassification average Rate will be at least 13.3% based on 2019-20 state rate of 13.8%
2F **Long Term English Learners (LTELs)** Percentage of English Learners that have been classified as ELs for 6+ years **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools	Grade / 19-20: 6th — 26 7th — 22 8th — 21 9th — 17 10th — 19 11th — 15 12th — 28	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Grade / 19-20: 6th — 18 7th — 17 8th — 15 9th — 13 10th — 15 11th — 11 12th — 14

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2G **Advanced Placement (AP) Pass Rate 1** Percentage of students in grades 10-12 that passed at least 1 AP Exam with a score of 3 or more **Source:** CALPADS Reporting (District Analysis) *Note: Spring 2020 AP Exams were modified and administered online due to COVID-19*		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	10.6	5.7				**ALL**	20
	EL	4.4	2.1				**EL**	8
	FY	0	0.0				**FY**	2
	HY	1.4	0.0				**HY**	3
	SED	8	4.2				**SED**	16
	SWD	0.4	0.7				**SWD**	5
	AA	2.4	1.6				**AA**	5
	AI	1.5	0.0				**AI**	3
	A	16.8	9.3				**A**	20
	F	17.6	8.7				**F**	20
	HL	8.9	4.4				**HL**	15
	PI	1.8	1.6				**PI**	3
	W	15.7	8.3				**W**	20
	TOM	15.1	6.9				**TOM**	20
2H **Advanced Placement (AP) Pass Rate 2** Percentage of ALL Advanced Placement (AP) Exams taken by students in grades 10-12 that were passed with a score of 3 or more **Source:** CDE Dataquest Reporting	2018-19: 43.4% 2019-20: 49.9%* **Note: Spring 2020 AP Exams were modified and administered online due to COVID-19*			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 67%	

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
2I **Advanced Placement (AP) Enrollment** Percentage of students in grades 10-12 enrolled in 1 or more Advanced Placement (AP) classes **Source:** CALPADS Reporting (District Analysis)		**19-20**	**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	25.5	25.4				ALL		30
	EL	9.2	7.2				EL		15
	FY	3.4	2.5				FY		5
	HY	7.9	4.2				HY		10
	SED	20.1	19.7				SED		30
	SWD	2.7	2.7				SWD		5
	AA	12.4	12.9				AA		20
	AI	15.7	9.6				AI		20
	A	37.5	38.9				A		40
	F	39.1	39.6				F		40
	HL	19.9	18.7				HL		25
	PI	11.4	11.8				PI		15
	W	34.1	35				W		40
	TOM	33.8	33.5				TOM		40
2J **GATE Identification** Percentage of first grade students identified for Gifted and Talented Education (GATE) program relative to overall 1st grade by student group **Source:** SCUSD Advanced Learning Department	**1st Grade**	**18-19**		To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Percentage of students newly identified as GATE during the 1st grade will be comparable to each group's proportion of the overall 1st grade population.		
		All	**GATE**						
	ALL	N/A	12.6						
	EL	21.2	11.2						
	FY	0.3	0.0						
	HY	0.7	0.0						
	SED	69.0	43.2						
	SWD	14.3	6.8						
	AA	13.8	2.9						
	AI	0.7	0.7						
	A	18.7	23.1						
	HL	39.9	24.7						
	PI	2.1	1.1						
	W	17.3	34.1						
	TOM	7.6	13.4						

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2K **GATE Demographics** Percentage of students in grades 2-12 identified for Gifted and Talented Education (GATE) program relative to overall grade 2-12 student population by student group **Source:** Advanced Learning Department	<table><tr><td>**Grades 2-12**</td><td colspan="2">**18-19**</td></tr><tr><td></td><td>**All**</td><td>**GATE**</td></tr><tr><td>**ALL**</td><td>N/A</td><td>15.0</td></tr><tr><td>**EL**</td><td>18.0</td><td>4.0</td></tr><tr><td>**SED**</td><td>60.3</td><td>8.0</td></tr><tr><td>**SWD**</td><td>15.6</td><td>5.0</td></tr><tr><td>**AA**</td><td>13.2</td><td>4.7</td></tr><tr><td>**AI**</td><td>0.5</td><td>7.6</td></tr><tr><td>**A**</td><td>19.2</td><td>18.4</td></tr><tr><td>**HL**</td><td>40.7</td><td>9.4</td></tr><tr><td>**PI**</td><td>2.2</td><td>5.6</td></tr><tr><td>**W**</td><td>16.7</td><td>29.9</td></tr><tr><td>**TOM**</td><td>7.4</td><td>23.7</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Percentage of students within each student group who are identified as GATE will be comparable to each group's proportion of the overall student population (grades 2-12).
2L **State Standards Implementation Survey** Percentage of respondents indicating 'Fully Implementing' or 'Fully Implementing with Sustainability' by survey domain **Source:** Local Survey of Administrators	<table><tr><td></td><td>**19-20**</td></tr><tr><td>**Providing Professional Learning**</td><td>25</td></tr><tr><td>**Identifying Professional Learning Needs**</td><td>18</td></tr><tr><td>**Providing Standards-Aligned Materials**</td><td>40</td></tr><tr><td>**Implementing Standards**</td><td>26</td></tr><tr><td>**Implementing Policies or Programs to help staff identify areas of improvement**</td><td>9</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>**Providing Professional Learning**</td><td>100</td></tr><tr><td>**Identifying Professional Learning Needs**</td><td>100</td></tr><tr><td>**Providing Standards-Aligned Materials**</td><td>100</td></tr><tr><td>**Implementing Standards**</td><td>100</td></tr><tr><td>**Implementing Policies or Programs to help staff identify areas of improvement**</td><td>100</td></tr></table>

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Metric	Baseline		Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
2M **District Common Assessment Participation Rate (Math)** Percentage of students completing the second Interim District Common Assessment in Math **Source:** District Analysis *Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.*		**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	24				ALL	95
	EL	30				EL	95
	FY	TBD				FY	95
	HY	TBD				HY	95
	SED	24				SED	95
	SWD	18				SWD	95
	AA	17				AA	95
	AI	18				AI	95
	A	31				A	95
	HL	23				F	95
	PI	22				HL	95
	W	23				PI	95
	TOM	23				W	95
						TOM	95
2N **District Common Assessment Participation Rate (ELA)** Percentage of students completing the second Interim District Common Assessment in ELA **Source:** District Analysis *Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.*		**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	49				ALL	95
	EL	49				EL	95
	FY	36				FY	95
	HY	31				HY	95
	SED	46				SED	95
	SWD	40				SWD	95
	AA	41				AA	95
	AI	42				AI	95
	A	56				A	95
	HL	47				HL	95
	PI	43				PI	95
	W	52				W	95
	TOM	50				TOM	95

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2O **District Common Assessment Performance (Math)** Percentage of correct responses on the second Interim District Common Assessment (Math) **Source:** District Analysis *Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.*	**20-21** ALL 59 EL 51 FY TBD HY TBD SED 54 SWD 49 AA 46 AI 53 A 61 HL 54 PI 50 W 72 TOM 64	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 70 EL 64 FY TBD HY TBD SED 66 SWD 63 AA 61 AI 66 A 72 HL 66 PI 64 W 80 TOM 74
2P **District Common Assessment Performance (ELA)** Percentage of correct responses on the second Interim District Common Assessment for English Language Arts (ELA) **Source:** District Analysis *Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.*	**20-21** ALL 54 EL 40 FY 40 HY 39 SED 48 SWD 41 AA 44 AI 48 A 56 HL 49 PI 45 W 65 TOM 60	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	**23-24** ALL 66 EL 56 FY 56 HY 56 SED 62 SWD 57 AA 59 AI 62 A 68 HL 63 PI 60 W 74 TOM 71

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2Q **Third Grade Reading Proficiency (State Assessment)** Percentage of third grade students above standard on the Reading-specific domain of the state's ELA assessment **Source:** California Assessment of Student Performance and Progress (CAASPP) Note: Results do not include Charter Schools	<table><tr><td></td><td>**18-19**</td></tr><tr><td>ALL</td><td>21.5</td></tr><tr><td>EL</td><td>4.2</td></tr><tr><td>RFEP</td><td>29.7</td></tr><tr><td>HY</td><td>3.6</td></tr><tr><td>SED</td><td>13.5</td></tr><tr><td>SWD</td><td>9.4</td></tr><tr><td>AA</td><td>8.6</td></tr><tr><td>AI</td><td>7.1</td></tr><tr><td>A</td><td>21.7</td></tr><tr><td>F</td><td>37.5</td></tr><tr><td>HL</td><td>14.8</td></tr><tr><td>PI</td><td>7.1</td></tr><tr><td>W</td><td>43.1</td></tr><tr><td>TOM</td><td>33.9</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>ALL</td><td>TBD</td></tr><tr><td>EL</td><td>TBD</td></tr><tr><td>RFEP</td><td>TBD</td></tr><tr><td>HY</td><td>TBD</td></tr><tr><td>SED</td><td>TBD</td></tr><tr><td>SWD</td><td>TBD</td></tr><tr><td>AA</td><td>TBD</td></tr><tr><td>AI</td><td>TBD</td></tr><tr><td>A</td><td>TBD</td></tr><tr><td>F</td><td>TBD</td></tr><tr><td>HL</td><td>TBD</td></tr><tr><td>PI</td><td>TBD</td></tr><tr><td>W</td><td>TBD</td></tr><tr><td>TOM</td><td>TBD</td></tr></table>
2R **Third Grade Reading Proficiency (District Assessment)** Percentage of students achieving proficiency on the Reading-specific domain of the district's local ELA assessment **Source:** District Common Assessments	*Currently, district benchmark assessments measure overall performance in English Language Arts and Math. In 2021-22, staff will develop specific question groups within the ELA assessments to enable specific measurement of reading proficiency. This will allow a baseline to be established for SCUSD's local assessments in 2021-22.* *Note: The iReady is being considered for districtwide use. If selected, this metric will be realigned.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>**23-24**</td></tr><tr><td>ALL</td><td>TBD</td></tr><tr><td>EL</td><td>TBD</td></tr><tr><td>FY</td><td>TBD</td></tr><tr><td>HY</td><td>TBD</td></tr><tr><td>SED</td><td>TBD</td></tr><tr><td>SWD</td><td>TBD</td></tr><tr><td>AA</td><td>TBD</td></tr><tr><td>AI</td><td>TBD</td></tr><tr><td>A</td><td>TBD</td></tr><tr><td>F</td><td>TBD</td></tr><tr><td>HL</td><td>TBD</td></tr><tr><td>PI</td><td>TBD</td></tr><tr><td>W</td><td>TBD</td></tr><tr><td>TOM</td><td>TBD</td></tr></table>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2S **Collaboration Time** Percentage of school sites completing the collaboration time data collection tool and percentage of school sites confirming explicit use of time to focus on improved outcomes for unduplicated students. **Source:** Site Administrator Responses	Data collection tool to be developed and implemented in 2021-22. Tool will ask sites to describe how collaboration time is used, including how efforts are focused on improved outcomes for unduplicated students. 2020-21 Baseline for response rate: 0% 2020-21 Baseline for confirmation of explicit use rate: 0%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Response rate: 100% Confirmation of explicit use rate: 100%
2T **Least Restrictive Environment** Rate of students with disabilities in Regular Class more than 80% of the time and less than 40% of the time. **Source:** SpED Annual Performance Report (APR)	2018-19: 	Time in Regular Class	% of Students
---	---
More than 80% of the time	57.7
Less than 40% of the time	23.8					2023-24: | Time in Regular Class	% of Students
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More than 80% of the time	61
Less than 40% of the time	20	

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Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development to support implementation of state standards	Curriculum Coordinators and Training Specialists in the Curriculum and Instruction department will provide teachers and other instructional staff professional development and a wide range of supports for implementation of state standards. Professional Learning will include guidance for the use of grade level scope and sequence plans, administration and analysis of the district's common assessments, and on-site coaching for effective delivery of research-based, standards-aligned instruction. Professional development is anchored in the district's commitment to the practices of Universal Design for Learning (UDL). Staffing includes 24 training specialists and 8 curriculum coordinators.	$3,655,438	Y
2.2	Advanced Learning Programs	Central coordination, support, and professional development to implement Gifted and Talented Education (GATE) instruction and Advanced Placement (AP) course options. Includes the coordination and management of GATE assessment and identification. Staffing includes 1.8 FTE (1 Coordinator, 0.8 Resource Teacher).	$288,665	Y
2.3	Expanded Learning Programs	Youth Development Support Services (YDSS) provides expanded learning programs at 60 school sites. Programs include before school, after school, summer, and intersession learning. Implemented in collaboration with community partners and external providers, staff develop programs at each school site that provide supports including home visits, outreach, referral to resources, online enrichment, small group instruction, tutoring, homework help, and credit recovery/elective courses at high schools. Examples of providers include the Sacramento Chinese Community Services Center and the Boys and Girls Club.	$13,460,300	N
2.4	Multisensory Reading Intervention: Curriculum and Training	Expand the accessibility to Sonday reading curriculum and training to all special education instructional staff (including Special Day Class (SDC) teachers and Resource Specialist Program (RSP) teachers) and Curriculum & Instruction coaches. Action includes the coordination of ongoing implementation support.	TBD	N

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Action #	Title	Description	Total Funds	Contributing
2.5	Language Acquisition Programs for English Learners	Implement programs to support language acquisition for English Learners. For the 2021-2022 school year, a training specialist will be assigned to work with all of SCUSD's dual immersion programs. Specific activities will include coordination of grant efforts, the bilingual teacher's network, county meetings, and all immersion site-specific needs and professional learning. The specialist will also work with the Multilingual Office to develop the vertical articulation necessary to create middle school immersion programs and heritage language courses. Over the next three years, new ELD content-area classes and Long-Term EL intervention classes will be added to build Pathways to Multiliteracy, increase the reclassification rate, and improve graduation rates, Staff will seek approval of courses in A-G Pathways, with potential courses including ELD Math II, ELD Geography, ELD Ethnic Studies, Ethnic Studies and Literature.	$1,683,599	Y
2.6	Professional Learning specific to instruction for English Learners	Provide professional learning to build capacity of the Curriculum and Instruction Office educators by completing the two-year training of LETRS (Language Essentials for Teachers of Reading and Spelling) in 2022, a three-year training of EL Rise in 2023, and on-going training on the ERWC (Expository Reading and Writing Curriculum from the California Status University System) in order to promote full implementation of the ELD standards (including foundational skills found in Part III of the standards) across the grade-levels and content areas. In 2021-22 and 2022-23, an additional ELD Specialist will be added at the secondary level to expand the capacity of Multilingual Literacy to provide professional learning and direct support to school sites. A bilingual aide will be assigned to work at the two elementary sites that have the highest number of identified migrant students. This bilingual aide will be paid by the DSA with Butte County.	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y

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Action #	Title	Description	Total Funds	Contributing
2.7	Pathways to Multiliteracy	For the 2021-2022 school year, the Multilingual Office will roll out its process of awarding world language credit to students who are multiliterate. The Avant World Language Placement Exam will be offered to eligible incoming 9th grade students (who speak a language other than English at home) in order to receive world language credit and ensure appropriate placement, as well as newly enrolled high school students who completed 6th grade in a country whose instruction was in a language other than English. This process will increase the number of students who receive the State Seal of Biliteracy (a CA School Dashboard Indicator), are on-track for graduation and UC/CSU A-G eligibility. Additionally, this process should build world language and heritage language programs (sections and FTE) by appropriately placing our multiliterate students in Advanced Placement (AP) world language courses. The increase in AP enrollment and testing will help to increase college and career readiness for English Learners.	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y
2.8	Class Size Reduction (K-3)	Maintain reduction of class size to 24:1 for all classrooms Kindergarten through third grade.	$2,607,600	Y
2.9	Additional staffing for high-needs sites	Provide additional staffing (FTE) to high-needs sites across the district to reduce class size and expand access to programs.	$18,535,037	Y
2.10	Weekly Collaboration Time for certificated staff	Provide one hour of time per week for teachers to collaborate with peers on approaches to improving student achievement. Activities during collaborative time include review of student data, assessment of student work, and planning of instruction to meet student needs, in particular the needs of unduplicated students and other target student groups.	$6,219,696	Y
2.11	Restructured Salary Schedule	Maintain a competitive salary and benefit package for certificated staff to increase the district's ability to recruit highly qualified candidates, retain experienced teachers, and reduce overall turnover.	$14,203,819	Y

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Action #	Title	Description	Total Funds	Contributing
2.12	Early Childhood Education: Preschool Programs	Provide access to early childhood education for eligible students and families to build a strong foundation for success in elementary school and beyond. Operation of 42 classrooms across the district with approximately 1120 spaces available. Offerings include a combination of state-funded and Head Start-funded programs. Program eligibility is income-based and the location of programs are prioritized to Title 1-designated sites.	$12,740,638	N
2.13	Early Childhood Education: Early/Transitional Kindergarten	Provide early access to Kindergarten for students who meet the state-defined age eligibility. Students enroll in a full year of Early/Transitional Kindergarten programming to build a strong foundation for success in Kindergarten and beyond. Early Kindergarten classrooms will be offered at 10 schools sites for a total of 240 students. Includes small materials budget.	$1,165,505	N
2.14	Literacy, Research, and Project-based Learning Instruction (Secondary Librarians)	Provide students instruction and learning opportunities in research, information literacy, and project-based learning. Ensure coherent programming across sites so all students at targeted grade levels have access to library resources and supports.	$1,612,731	Y
2.15	Expansion of Theater Arts/Social Emotional Learning Pilot Program	Expand offerings of a pilot that previously served 1696 students across 72 classrooms in an integrated Theater Arts/Social Emotional Learning program. Implementation includes professional development for teachers and course offerings for students. Expansion is being funded through the Expanded Learning Opportunities (ELO) Grant and will enable the district to serve 140 classrooms, doubling the number of participating students from the previous scope of the pilot.	$600,000	N
2.16	Visual and Performing Arts Opportunities	Provide instrumental music instructors for 7-8th grade students in our comprehensive middle schools and larger K-8 schools and ensure that students are provided access to instruments, needed supplies, and sheet music through a music library. Provide arts assemblies and residencies through the Any Given Child Program, as well as 3rd and 4th grade recorder instruction through the Kennedy Center's Link-Up! program.	$785,444	Y

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Action #	Title	Description	Total Funds	Contributing
2.17	Site-determined, SPSA-based actions to support Goal 2 (Specific to EL Progress)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,390,325	Y
2.18	Site-determined, SPSA-based actions to support Goal 2 (Specific to ELA)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,179,192	Y
2.19	Site-determined, SPSA-based actions to support Goal 2 (Specific to Math)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$552,264	Y
2.20	Site-determined, SPSA-based actions to support Goal 2 (Specific to other Academic Standards)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$3,401,359	Y
2.21	Extra and co-curricular opportunities	Providing increased access for students to College Visits, Field Trips, and other experiential learning opportunities including elementary athletics. These increased opportunities are intended to primarily benefit unduplicated students, in particular low-income students, who may not have the same access to such opportunities outside of school.	$711,571	Y

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student data from the Dashboard (2019) shows that almost 15% of students were chronically absent during the 2018-19 school year. Data from the 2019-20 school year prior to school closures was comparable, with 11% of students chronically absent through February of 2020. Significant performance gaps exist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, American Indian or Alaska Native students, and Native Hawaiian or Pacific Islander students.

The need for targeted services and supports in SCUSD is high and has been increased during the time of school closures and distance learning. In the first part of 2020-21, Student Support and Health Services staff recorded a 31% increase in the number of students served, a 194% increase in home visits, and a 44% increase in the provision of basic needs/services relative to the same time in 2019-20. These services are critical for ensuring that students can remain fully engaged in school both in terms of attendance and receiving the social, emotional, and health supports they need to focus on their academics. Targeted academic supports are critical for ensuring that students are able to fully access core instruction. Where assessments reveal gaps in content or conceptual understanding, targeted intervention can be provided that addresses the need as soon as possible with ongoing monitoring to measure progress.

Stakeholders input has emphasized the importance of providing wrap-around services for students at the individual level, with particular focus on students groups with the highest needs. As with other goals, input has specified that student groups with the highest needs should be called out in the goal. Input has also informed the specific inclusion of multiple forms of support in the goal, with mental and physical health being a key priority across stakeholder groups.

This goal also aligns to the district's current efforts to implement an effective Multi-Tiered System of Supports (MTSS) across all schools. The goal speaks to the provision of effective Tier 2 and 3 supports that are specific to identified student needs. Doing this well is one of the primary reasons the district has used the term 'Data-based decision-making' to describe its MTSS efforts. Effectively using data to identify specific student needs and connecting them to the appropriate resources/services is necessary to ensure their access to standards-aligned instruction (Goal 2) and support them in becoming college and career ready (Goal 1).

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> Note:
>
> In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).
>
> The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
3A **Attendance Rate** Percentage of students who attended school 96% of the time or more **Source:** District Attendance, Behavior, and Course Performance (ABC) Reports *Note: Rates are to 2.4.20 for 2019-20 and to 2.25.21 for 2020-21.*		**19-20**	**20-21**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	60	67				**ALL**		76
	EL	64	62				**EL**		72
	FY	41	46				**FY**		61
	HY	N/A	17				**HY**		39
	SED	57	61				**SED**		72
	SWD	52	59				**SWD**		70
	AA	48	47				**AA**		61
	AI	54	55				**AI**		67
	A	76	78				**A**		84
	F	69	83				**F**		88
	HL	56	63				**HL**		73
	PI	46	45				**PI**		60
	W	63	82				**W**		87
	TOM	59	71				**TOM**		79

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3B **Chronic Absenteeism Rate** Percentage of students in grades K-8 who were absent for 10% of more of the total instructional days **Source:** California School Dashboard *Note: 18-19 data is from the 2019 Dashboard. 19-20 and 20-21 data are internal analyses. 2019-20 is to 2.28.20. 2020-21 is to 4.5.21.*	<table><tr><td></td><td>18-19</td><td>19-20</td><td>20-21</td></tr><tr><td>ALL</td><td>14.8</td><td>11</td><td>17.8</td></tr><tr><td>EL</td><td>11.2</td><td>8.3</td><td>20.4</td></tr><tr><td>FY</td><td>30.1</td><td>21.4</td><td>33.8</td></tr><tr><td>HY</td><td>57.9</td><td>42.8</td><td>63.6</td></tr><tr><td>SED</td><td>18.1</td><td>12.4</td><td>22.6</td></tr><tr><td>SWD</td><td>19.8</td><td>12.8</td><td>24</td></tr><tr><td>AA</td><td>27.6</td><td>20.2</td><td>33.5</td></tr><tr><td>AI</td><td>25.7</td><td>16.3</td><td>25.9</td></tr><tr><td>A</td><td>5.5</td><td>4.1</td><td>9.9</td></tr><tr><td>F</td><td>7.8</td><td>6</td><td>8</td></tr><tr><td>HL</td><td>16.5</td><td>11.8</td><td>19.5</td></tr><tr><td>PI</td><td>27.3</td><td>18.4</td><td>31.3</td></tr><tr><td>W</td><td>8.3</td><td>7.9</td><td>9</td></tr><tr><td>TOM</td><td>14.9</td><td>11.1</td><td>16.3</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ALL</td><td>8</td></tr><tr><td>EL</td><td>6.1</td></tr><tr><td>FY</td><td>15.6</td></tr><tr><td>HY</td><td>31.2</td></tr><tr><td>SED</td><td>9</td></tr><tr><td>SWD</td><td>9.3</td></tr><tr><td>AA</td><td>14.7</td></tr><tr><td>AI</td><td>11.9</td></tr><tr><td>A</td><td>3</td></tr><tr><td>F</td><td>4.4</td></tr><tr><td>HL</td><td>8.6</td></tr><tr><td>PI</td><td>13.4</td></tr><tr><td>W</td><td>5.8</td></tr><tr><td>TOM</td><td>8.1</td></tr></table>
3C **Chronic Absenteeism Interventions** Percentage of students who are at-risk of being chronically absent and received two or more attendance interventions **Source:** SCUSD Performance Targeted Academic Index (PTAI)	<table><tr><td></td><td>19-20</td><td>20-21</td></tr><tr><td>ES (K-6)</td><td>58.6</td><td>38.8</td></tr><tr><td>MS (7-8)</td><td>52.5</td><td>40.68</td></tr><tr><td>HS (9-12)</td><td>48.2</td><td>37.3</td></tr></table> *Note: 2020-21 results are to 3.10.21*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ES (K-6)</td><td>55</td></tr><tr><td>MS (7-8)</td><td>57</td></tr><tr><td>HS (9-12)</td><td>54</td></tr></table>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3D **Attendance Interventions** Percentage of students who had less than 95.9% attendance, received interventions, and had improved attendance by January 31 **Source:** SCUSD Performance Targeted Academic Index (PTAI)	<table><tr><td></td><td>19-20</td><td>20-21</td></tr><tr><td>ES (K-6)</td><td>21.4</td><td>23.8</td></tr><tr><td>MS (7-8)</td><td>25.49</td><td>26.5</td></tr><tr><td>HS (9-12)</td><td>29.98</td><td>19.8</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td>23-24</td></tr><tr><td>ES (K-6)</td><td>44</td></tr><tr><td>MS (7-8)</td><td>46</td></tr><tr><td>HS (9-12)</td><td>42</td></tr></table>
3E **Provision of Responsive Services** Percentage of students who met an Attendance/Behavior indicator zone in the Early Identification and Intervention System (EIIS) and had response services **Source:** SCUSD EIIS (Indicator 14620) *Note: 2020-21 data is to 4.5.21*	<table><tr><td></td><td>19-20</td><td>20-21</td></tr><tr><td>ALL</td><td>35.7</td><td>29.6</td></tr><tr><td>EL</td><td>51.6</td><td>42.6</td></tr><tr><td>FY</td><td>86.6</td><td>94.3</td></tr><tr><td>HY</td><td>74.1</td><td>95.2</td></tr><tr><td>SED</td><td>42.7</td><td>36.8</td></tr><tr><td>SWD</td><td>37.9</td><td>34.3</td></tr><tr><td>AA</td><td>42.9</td><td>39.4</td></tr><tr><td>AI</td><td>43.8</td><td>38.5</td></tr><tr><td>A</td><td>41.7</td><td>31</td></tr><tr><td>F</td><td>25.3</td><td>19.9</td></tr><tr><td>HL</td><td>40.5</td><td>33.8</td></tr><tr><td>PI</td><td>48.5</td><td>45.4</td></tr><tr><td>W</td><td>15.8</td><td>12.1</td></tr><tr><td>TOM</td><td>25</td><td>20.2</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	For 2023-24, 100% of identified HY and FY will be provided responsive services. For all other groups, increases in support are dependent on staffing capacity. If current staffing levels are unchanged, service rates will be maintained, with the goal of increasing the level of service for those student groups with the most students in the 'purple' zone. If staffing levels are increased, targets will be established reflecting the increased staffing capacity.

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24		
3F **High School Drop-out Rate** Percentage of students in the 4-year adjusted cohort who drop out of high school **Source:** CDE Dataquest Reporting Note: Results do not include Charter Schools		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	7.6	6.2				**ALL**		4.5
	EL	10	13				**EL**		9.5
	FY	37.5	16.7				**FY**		12.2
	HY	22.8	22.1				**HY**		16.1
	SED	8.4	6.9				**SED**		5
	SWD	10.3	7.8				**SWD**		5.7
	AA	14.6	9.7				**AA**		7.1
	AI	9.1	12.5				**AI**		9.1
	A	4.4	2.5				**A**		1.8
	F	0	0				**F**		0
	HL	7.4	7.6				**HL**		5.5
	PI	4.3	14.3				**PI**		10.4
	W	6.1	2.6				**W**		1.9
	TOM	8.6	8.4				**TOM**		6.1
3G **Middle School Drop-out Rate** Percentage of students in grades 7 and 8 who dropped out of school **Source:** CALPADS Reporting (District Analysis)		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24			**23-24**
	ALL	0.1	0.06				**ALL**		0
	EL	0.1	0				**EL**		0
	FY	0	0				**FY**		0
	HY	0	2.5				**HY**		0
	SED	0.04	0.08				**SED**		0
	SWD	0.1	0				**SWD**		0
	AA	0.1	0.11				**AA**		0
	AI	0	0				**AI**		0
	A	0.1	0				**A**		0
	F	0.9	0				**F**		0
	HL	0.1	0.07				**HL**		0
	PI	0	0				**PI**		0
	W	0	0.08				**W**		0
	TOM	0.2	0				**TOM**		0

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Foster Youth Services	Foster Youth Services (FYS) staff provide an array of supports for Foster Youth and families through a case management model. Support includes regular check-ins in students, connection to academic supports including tutoring, monitoring of attendance/engagement, referral to social, emotional, and other health services, and empowerment of student voice. Staffing includes 8.0 FTE (1 Coordinator, 5 Program Associates (2 Elementary, 1 Middle, and 1 High School), 1 case manager/community school liaison, and 1 clerk).	$826,954	Y
3.2	Homeless Youth Services	Homeless Services staff provide direct support for Homeless Youth and families in compliance with state and federal requirements. This includes identification and documentation for eligible services; enrollment and attendance support; referrals for eligible services including free meals, transportation, Title 1, and other district, state, and federal programs; referrals to social, emotional, and health services; intervention and outreach; referrals to community services; dispute resolution; and training/support for staff. Staff strive to facilitate a systemic approach by developing collective ownership and effective collaboration across the district in service of Homeless Youth and families. Staffing includes 1 Homeless Program Coordinator, 2 Social Workers, 2 Youth and Family Mental Health Advocates, and 1 Clerk. This reflects the addition in 2021 of 1 social worker, 2 Youth and Family Mental Health Advocates, and 1 Clerk to increase supports to students and families. The increase will decrease caseload ratios, enable more school site coverage, and provide more intervention services for students.	$161,872	N
3.3	School Psychologists	School psychologists conduct special education assessments, serve as a member of Student Success Team (SST) to support the recommendation of appropriate academic and social emotional interventions and accommodations needed for students to fully access instruction and achieve learning goals.	$7,179,443	Y

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Action #	Title	Description	Total Funds	Contributing
3.4	Instructional Assistants	Provide students with disabilities specific supports as identified in their Individualized Education Program (IEP).	$2,711,808	N
3.5	Social Workers specific to Special Education	Social Workers to address the needs of students with disabilities.	$1,193,336	N
3.6	Review and Approve A New English Learner Master Plan	The English Learner Master Plan is currently being revised. Members of the ELD and ELA training specialists cohort are working together to complete revisions by the end of June 2021. The New English Learner Master Plan will be approved by the Board in the 2021-2022 school year.	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y

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Action #	Title	Description	Total Funds	Contributing
3.7	Intervention and Supports specific to English Learners	The Multilingual Literacy Office will develop student videos in our top five languages (at the elementary and secondary level) to welcome students to our district, affirm the assets of being multilingual, provide an overview of reclassification, and provide an introduction to the ELPAC assessment. This series will be housed on the district and Multilingual Literacy website by the 2022-2023 school year. Tutoring specific to Migrant Students will be provided by certificated staff. These staff members will be paid by the DSA with Butte County. Summer School programs and services are being prioritized for specific student groups, including English Learners. Staffing and materials will be funded through one-time CARES funding. Beginning in Summer 2022, the Multilingual office will support one high school to become a dual-immersion summer site where English Learners will receive target instruction on language acquisition. If successful, this summer program will be expanded to other sites or grade levels. Materials used in this summer program will include Language Launch, which mirrors the ELPAC assessment domains, providing further practice for our English Learners and support our Long-Term English Learner (LTEL) population. Within this program, there are also specific resources to support our newcomer students. Materials licensing, which will end in 2021-2022, will be reevaluated for funding. A summer program specific to English Learners with support for language development and academic skills will be planned for summer of 2022. Secondary Newcomer intervention will include USA Learns and In the USA workbook by National Geographic Cengage. Primary Newcomer student curriculum is embedded within Benchmark Advance, SIPPS, Heggerty and LETRS training in collaboration with ELA department. World languages have recently been incorporated into the Multilingual Department. This includes responsibility for presenting professional learning in the new state standards, Universal Design for Learning, addressing the Federal Program Monitoring findings for administrative and site teams, on-going coaching and teacher professional learning.	Projected expenditures for this action are included in the total amount shown in Action 2.6.	Y

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Action #	Title	Description	Total Funds	Contributing
3.8	Health Services: School Nurses and Immunization Clinic	Nurses are key components of the district's wrap-around health services for students. In addition to responding to the immediate health needs of individual students, they lead the district's efforts to proactively identify physical and mental health needs and provide or connect students and families to the appropriate services and resources. Nurses also engage in outreach to provide important health information and education to students and families. Services will be provided by 1 Health Services Coordinator and 26 school nurses (24.1 FTE). School nurses include a lead school nurse, a vision and hearing team (2 FTE), a Special Education Preschool Assessment Team (2 FTE), and an Adult Education nurse.	$3,471,036	Y
3.9	Attendance and Engagement Strategies	Support school sites in focused efforts to reduce chronic absenteeism. Best practices that are supported include the regular meeting of attendance teams, data-based goal setting, development of attendance-specific MTSS structures, student case management, and participation in a monthly peer network. SCUSD was awarded 3 years of funding as part of Cohort 4 of the Learning Communities for School Success Program (LCSSP) state grant. With this funding, the goal is to scale Be Here! Efforts up to all SCUSD schools. The Attendance and Engagement Office staffing includes: 1 student Services Supervisor who oversees truancy, a restorative School Attendance Review Board (SARB) process, and support for connectivity including hotspots and chromebooks. 1 Student Family and support specialist who oversees the home check-in program, creates and delivers professional development, and collaborates closely with the Connect Center, Homeless Youth Services, and Special Education to ensure cohesive programming for target student groups. 7 Child Welfare and Attendance (CWA) specialists directly supports sites leadership teams to address attendance and engagement within the MTSS framework. This includes coaching to review data, conduct outreach, and develop and implement interventions.	$345,703	N

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Action #	Title	Description	Total Funds	Contributing
3.10	Student Support: Central Connect Center and Site-based Student Support Centers	The Connect Center serves as a critical hub in the districtwide effort to monitor and address mental health needs. Staff provide students and families a centralized access point for support services including, but not limited to, counseling referrals, mental health/behavioral consultations, suicide risk response and intervention, and attendance interventions. The Connect Center staffing includes 6.0 FTE (1 Coordinator, 3 Social Workers, 1 Student/Family Support Specialist, and 1 Family Youth Advocate). 29 schools have site-specific Student Support Centers. These are grant and site-funded and serve as local hubs to coordinate a range of services. The Connect Center primarily supports those school sites without Student Support Centers. *Note: Some schools sites fund additional resources for site-based Student Support Centers through their SPSA-based allocations.*	$2,067,494	Y
3.11	Enrollment Center	The Enrollment Center provides a centralized gateway for families and students transitioning into the district or between school sites. In additional to enrollment support, available services include the immunization clinic, translation, family services, a summer feeding program, and referral to supports to families in transition.	$1,658,031	Y

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Action #	Title	Description	Total Funds	Contributing
3.12	Summer programming to address learning loss	Summer Matters @SCUSD is a summer learning program to accelerate classroom learning, giving students opportunities to reconnect with the learning communities that will be critical to their own healing and academic success. Activities will be offered five days a week for five weeks from June 28 through July 30, 2021. Tentatively 28 elementary, five middle and all 15 SCUSD high schools will host summer programs. The final number of sites will depend on CBO capacity, availability of staff, and interest from families. During the morning hours, students will participate in academics and physical education. Enrichment activities such as art, dance, music, and STEM programming will be held in the afternoon hours. Each day will open with a social and emotional (SEL) welcoming, a daily skill-builder following a weekly theme. Staff from Community-Based Organizations will provide classroom instruction while Credentialed teachers pull out groups of three to four students for high-dosage tutoring sessions of 45 minutes. The day will end with an SEL closing. High School juniors and seniors will have the opportunity to work as paid interns (Summer Ambassadors/Peer Mentors) to support programs at elementary and middle school sites. Online credit recovery will be available at every SCUSD high with both in-person and distance options will available for students. In-person programming at every high school during the same time period may also include 9th and 10th grade Bridge Programs and Math and AP Success Camps, depending on the site needs and capacity.	$7,763,837	N
3.13	Grade Level Readiness Intervention	Additional staffing to provide intervention at Title 1 schools for students who are low income and other students demonstrating high needs. Intervention is intended to accelerate progress towards grade level readiness, particularly for those students who demonstrate gaps in grade level proficiency.	$914,344	N

Action #	Title	Description	Total Funds	Contributing
3.14	American Indian Education Program (AIEP)	This program addresses the unique cultural, language, and educationally-related academic needs of American Indian and Alaska Native students. The services provided are tutoring, reading groups and classroom visits, cultural programs and events, college prep programs, scholarship writing, student support and advocacy, and milestone celebrations. The AIEP serves students in grades K-12 throughout the district. 2021-22 will include an expansion of capacity for the AIEP to serve additional students. This will include increased staffing capacity to provide supports directly to students and families.	$53,638	N
3.15	Tobacco Use Prevention Education (TUPE) Program	Educate students on the dangers of tobacco use and the impact on themselves and their community. Students have the opportunity to participate in meaningful, social gatherings with peers to actively engage and give feedback on school site initiatives around tobacco, drug, and alcohol usage. Services include prevention programs, intervention, and cessation support.	$382,424	N
3.16	Site-determined, SPSA-based actions to support Goal 3	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$291,959	Y
3.17	Data practices for Students with Disabilities	In 2021-22 improvements to district data systems will be made specific to the availability of data for students with disabilities. The District's Early Identification and Intervention System (EIIS) dashboard system will display school site indicators that align the District's special education compliance monitoring processes. The District will improve the accuracy of data within the Special Education Information System (SEIS) to better inform implementation of systems which monitor and support providing compliant Special Education services and supports. SCUSD's SPSA processes will integrate a review of student metrics in alignment with the District's Special Education compliance monitoring processes.	$0	N

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Action #	Title	Description	Total Funds	Contributing
3.18	Site Assistance to improve supports for Foster and Homeless Youth	District staff will provide assistance to sites to improve their ability to support Foster and Homeless Youth. This will result in monthly reviews of multiple data sources for homeless and foster youth to analyze the effectiveness of interventions and supports. Staff will also provide a webinar training for school sites that provides professional learning on how to support, care for, and identify families experiencing homelessness and foster youth using healing-centered engagement strategies. A policies and procedures handbook will also be developed to define assessment, case management, and intervention processes and timelines. Student Support Staff will continue to participate on District MTSS and Leadership Teams to ensure needs of foster students and students with unstable housing are addressed, with emphasis on their academic and social emotional needs	$0	Y

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student data shows that SCUSD's Suspension Rate (5.6% on the 2019 Dashboard) is above the state average (3.4%) and that disproportionately high rates persist for multiple student groups including Foster Youth, Homeless Youth, Students with Disabilities, African American Students, and American Indian or Alaska Native students. Results from the district's fall 2020 School Climate Survey shows that about 70% of students answered positively for questions assessing perception of safety and belongingness.

This goal closely aligns to the district's stated Core Value: *We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.*

The need to confront and interrupt inequitable and discriminatory systems has also been emphasized over time through stakeholder input. Stakeholders have more recently indicated that beyond confronting and interrupting inequities, aspects of the system that are inequitable and/or discriminatory must be dismantled. As with other goals, stakeholders have prioritized the specific identification of student groups most affected.

Note:

In the section below (Measuring and Reporting Results), abbreviations are used for student groups. These include EL (English Learners), FY (Foster Youth), HY (Homeless Youth), SED (Socioeconomically Disadvantaged students), SWD (Students with Disabilities), AA (African American students), AI/AN (American Indian or Alaska Native students), A (Asian students), F (Filipino students), H/L (Hispanic/Latino students), PI (Native Hawaiian or Pacific Islander Students), W (White students), and TOM (Students of Two or More races/Multiracial students).

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

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

4A
Suspension Rate
Percentage of students suspended 1 or more times during the school year

Source: California School Dashboard

Note: 2018-19 data reflects the 2019 Dashboard. 2019-20 data is from CDE Dataquest reporting.

	18-19	19-20	20-21
ALL	5.6	3.7	TBD
EL	3.7	2.3	TBD
FY	21.2	13.5	TBD
HY	12.2	6.4	TBD
SED	6.8	4.5	TBD
SWD	10	6.7	TBD
AA	14.6	10.3	TBD
AI	8	3.0	TBD
A	1.6	1.0	TBD
F	3	1.3	TBD
HL	5.4	3.3	TBD
PI	6.4	3.8	TBD
W	2.9	2.1	TBD
TOM	4.9	4.2	TBD

Year 1 Outcome: To be reported in 2021-22
Year 2 Outcome: To be reported in 2022-23
Year 3 Outcome: To be reported in 2023-24

Desired Outcome for 2023–24:

	23-24
ALL	2.7
EL	1.7
FY	9.8
HY	4.7
SED	3.3
SWD	4.9
AA	7.5
AI	2.2
A	0.7
F	0.9
HL	2.4
PI	2.8
W	1.5
TOM	3.1

4B
Suspension Disproportionality
Percentage of students with 1 or more suspension whose student groups are disproportionately represented* among all suspended students.

Source: CDE Dataquest

Includes AA and AI students.

Grade	% of Suspended Students
All	39.2
K-3	51.5
4-6	37.7
7-8	35
9-12	40.1

Grade	% of Total Enrollment
All	14.7
K-3	13.4
4-6	14.9
7-8	14.4
9-12	16

Year 1 Outcome: To be reported in 2021-22
Year 2 Outcome: To be reported in 2022-23
Year 3 Outcome: To be reported in 2023-24

Desired Outcome for 2023–24: The desired outcome for this metric is to eliminate all disproportionality in suspension. This would result in African American and American Indian or Alaska Native students making up a percentage of all suspended students that is reflective of their proportional representation in the total student population.

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Metric	Baseline			Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
4C **Expulsion Rate** Percentage of students expelled at any time during the school year **Source:** CDE Dataquest		**18-19**	**19-20**	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24		**23-24**
	ALL	0.04	0.01				**ALL**	0
	EL	0.01	0.01				**EL**	0
	FY	0.56	0				**FY**	0
	HY	0.19	0				**HY**	0
	SED	0.04	0.02				**SED**	0
	SWD	0.06	0.01				**SWD**	0
	AA	0.12	0.03				**AA**	0
	AI	0	0.42				**AI**	0
	A	0	0.03				**A**	0
	F	0	0				**F**	0
	HL	0.04	0.01				**HL**	0
	PI	0	0				**PI**	0
	W	0.04	0				**W**	0
	TOM	0	0				**TOM**	0
4D **Anti-bias/Anti-racist Professional Learning for staff** Percentage of staff who have completed identified anti-bias/anti-racist (including implicit bias) professional learning components. **Source:** Curriculum & Instruction department	2020-21 Leadership (Site and Central): 95% Teachers: 0% Support Staff: 0%			To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: Leadership (Site and Central): 100% Teachers: 100% Support Staff: 100%	

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4E **School Climate Survey** Percentage of positive responses in the areas of 'safety' and 'connectedness' (Belonging) **Source:** Local Climate Survey *Note: Results shown are from the School Climate Survey administered to students only in Fall 2020. Results from the Spring 2021 survey will be used as the baseline when available.*	<table><tr><td></td><td colspan="2">2020-21</td></tr><tr><td></td><td>Safety</td><td>Connect</td></tr><tr><td>ALL</td><td>73</td><td>72</td></tr><tr><td>EL</td><td>66</td><td>65</td></tr><tr><td>FY</td><td>75</td><td>74</td></tr><tr><td>HY</td><td>64</td><td>64</td></tr><tr><td>SED</td><td>71</td><td>69</td></tr><tr><td>SWD</td><td>67</td><td>68</td></tr><tr><td>AA</td><td>68</td><td>68</td></tr><tr><td>AI</td><td>74</td><td>69</td></tr><tr><td>A</td><td>71</td><td>68</td></tr><tr><td>F</td><td>73</td><td>74</td></tr><tr><td>HL</td><td>73</td><td>71</td></tr><tr><td>PI</td><td>71</td><td>68</td></tr><tr><td>W</td><td>79</td><td>78</td></tr><tr><td>TOM</td><td>75</td><td>75</td></tr><tr><td>K-6</td><td>74</td><td>77</td></tr><tr><td>K-8</td><td>77</td><td>78</td></tr><tr><td>MS</td><td>77</td><td>76</td></tr><tr><td>LG HS</td><td>69</td><td>65</td></tr><tr><td>SM HS</td><td>75</td><td>73</td></tr><tr><td>Teachers</td><td>63</td><td>78</td></tr><tr><td>Family</td><td>92</td><td>90</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	<table><tr><td></td><td colspan="2">2023-24</td></tr><tr><td></td><td>Safety</td><td>Connect</td></tr><tr><td>ALL</td><td>80</td><td>80</td></tr><tr><td>EL</td><td>75</td><td>74</td></tr><tr><td>FY</td><td>82</td><td>81</td></tr><tr><td>HY</td><td>74</td><td>74</td></tr><tr><td>SED</td><td>79</td><td>77</td></tr><tr><td>SWD</td><td>76</td><td>77</td></tr><tr><td>AA</td><td>77</td><td>77</td></tr><tr><td>AI</td><td>81</td><td>77</td></tr><tr><td>A</td><td>79</td><td>77</td></tr><tr><td>F</td><td>80</td><td>81</td></tr><tr><td>HL</td><td>80</td><td>79</td></tr><tr><td>PI</td><td>79</td><td>77</td></tr><tr><td>W</td><td>85</td><td>84</td></tr><tr><td>TOM</td><td>82</td><td>82</td></tr><tr><td>K-6</td><td>81</td><td>83</td></tr><tr><td>K-8</td><td>83</td><td>84</td></tr><tr><td>MS</td><td>83</td><td>83</td></tr><tr><td>LG HS</td><td>77</td><td>74</td></tr><tr><td>SM HS</td><td>82</td><td>80</td></tr><tr><td>Teachers</td><td>73</td><td>84</td></tr><tr><td>Family</td><td>94</td><td>93</td></tr></table>

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social Emotional Learning (SEL) integration	Support students and staff to integrate Social Emotional Learning (SEL) into schools and classrooms. Build competency in self-management, self-awareness, responsible decision-making, relationship skills, social awareness, and growth mindset to help staff and students engage in learning communities that are safe positive, inclusive, and welcoming. One (1) SEL Director and five (5) Training Specialists provide professional learning opportunities to school sites, coaching support to the site leadership team, and direct support for implementation of SEL programs integrated into academics and climate goals. SEL is aligned to the Multi-Tiered System of Supports (MTSS) framework and foundational to the Universal Tier (Tier 1) of support for ALL students.	$889,228	Y
4.2	Positive Behavioral Intervention and Supports (PBIS) implementation	Promote positive school climate by encouraging positive student behaviors. Support for schools to effectively implement a PBIS framework focused on proactively intervening with an emphasis on prevention and instruction rather than punitive discipline. Efforts are aligned to the district's overall MTSS framework implementation and implemented by a 1.0 FTE PBIS Coach. _Hold for potential activities: Additional, targeted support for the 25 schools in Cohort 1 (Year 2) of MTSS implementation. Accelerate PBIS training to support full launch of PBIS. Key training activities will include development of school wide behavior expectations, creation of lesson plans for schoolwide expectations, defining major vs. minor behavior issues, development of behavior management processes, and creation of acknowledgement system for students and staff._	$978,911	N

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Action #	Title	Description	Total Funds	Contributing
4.3	Bullying Prevention Training, Intervention, and Response	Develop and deliver training to school sites, provide direct response and intervention for bullying incidents, and collaborate with constituent services and the Student Hearing and Placement Department. Staffing includes a 1.0 FTE Position (Bullying Prevention Specialist) that works closely with Constituent Services and Student Support and Health Services to align with Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) efforts.	TBD	N
4.4	Anti-bias/Anti-racism Professional Learning	To actualize equity, access, and social justice for all students, especially those who are most marginalized and impacted by systemic racism, the district aims to provide on-going professional learning opportunities for all staff. Professional learning that deepens self-awareness and anti-racist capacity will ensure that there is common district messaging, understanding, and approach to dismantling systemic policies and practices that perpetuate disparate and disproportionate student outcomes. Anti-bias/Anti-racism professional learning to include, but not be limited to the following topics: Racial/cultural identities & stereotypes, implicit bias, microaggressions, dynamics of privilege & power, cultural competency and cultural humility, dismantling systems of oppression and racism, and restorative justice principles & practices. Learning will leverage existing Social Emotional Learning (SEL) skills (empathy, perspective-taking, respect for diversity, and growth mindset) & restorative practices (community and relationship-building) as a grounding for entering brave spaces of sustained discomfort and allowing professional learning on Anti-bias/Anti-racism to go much deeper and serve as a catalyst for systemic change.	TBD	TBD
4.5	Site-determined, SPSA-based actions to support Goal 4 (Broad School Climate)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$1,475,626	Y

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Action #	Title	Description	Total Funds	Contributing
4.6	Site-determined, SPSA-based actions to support Goal 4 (Suspension-specific)	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$168,869	Y

Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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Goal

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

An explanation of why the LEA has developed this goal.

Analysis of data shows that this goal remains very relevant for the next three years and beyond. Results from the parent involvement survey that were reported on the 2019 dashboard indicated significant need for improvement across all domains (Building relationships between school staff and families, Building partnerships for student outcomes, and Seeking input for decision-making). On all elements within each of the three domains, the average response was 1 (Exploration and Research Phase) or 2 (Beginning Development) out of a possible 5. The district's goal is to reach Full Implementation and Sustainability (5) in each of these areas.

This goal builds upon the district's previous goal focused on stakeholder engagement. Stakeholder input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. Specific input in the recent year led to the incorporation of 'students' into the list of key groups to be engaged as partners. Students emphasized the need for more explicit support to become empowered as agents in charge of their own learning. The goal statement also was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of stakeholders during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for stakeholders to build capacity, and authentic opportunities to provide input and engage in the decision-making process was more evident as the district faced disconnection and increased needs for support.

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Notes:

The following section (Actions) includes a column titled 'Contributing' for which each action is categorized as 'Y' or 'N.' A 'Y' in this column indicates that the action is contributing to meeting the increased or improved services requirement as described in the Increased or Improved Services section later in this LCAP. These actions are those that are funded in part or fully by LCFF Supplemental Concentration grant funds and intended to increase or improve services for unduplicated students (English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5A **Parent Teacher Home Visits (PTHVs)** Number of PTHVs conducted by staff across all school sites **Source:** Family and Community Engagement (FACE) Department	2018-19: 1260 2019-20: 971* 2020-21: 2,834** *Note: 2019-20 data reflects visits through 2.28.20.* **2020-21 data reflects Bridge (virtual) visits conducted through 3.25.21*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 3,560 (Desired outcome of 3,560 visits would represent 15% of the eligible population at PTHV sites)
5B **Parent Teacher Home Visits (PTHVs)** Percentage of participating sites completing a PTHV for at least 10% of all students. **Source:** Family and Community Engagement (FACE) Department	2020-21 <table><tr><td>Number of Participating Sites</td><td>**40**</td></tr><tr><td>Number of Sites reaching 10% threshold</td><td>**15**</td></tr><tr><td>Percentage of Sites reaching threshold</td><td>**38**</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% (100% of participating sites will meet the 10% participation threshold)

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5C **DELAC representation** Percentage of schools with an English Learner Advisory Committee (ELAC) who send a representative to at least 1 District English Learner Advisory Committee (DELAC) Meeting **Source:** Multilingual Literacy Department	2018-19: 41% 2019-20: 47% 2020-21: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%
5D **ELAC Operation** Percentage of schools with an English Learner Advisory Committee (ELAC) who have evidence of regular meetings and their election process posted to their school website. **Source:** Multilingual Literacy Department	2020-21 Percentage: Total number of schools with an ELAC:	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5E **CAC Attendance** Average number of attendees at Community Advisory Committee (CAC) meetings/workshops **Source:** Special Education Department	2018-19: 24.5 2019-20: 25 2020-21: TBD	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: TBD
5F **School Site Council (SSC) Support** Percentage of School Site Councils provided updated training. **Source:** State and Federal Programs Department	SSC training has occurred during 2020-21, but the baseline for this metric is set at zero to reflect the intent to provide all sites updated training as part of the new, three-year cycle.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of school site councils will be provided updated training during the 2021-22 to 2023-24 time period.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5G **Parent Leadership Pathway Workshop (PLPW) Participation** Number of participating schools and Number of total participant sign-ins **Source:** Family and Community Engagement (FACE) Department	Number of participating schools: 2018-19: 21 2019-20: 9 2020-21: See below Number of total participant sign-ins: 2018-19: 2114 2019-20: 992* 2020-21: During distance learning, the FACE department shifted efforts to development of parent support materials and capacity-building workshops. PLPW implementation will resume in full in 21-22. *Note: Data for 2019-20 is through 2.25.20*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	Number of participating schools 2023-24: Number of total participant sign-ins: 2023-24:

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5H **Parent Leadership Pathway Workshop (PLPW) Participant Growth** Number of participants demonstrating increased engagement as measured by pre- and post-surveys. **Source:** Family and Community Engagement (FACE) Department	Baseline: 0 Pre- and post-surveys will be developed and implemented during 2021-22. Increased engagement will be measured by the amount of interaction with the school site, teacher(s), and district/site advisory and leadership groups.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% of participants demonstrate increased engagement following participation in the PLPW series.
5I **District Committee Impact** Measure of satisfaction of district committees/ groups that their voice has been heard and is making impact. **Source:** Family and Community Engagement (FACE) Department	Baseline: 0 The tool will be developed and implemented in 2021-22. Development will be done in partnership with key stakeholder groups.	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100% satisfaction on all measures developed

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5J **Parent/ Caregiver Experience** Percentage of parents/ caregivers responding 'Agree' or 'Strongly Agree' to specified survey items. Source: Annual LCAP Survey	2020-21: My child's school helps me understand what areas my student needs to improve in: 64% My child's school helps me advocate for what is best for my student: 50% Parents are an important part of the decision-making process at my school: 59%	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: My child's school helps me understand what areas my student needs to improve in: 100% My child's school helps me advocate for what is best for my student: 100% Parents are an important part of the decision-making process at my school: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	District Parent Resource Center	The Family and Community Empowerment (FACE) department implements a range of capacity-building opportunities including the Parent Leadership Pathway Workshops and the Parent Information Exchange. Staff are also building upon recent efforts to create hybrid-learning opportunities that include an online parent toolkit and virtual training materials. Staffing includes 3.0 FTE (1 supervisor and 2 Family Partnership Facilitators).	$459,865	Y

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Action #	Title	Description	Total Funds	Contributing
5.2	Parent Teacher Home Visits (PTHV)	The PTHV program facilitates home visit experiences that engage families, educators, and students as a team. Protocols help educators and families to build trust, communication, and common goals. Staffing includes 1.0 FTE (PTHV Training Specialist). Funding also provides for staff training, materials, and compensated time for staff to engage in visits and follow-up activities. Also includes training, supplies, and stipends for teachers and families to participate in Academic Parent Teacher Teams (APTTs), a series of meetings to engage in collaborative goal-setting and supporting student success.	$425,779	Y
5.3	Translation and Interpretation Services	The district's Matriculation and Orientation Center (MOC) provides translation services to support a wide range of communication efforts between the district and families. MOC staff also provide simultaneous interpretation support during meetings and directly respond to parents/guardians in their home language. The services of MOC staff are augmented by external providers when unique language needs arise or available capacity is exceeded. Staffing for 2021-22 includes 7.0 FTE.	$787,881	Y
5.4	Fingerprinting for Volunteers	Provide family and community volunteers access to required fingerprinting services at no cost or reduced cost to ensure that all community members are able to equitably and actively support student success.	$30,000	N
5.5	Family Communication Tools	Family outreach to partner in increasing student engagement and reducing chronic absenteeism. Contract with Every Day Labs that facilitates delivery of personalized messages to family based on analysis of individual student attendance data. Communications help families take action to support attendance and participate in student support.	$145,000	N
5.6	Site-determined, SPSA-based actions to support Goal 5	Supplemental and Concentration Grant funding is allocated to school sites based on their number of low-income students and English Learners. These funds are for actions/strategies that benefit the targeted student groups. Allocations are determined by each school site in their School Plan for Student Achievement (SPSA).	$271,778	Y

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Action #	Title	Description	Total Funds	Contributing
5.7	Student Advisory Council	The Student Advisory Council (SAC) promotes student voice, works to take action against problems faced by students, and introduces students to concepts of policy advocacy, applied social research, democratic governing, and grassroots organizing. SAC delegates will work to develop policy initiatives, meet with district staff and committees, and work to ensure that all student voices are represented.	TBD	N
5.8	Men's and Women's Leadership Academy (MWLA)	The MWLA is Sacramento City Unified School District's conscious effort to intentionally combat the school-to-prison-pipeline for underserved low-income students of color by creating supportive and productive learning environments. Through a framework of Social Justice Youth Development, and with an active collaboration of district administration, school counselors, certified teachers and youth voice, MWLA empowers students through wraparound services that promote Social Emotional Learning, culturally relevant and responsive leadership development, meaningful mentorship, and academic support that engages students through their own means of learning. MWLA is currently operating on 11 campuses throughout SCUSD and plans to expand to 5 additional campuses in 2021-22 with additional funding from the Expanded Learning Opportunities grant.	TBD	N

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

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

An explanation of why the LEA has developed this goal.

Analysis of student results across multiple indicators (discussed in the plan summary and previous goals) shows that (a) SCUSD needs to improve districtwide performance and (b) tremendous performance gaps exist for specific student groups. These results demonstrate the lack of a cohesive and effective Tier 1 program across the district, need for improved methods of identifying specific student needs, and insufficient Tier 2 and 3 supports to address those specific needs.

This focus goal was incorporated to emphasize the importance of an effective implementation of MTSS across school sites including building staff's capacity to install/implement and provide ongoing coaching/support to ensure that effective systems can be sustained over time. In describing MTSS, the California Department of Education (CDE) states a vision of "one coherent system of education" that offers an opportunity to build the foundation for educational excellence. Through the use of Implementation Science, Universal Design for Learning, and the Whole Child approach, among other evidence-based interventions, MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

SCUSD leadership has cited a quote from Katie Novack to communicate the rationale for implementing MTSS: "We need MTSS in our school(s) so that we can minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support to address student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining. It is a system for educating all of our students and educating them completely as a "whole" person."

Stakeholders have affirmed over time that implementation of an MTSS is a key priority. They have noted that an effective MTSS is foundational to the district's ability to achieve many of the other goals it has set. Input has also emphasized the importance of data-based decision making within MTSS implementation as well as all other aspects of the district's planning.

Notes:

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A **Multi-Tiered System of Supports (MTSS) Implementation** Percentage of schools rating _____ or higher on the Self-Assessment of MTSS (SAM) Implementation Tool Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
6B **Regular Team Meetings** Percentage of schools conducting regular MTSS team meetings (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6C **Data Practices** Percentage of schools that have clear data sources universally used (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
6D **Tiered Interventions** Percentage of schools that are providing differentiated, tiered interventions (of schools that completed first year of training) Source: MTSS Staff	2019-20: 0 *Final cohort 1 results for 2020-21 will be reported in August 2021.*	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Implementation leadership	Central leadership for implementation of cohort training model and ongoing support to sustain an effective MTSS at each school site. Includes a Director of MTSS. Leadership for MTSS implementation is also provided by Curriculum and Instruction staff who are designated as MTSS coordinators.	$170,601	N

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Action #	Title	Description	Total Funds	Contributing
6.2	Professional Learning for school site leadership teams	Provide school site teams a three-year sequence of professional development through a partnership with an external provider and district staff who have been trained to support implementation. Includes hourly time for site staff to attend training and contract with external provider. Training will build site capacity to install sustainable MTSS systems including regular review of data to identify student needs and monitor progress and provide students timely intervention services based specific to their identified needs.	TBD	N
6.3	Ongoing support for sites to implement and sustain an effective MTSS	Provide school site teams ongoing support through coaching by trained district staff. Coaching efforts will build on the foundational cohort training and ensure that schools continue to receive sufficient support to sustain and build upon initial implementation efforts.	TBD	N
6.4	Peer Mentoring	Cohort 1 school offering support to Cohort 2 school. Hourly time for staff to participate.	TBD	N

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

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Goal

Goal #	Description
7	SCUSD will revisit and revise the District Graduate Profile (Previously adopted in 2014) so that it accurately reflects the current priorities of stakeholders and adopt the updated version by the end of 2021-22. School sites will be provided support to align their instructional priorities and goals to the revised Graduate Profile so that all sites demonstrate evidence of alignment in their school plans by 2023-24.

An explanation of why the LEA has developed this goal.

Analysis of the district's current context shows that the district's Graduate Profile, adopted in 2014, has not served as the foundational roadmap for guiding students on a system-wide level as was intended. There is evidence that the Graduate Profile is used extensively at a few of the district's small high schools and that elements are in use within some Career and Technical Education (CTE) pathways. However, the vast majority of the district's schools have not used the Graduate Profile in any substantial way.

A Graduate Profile is a tool that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when the graduate high school in order to be successful in the 21st century. It helps to define priority goals for teaching and learning and should be easily communicated to students, parents, staff, and community members to align their collective efforts. The Graduate Profile provides an opportunity for the district to establish a 'North Star' that defines what graduates will know, who they will be, and what they will be able to do by the time they graduate. An effective Graduate Profile will be able to focus a district on a core set of learning goals that will lead students to develop the specific competencies that have been prioritized by the community. It is an opportunity to operationalize visions of equity and other key priorities established by the district.

SCUSD invested a tremendous amount of time and effort into the development of the 2014 Graduate Profile and hopes to build upon that work. With significant time having passed, the district also recognizes the need to revisit the final product to determine what revisions might be needed. Following this revision, a clear plan is needed for operationalizing the Graduate Profile across all schools and facets of the organization. This work will also align with and build upon the efforts of the Graduation Task Force, who provided detailed recommendations to the district in 2017-18. These will help to frame the Graduate Profile process, particularly in considering how the Graduate Profile can increased shared responsibility for student outcomes, provide a framework for monitoring progress toward improved student outcomes, and serve as a point of alignment for professional learning that leads to accelerated student achievement.

Notes:

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7A **Stakeholder Convening** Documentation of meetings to convene stakeholders **Source:** Graduate Profile Team	Stakeholders have not yet been convened to revise Graduate Profile	To be reported in 2021-22			All meetings to be completed by end of 2021-22
7B **Board Adoption** Adoption of revised Graduate Profile **Source:** Board Meeting records	A revised Graduate Profile has not been adopted by the board	To be reported in 2021-22			To be adopted by end of 2021-22.
7C **Awareness of Graduate Profile** Percentage of stakeholders that demonstrate awareness of revised Graduate Profile **Source:** Survey of Stakeholders	2020-21: <table><tr><td>**Group**</td><td>**% Aware**</td></tr><tr><td>Students</td><td>0</td></tr><tr><td>Staff</td><td>0</td></tr><tr><td>Family</td><td>0</td></tr></table>	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: <table><tr><td>**Group**</td><td>**% Aware**</td></tr><tr><td>Students</td><td>100</td></tr><tr><td>Staff</td><td>100</td></tr><tr><td>Family</td><td>100</td></tr></table>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7D **Evidence of School Site Alignment** Percentage of school sites that demonstrate alignment of site plan to Graduate Profile **Source:** Survey of Stakeholders *Evidence of School Plan Alignment*	2020-21: 0	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	100% of sites will demonstrate alignment of school plans to Graduate Profile

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Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Revision of Graduate Profile	Convene stakeholders to review existing graduate profile and recommend revisions. Stakeholders to include advisors from industry, post-secondary educators, SCUSD staff, family, and students. (To be completed in 2021-22)	$0*	N
7.2	Develop Implementation Plan	Develop implementation plan for Year 2 (To be completed in 2021-22) • Engage lead teachers from sites where the current graduate profile is consistently used to lead groups of peers at other sites in implementation planning. • Engage principals in to build understanding of expectations for site alignment and to support development of site-specific implementation plans.	$0*	N
7.3	Build Awareness of Graduate Profile	Collaboration with the district communications team to develop an awareness campaign and ongoing education of staff and community members on the new Graduate Profile purpose and elements. (To be implemented throughout 2021-22 and 2022-23)	$0*	N
7.4	Support School Site Alignment	Support secondary school sites in developing and implementing Defense of Learning practices that are fully aligned to the revised Graduate Profile. (To be implemented throughout 2022-23 and 2023-24)	$0*	N

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

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

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Goal

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

An explanation of why the LEA has developed this goal.

An analysis of data has shown that the district has, overall, continued to meet or nearly meet its goals in Priority 1 target areas. These include providing all students access to board adopted instructional materials, ensuring the facilities meet the 'Good Repair' status on the Facilities Inspection Tool, supporting all teachers to become fully credentialed, and ensuring that teachers are appropriately assigned, including teachers of English Learners. Stakeholders have reaffirmed the importance of maintaining progress in these areas to ensure that students are provided the basic conditions of learning necessary to reach the range of other goals set in this LCAP and beyond.

Notes:

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Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8A **Facilities Condition** Number of schools where facilities do not meet the 'good repair' standards on the Facilities Inspection Tool (FIT) **Source:** Facilities Services Department	2018-19: 0 2019-20: 2 2020-21: 1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8B **Instructional Materials Sufficiency** Percentage of students with access to board-adopted instructional materials **Source:** Board of Education Resolution certifying sufficiency	2018-19: 100 2019-20: 100 2020-21: 100	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100
8C **Teacher Credentialing Status** Percentage of teachers fully credentialed **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 97 2020-21: 98	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 100

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8D **Teacher Assignment** Number of teachers misassigned and number of teachers of English Learners misassigned **Source:** School Accountability Report Card (SARC) / Human Resources Department	All Teachers 2019-20: 0 2020-21: 1 Teachers of English Learners: 2019-20: 0 2020-21: 0	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	All Teachers: 0 Teachers of English Learners: 0
8E **Teacher Vacancies** Number of classroom teacher vacancies **Source:** School Accountability Report Card (SARC) / Human Resources Department	2019-20: 29 2020-21: 17.1	To be reported in 2021-22	To be reported in 2022-23	To be reported in 2023-24	2023-24: 0

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Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Facilities Support Services	Maintain safe and clean facilities in good repair. Includes custodial, maintenance, and other facilities support staff as well as materials and services associated with the maintenance of school sites and other district facilities.	$45,082,930	N
8.2	Board-adopted Instructional Materials	Provide all students sufficient instructional materials for board-adopted curricula. Includes newly adopted materials and replacement materials for lost/damaged items.	$5,054,000	N
8.3	Base Classroom Staffing	Classroom staffing at a level sufficient to provide the core curriculum to all students. Includes classroom teachers.	$165,468,327	N
8.4	New Teacher Support	New Teacher Support includes Teacher Induction and Pre-Induction Support. Teacher Induction supports beginning teachers who hold a preliminary credential. Pre-Induction Support is for teachers holding a Short-Term Staff Permit (STSP), Provisional Internship Permit (PIP), or an intern credential. New teachers are connected with veteran staff to provide mentorship and assistance through the Induction or pre-induction process to complete their credential, intern program, or permit renewal requirements. Funding provides stipends for support providers, program materials/supplies, professional learning, and fees to clear credentials.	$661,229	N

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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.96%	$79,174,505

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

There are several actions that are being implemented across the district that are increasing or improving services for unduplicated students. Most of these are continued from the 2017-2019 LCAP and the explanation below includes discussion of outcome data and implementation results.

Counselors, Master Schedule Director, and Credit Recovery Programming

Sacramento City Unified's unduplicated students lack access to academic counseling services and college readiness activities as compared to peers who have more financial resources, speak English at home, or have family members who have graduated college. Many will be the first in their family to pursue postsecondary education. Implementing robust and predictable academic counseling services provides all students guidance to support their successful navigation of high school and the path to college and career. SCUSD has designed its counseling services and academic programming intentionally to focus on the needs of unduplicated students.

The Master Schedule Director was introduced as a key action to apply the district's equity lens. Providing districtwide guidance for allocation of staffing and course scheduling has supported more equitable access to courses for target student groups. Examples of recent efforts include preregistration of students into selected college prep courses and consolidation of multiple versions of similar courses to reduce tracking of students. Counseling staff review the progress of students and provide guidance to ensure that students stay on track for graduation and can equitably access college preparatory and advanced coursework. This is intended to support unduplicated students in particular, as they are historically less likely to self-advocate or have family who have graduated from college at home. The Master Schedule Director carefully reviews credit recovery programming to ensure that students who have fallen off-track for graduation and college eligibility make progress, or are provided intervention support to accelerate progress. Credit recovery options include the central Sacramento

Accelerated Academy campus and school-based options. Total course completions within the district's credit recovery program have remained robust, with 5,435 in 2018-19, 5,447 in 2019-20, and a projected 5,600 in 2020-21. Since 2016-17, four-year cohort graduation rates have improved significantly from 81.2% in 2016-17 to 86.5% in 2019-20. UC/CSU 'a-g' completion has also increased from 2016-17 (44%) to 2019-20 (54%). The Master Schedule Director meets regularly with Assistant Principals to guide counseling and credit recovery implementation. District staff also meet directly with counselors to provide support specific to their site and individual needs. While improved graduation rates since 2016-17 for all students have been paralleled by increases for some student groups (Socioeconomically disadvantaged students (79.4% to 85%), Foster Youth (39.3% to 72.2%) Students with Disabilities (56.5% to 66%), and African American students (69.3% to 79.5%)), significant performance gaps still remain for many students groups and some, including English Learners and Homeless Youth, did not experience significant improvement over the four years. As SCUSD continues to provide these services, a targeted effort will be implemented to focus even further on the disproportionately affected students with high needs to ensure that all student groups increase their graduation rate and become college and career ready. This effort includes specific collaboration between counselors and Homeless Youth Services and Foster Youth Services staff to provide targeted support and prioritized these student groups during registration and for credit recovery. Additional activities principally benefitting unduplicated students will include at-risk conferencing, campus visits, scholarship assistance, and college and career awareness activities.

Career and Technical Education (CTE) Programs

Career Technical Education (CTE) is an important part of the district's plan to provide all students access to relevant and rigorous work-based learning experiences that increase post-secondary success. The CTE pathways in SCUSD enable students to develop specific skills that can lead to future employment and integrate their learning through curriculum with direct application to real-life contexts. From 2018-19 to 2020-21, enrollment in CTE pathways has increased from 20.8% to 24.3% of 9-12 students. This rate was slightly higher for socioeconomically disadvantaged students at 24.7% in 2020-21. The percentage of graduates completing a CTE pathway increased from 8.9% in 2018-19 to 10.9% in 2019-20. Building on this demonstrated growth in completion, the district must not only maintain, but also expand CTE opportunities. This need has been emphasized across stakeholder groups with critical importance for high-needs student groups. The district's Student Advisory Council included a specific focus on career preparation in their recommendations to the board, citing the need to expand program offerings, increase the information students receive about career/trades options, and reduce the overall stigma associated with trade occupations. Staff have noted that increasing the number of students who successfully complete a CTE pathway will have a positive impact on students' post-secondary success, and will be documented by the district's indicator of overall college and career readiness on the Dashboard. Expanded efforts in 2021-22 and beyond will include the implementation of Linked Learning at all high schools and the implementation of a 'Defense of Learning' assessment process in CTE pathways. Specific supports for students to complete CTE pathways are being expanded through partnership with Youth Development Support Services. This partnership is providing and will continue to provide college mentors and after-school staff support to guide students through the California College Guidance Initiative (CCGI) modules. Additional college mentors will be hired to provide targeted support to CTE students to strengthen their engagement within pathways and to develop post-secondary transition plans.

Advanced Learning and Exam Fees

Advanced learning opportunities, including Advanced Placement and Gifted and Talented Education (GATE), provide specific curricula aimed at challenging students at the appropriate level. SCUSD stakeholders identified a need to increase diversity in criteria-based programs such as GATE and AP. The Advanced Learning Coordinator works to create common goals for student success; increase opportunities for low income, English learners, and students of color; and reinforce the importance of students being prepared for the greatest variety of options after high school. From 2016-17 to 2020-21, the percentage of English Learners and Socioeconomically Disadvantaged students enrolled in AP courses increased 4.3 percentage points and 3.9 percentage points respectively. This is a metric that the district continues to monitor and seeks to improve significantly. Increasing the proportional representation within GATE also remains a priority. The new LCAP includes metrics specific to overall GATE demographics and GATE identification so that the district can monitor the representation of student groups in GATE relative to their overall proportion in the student population. Available data demonstrates that, within the cohort of students who are identified as GATE, White students and students of two or more races are significantly overrepresented while English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, African American students, and Hispanic/Latino students are underrepresented. This remains an area of focus for the district moving forward.

SCUSD will continue to provide funding for students to take exams supporting college and career readiness. These include Advanced Placement (AP) exams, International Baccalaureate (IB) exams, and PSAT/SAT exams. AP and IB exams provide opportunities for students to demonstrate their learning and earn college credits and the PSAT/SAT exams are important steps in the college readiness pathway. As all three types of exams can present a significant funding challenge for students and families, providing this funding at a district level removes a key barrier to students accessing not only the full scope of the AP/IB course, but also the potential benefits of success on the exam. From 2017-18 to 2019-20, the number of AP examinations taken by SCUSD students (not including charter schools) increased from 2606 to 3497. This significant increase corresponded to the implementation of this action and reinforces the need to maintain this support. When this action was included as a potential cut within the district's fiscal recovery plan list, stakeholder input from students, families, and staff was emphatic in that this should not be considered as a potential cost savings and was far too valuable a resource to eliminate, particularly for our socioeconomically disadvantaged students who might not otherwise be unable to access the opportunities. Counseling staff reach out to families to ensure that they are aware of the opportunity to take these exams at no cost. This is intended to specifically inform families for whom the cost of exams may be a perceived barrier to enrolling in the course.

International Baccalaureate Programs

International Baccalaureate (IB) Programs at Luther Burbank High School, Kit Carson International Academy, and Caleb Greenwood Elementary School provide students the opportunity to participate in a rigorous, engaging, and college preparatory program that is aligned to international standards. These programs were intended to primarily serve SCUSD's unduplicated student population. In locating the programs at Luther Burbank and Kit Carson, these programs in particular are serving a high percentage of low-income students. On the 2020 Dashboard, Luther Burbank's student population included 88% socioeconomically disadvantaged students and Kit Carson's included 72%. 2019-20 measures of the students at Luther Burbank participating in IB showed that the percentage of socioeconomically disadvantaged students in IB was proportional to the overall school population. All students in Kit Carson are considered to be in the IB

program. The IB program not only engaged students in rigorous, college preparatory experiences (IB exams can earn students college credit in a similar manner to Advanced Placement (AP)), but also is focused on critical thinking skills, nurturing curiosity, and developing the ability to solve complex problems. These areas of focus are embedded within an overall emphasis on intercultural understanding and respect, encouraging students to think critically about the local and global contexts and develop multilingualism. As these programs have continued to develop and mature, recent results demonstrate that they are improving outcomes. From 2018-19 to 2019-20, the percentage of all IB exams taken that were passed increased from 15.4% to 23.8% and the percentage of diploma programme candidates that completed the full IB diploma (A student must pass multiple exams and complete additional requirements) increased from 3.3% to 7.5%. These results do indicate that there is significant room for improvement while also showing that the program, while continuing to provide a valuable opportunity to unduplicated students, is improving outcomes.

Class Size Reduction and Targeted Staffing Support

SCUSD is maintaining the use of supplemental and concentration (S/C) funds to reduce class size at grades K-3 and to provide targeted school assistance in the form of additional staffing across the district. Class size reduction (maintaining class size at 24:1) at K-3 is implemented districtwide for all school sites. Targeted school assistance is provided during the annual staffing and budget development process. The targeted assistance allows the district to maintain schools and school sites to maintain programs above and beyond what would be possible with base funding alone. Given the broad nature of this action, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. There is community interest in maintaining the breadth and depth of program offerings. In the board's consideration of the Fiscal Recovery Plan (FRP) proposals during the 2020-21 school year, stakeholders emphasized the importance of maintaining current program offerings that enable the district to meet a range of student and family needs and interests.

Collaboration Time

SCUSD provides certificated staff with an extra hour weekly for collaborative time to review data, assess student work, and plan instruction to meet the needs of unduplicated pupils. Teacher professional communities that are part of practice (and not an "add-on") are an effective way to build pedagogical knowledge. (Darling-Hammond, L. [2005] Professional Development Schools: Schools for Developing a Profession). The 2021-22 LCAP includes a new metric to monitor the explicit use of collaboration time to meet the needs of and improve outcomes for unduplicated pupils and students with the highest needs. Site administrators will provide a report of how collaboration time is used at their school site, including ways in which unduplicated student needs are specifically being considered and met through this action. Given the broad nature of this action and lack of any existing aligned metric, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. However, it has remained the case that this time is a critical resource for school site staff to engage in the active implementation of instructional strategies, programs, and initiatives that have been identified as key levers in improving outcomes for students with the highest needs. These include an effective Multi-Tiered System of Supports (MTSS), Universal Design for Learning (UDL), and effective Designated and Integrated ELD. The provision of regular time to focus on the school's Single Plan for Student

Achievement and the district's strategic goals and related initiatives will ensure that schools are able to consistently engage in professional learning activities that enable them to successfully implement and sustain key efforts in service of unduplicated students.

Restructured Salary Schedule

In order to improve student learning, close achievement gaps, and ensure students have an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options, the district will maintain a competitive salary and benefit package for the certificated staff who serve them. Students in high-poverty schools experience greater turnover in teaching staff, more long-term substitutes, and a higher proportion of early-career teachers. (Carver-Thomas and Darling-Hammond [2017] Teacher Turnover: Why It Matters and What We Can Do About It). With a competitive salary and benefit package, the district expects to see a reduction of teacher turnover and the retention of experienced classroom teachers, as well as an increased ability to recruit highly qualified candidates who will be effective in improving the academic outcomes of the unduplicated students who are the majority of our district. Given the broad nature of this action and lack of any existing aligned metrics, it is difficult to attribute any specific causal relationship or correlation to a specific improvement or other outcome. To more effectively evaluate the impact of this action moving forward, specific metrics will be developed and implemented by the Human Resources department to monitor rates of teacher turnover/retention and the recruitment/hiring of highly qualified candidates. What remains true to the critical role that teachers play in influencing student achievement. Being able to recruit, hire, and retain highly qualified teachers, including teachers who reflect the racial, ethnic, and linguistic demographics of the district remains a key priority for improving unduplicated student outcomes.

Secondary Librarians

District Librarians continue to be an important resource provided to all secondary schools. As indicated in the previous LCAP, the California School Library Association describes the need for students to "read critically, write more persuasively, and interact with information effectively" as they work to meet the Common Core State Standards. District librarians provide additional support to meet these needs beyond what is provided in the classroom. Additionally, low-income students are more likely to lack access to technology supports and funds to purchase books. Of the 30 Sacramento Public Library locations, only three are located in the high-poverty region of South Sacramento. Research demonstrates that "…the benefits associated with good library programs are strongest for the most vulnerable and at-risk learners, including students of color, low-income students, and students with disabilities." (Lance & Schwarz, 2012) SCUSD will provide librarians on a districtwide basis to secondary schools, to ensure that programming is coherent across sites. District librarians will advertise library hours and the resources they offer through the range of available communication channels so that students and families are aware of the opportunities present. The previous LCAP identified improvements in college and career readiness as a key indicator of success. From 2016-17 to 2019-20, the college and career readiness of unduplicated student groups did show some improvement as measured by the Dashboard College/Career Indicator. English Learners improved from 15% to 18.7%, Foster Youth from 5.3% to 30%, and Socioeconomically Disadvantaged students from 31.8% to 37.6%. Homeless Youth decreased from 19.3% to 12.3%. While a high-level indicator such as College and Career readiness cannot be solely linked to an action such as District Librarians, access to the wide range of resources and instructional supports that are available through school libraries remains an important piece of the district's overall efforts to

improve outcomes for target student groups. As schools fully reopen for in-person instruction post-COVID and again become central hubs for support, libraries will play an important role.

Professional Development (Curriculum Coordinators and Training Specialists)

The coordinators and training specialists within the Curriculum and Instruction department provide a range of professional development, including coaching, and help chart the instructional course of the district. Their recent work has been focused in a number of areas that are specifically targeted at supporting the needs of unduplicated students. Having focused in the previous two years on implementation of the ELA/ELD framework through the recent Language Arts adoption, work in the late spring expanded to the rollout of Universal Design for Learning (UDL) practices districtwide. UDL, while supporting all students, is primarily intended to benefit those students who need additional support to access content, engage in the learning process, and express their thinking. This is a critical and collaborative effort with the work of Integrated and Designated ELD as well as differentiated instruction for students with disabilities and other learning needs. Overall, this action is intended to improve outcomes for unduplicated students in meeting academic standards across content areas as measured by state assessments and local assessments. The efforts during 2018-19 to implement the new English Language Arts curriculum did correlate to a significant increase in English Language Arts on the state assessment, increasing 5.2 points as measured by Distance from Standard met. Socioeconomically Disadvantaged students improved by 5.7 points, Foster Youth by almost 17 points, and English Learners by 1.4 points. Homeless Youth decreased by almost 11 points. Overall, all groups performed well below the 'Standard Met' threshold and much room for improvement remains. The ongoing collaboration of Curriculum and Instruction staff with colleagues to improve outcomes for unduplicated students is critical. Strengthening the collaboration with Multilingual staff to support English Learners has already begun through targeted professional development such as LETRS (Language Essentials for Teachers of Reading and Spelling) training for staff.

Student Support Services (Student Support and Health Services and Enrollment Center)

The student support and health services provided by district nurses, social workers, the Enrollment Center, the central Connect Center, and site-based Student Support Centers are important parts of the district's effort to provide students wrap-around supports. Student Support Centers are located at 29 of the district's schools. Most of these schools are near or above 75% for their percentage of socioeconomically disadvantaged students. Student Support and Health Services efforts are especially focused on students who have less access outside school to mental and physical health care and resources. With youth in Sacramento County who reside in socioeconomically disadvantaged communities having a higher-than-average rate of chronic diseases and less access to health care, schools play a critical role in providing these resources. Additional social, emotional, and mental health supports has been a priority expressed ongoing and emphatically across stakeholder groups. The need for more mental health counseling and access to social workers has recurred throughout engagement activities. The need for these supports as evidenced by Chronic Absenteeism Rates remains. With 2019-20 chronic absenteeism rates through February 2020 at 11% for all students, significantly higher rates were observed for Foster Youth (21.4%) and Homeless Youth (42.8%). During distance learning, this gap has widened for both student groups and a significant gap has emerged for Socioeconomically Disadvantaged students. For 2020-21 through 4.5.21, the rate for all students was 17.8 and the rate for Socioeconomically Disadvantaged students was 22.6%. Foster Youth had increased to 33.8% and Homeless Youth to 63.6%. In response to these needs and the other

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emergent needs in the past 15 months, Student Support and Health Services staff have increased the scope of services provided significantly. During the first quarter of 2020-21, 31% more students were served relative to the same time period the previous year. As of March 2021, staff had provided 7,544 Tier II and 1,302 Tier III mental health interventions through the efforts of the Connect Center, Student Support Centers, Nurses, and Social Workers. In providing responsive services to students based on their Early Identification and Intervention System (EIIS) indicators, the rates for unduplicated student groups were all above that for 'All students.' While 29.6% of all students received responsive services, rates were 42.6% for English Learners, 36.8% for Socioeconomically Disadvantaged students, 94.3% for Foster Youth, and 95.2% for Homeless Youth. While there is certainly room for improvement, these rates demonstrate that efforts are being focused at higher levels to unduplicated populations. This focus will continue, with the intention of directing staff efforts and resources to those students groups who are demonstrating the highest needs.

While the enrollment center serves the entire district, it represents a key component of the district's equity-based efforts to provide services to the community where they are needed most. The enrollment center centralizes a number of services that the district's most vulnerable students and families, including Homeless Youth, Foster Youth, Low-income students, and English Learners need and often do not have access to. These include an immunization clinic, family services, a summer feeding program, and services for families in transition. These are in addition to the core function of a more efficient enrollment process to place students and families into schools. The Enrollment Center also houses the Matriculation and Orientation Center (MOC), which is detailed in a separate action specific to translation and interpretation. Access to translation and interpretation is a key resource for English Learners and families as they interface with the district for the first time or to navigate the complexities of enrollment.

Social Emotional Learning (SEL)

Social Emotional Learning (SEL) and Positive Behavioral Intervention and Supports (PBIS) remain important program in the district's overall effort to improve the culture and climate of the district at the classroom, school, and community level. These actions are jointly focused on providing both students and staff the training, skills, and tools they need to establish and maintain a positive school climate and culture. They are also intended to develop each individual's social and emotional capacity to be successful in college, career, and life. While a positive school culture and climate are important for all students, they are particularly important for unduplicated pupils and other groups who have historically and continue to experience disproportionate discipline and other unhealthy impacts of a negative school climate and culture. Both of these programs align to the district's core value and need to interrupt systems that are inequitable. Suspension Rates in the district continue to demonstrate inequitable outcomes across student groups. In 2018-19 and 2019-20, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students continued to demonstrate suspensions rates above that of 'All students.' Significantly higher rates have also persisted for African American students and Students with Disabilities. SEL efforts continue to include professional development for the integration of SEL into instruction and implementation of the districts core SEL practices. Results indicate that these efforts are resulting in improved outcomes. In 2019-20, of the 23 schools where efforts were focused (based on disproportionate suspension results), 22 demonstrated decreased suspension rates. PBIS efforts – which focus on building community, early identification of student needs, and implementing preventative measures rather than focusing on reactive discipline – have shown similar success. In 2019-20, the 18 sites where PBIS efforts were focused showed a 12% decrease in total behavioral referrals and a 45% decrease in total suspensions from the previous year. Overall, suspension rates decreased for all unduplicated student groups from 2018-19 to 2019-20. Suspensions of

African American students in the elementary grades in the focus cohort decreased by 73% (from 138 total in 2018-19 to 37 total in 2019-20). As end-of-year results for 2019-20 include the months of distance learning in spring 2019, this was also examined for 2018-29 to 2019-20 results through February of each year. The reduction in rates for all unduplicated student groups was observed in this context as well. English Learners reduced from 3.2% to 2.1%, Foster Youth from 14.2% to 9.9%, Homeless Youth from 8.5% to 5.2%, and Socioeconomically Disadvantaged students from 4.6% to 3.7%. While these are all mid-year results, they do indicate an overall trend of decreased suspensions for target student groups. Moving forward, SEL and PBIS efforts are being aligned to the overall implementation of a Multi-Tiered System of Supports (MTSS). This will target support at schools within each MTSS cohort to ensure that systems can be aligned and unified within the overall MTSS implementation. This alignment will support increased focus of efforts to target student groups, as a foundational aspect of MTSS is data-based decision making. As needs are identified, students are connected to supports and staff direct resources to be used in the most efficient and effective manner.

District Parent Resource Center and Parent Teacher Home Visits

The District Parent Resource Center implements a range of engagement opportunities including the Parent Information Exchange (PIE) meetings and Parent Leadership Pathway Workshops. These opportunities, while open to all, are intended to engage those who have historically been less connected to school and/or those students who stand to benefit most from further empowering their parents/guardians. The programs provide parents/guardians the skills and encouragement to take on leadership roles within their school community, engage in peer coaching, and participate in district level leadership opportunities. This is intended to increase the amount of representation among leadership bodies of parents of English Learners, Foster Youth, Homeless Youth, and Low-Income students. The workshops and other resources provided by the Parent Resource Center establish a safe and welcoming space for parents to connect with peers and staff who are invested in elevating their voice and authentic participation in improving school and district outcomes. During school closures, the Parent Resource Center team has additionally partnered with the Attendance and Engagement Office to engage students and families who have been 'unreachable' or are otherwise unengaged. These students are more likely to be unduplicated students and connection often results in providing additional services and supports including basic supplies and referral to services. During 2020-21, Parent Resource Center staff partnered with the Mexican consulate to provide parent capacity building sessions in Spanish and worked with district translators to develop and produce materials in multiple languages for parents to access.

This action encompasses the Parent Teacher Home Visit (PTHV) and Academic Parent Teacher Team (APTT) program. Both components are implemented at Title 1 sites, with all students/families at those sites able to participate. The PTHV program builds relationships with families and supports them in becoming equal partners in their students' education. The APTT program extends this work in a series of meetings during which teachers and families engage in collaborative learning and forming plans to support student success. This program is intended to deepen positive relationships and empower parents/caregivers who are, for any number of reasons, less connected to the school. These students often come from one or more unduplicated categories. The focusing of the program at Title 1 schools targets the resources at sites that have the greatest need. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. During the 2019-20 school year, the PTHV program conducted 971 home visits across 39 different schools as of March 2020. Nine of these sites were holding APTT sessions in conjunction with their home visit work. In 2020-21, through the virtual Bridge Visit program, staff were able to

conduct visits with over 2,800 students through March 2021. Staff interest in conducting visits has increased as teachers and colleagues have found the visits to result in increased connection to students and families, especially those who have been less connected to date. A goal moving forward is to increase the overall percentage of students participating at each site, as PTHV has found that exceeding the 10% threshold can have a positive effect school wide. The national organization for Parent Teacher Home Visits has shared results from multiple studies that demonstrate the positive effects of participating in the program. These include interrupting the assumptions and implicit biases that educators and family members have about each other and building positive relationships between educators and families.

Extra and Co-Curricular Opportunities and Visual and Performing Arts (VAPA) Opportunities

SCUSD is a high-poverty district, and students often lack the opportunities that are possible in a more affluent community. Student input has continued to affirm the desire for more engaging experiences outside of the classroom including extra and co-curricular opportunities. The activities proposed in these two actions seek to mitigate the effects of poverty on students by providing access to College Visits, Field Trips, and other experiential learning opportunities, elementary athletics, and Visual and Performing Arts (VAPA) opportunities. These activities are intended to primarily benefit students who are low income, as they may not have the same access to such opportunities outsider of school. Improved engagement, as evidenced by improved attendance, reduced suspension, and improved reporting of connectedness on the annual School Climate survey are the desired outcomes.

Psychologists

School Psychologists funded above formula will target unduplicated students with evaluations that can connect student needs and intervention support. Data shows a disproportionate number of African American students are identified as students with disabilities. Learning disabilities can be mitigated with early identification. Currently the number of school psychologists are only able to complete assessments. Increasing the number of positions will enable psychologists to regularly participate in site-based intervention development and review systems, Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs. As evidence in the intersectionality table in the plan summary, English Learners, Foster Youth, Homeless Youth, and Low Income students are overrepresented in the group of Students with Disabilities relative to their proportions among 'All students.' Increasing the number of psychologists will support unduplicated students in both the increase in supports to students with disabilities AND in the expanded support for identified students who require more support through the SST and other targeted intervention processes.

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

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

The actions and services described in this plan that are being provided as an increase or improvement to unduplicated students include:
- Career and Technical Education (CTE) Pathways and Programs
- Counselors, Master Schedule Director, and Credit Recovery Programming
- Exam Fee Support (IB, AP, PSAT/SAT) and Advanced Learning staffing
- Additional support for International Baccalaureate (IB) Programs
- Curriculum Coordinators and Training Specialists
- Language Acquisition Programs for English Learners
- Professional Learning specific to instruction for English Learners
- Pathways to Multiliteracy
- Class Size Reduction
- Additional staffing for high-needs sites
- Weekly Collaboration Time for certificated staff
- Restructured Salary Schedule
- District librarians at secondary schools
- Extra and Co-curricular Opportunities and Visual and Performing Arts Opportunities
- Foster Youth Services
- Intervention and Supports specific to English Learners
- Health Services: Nurses and Immunization Clinic
- Student Support: Connect Center and Student Support Centers
- Enrollment Center
- Social Emotional Learning (SEL)
- District Parent Resource Center
- Parent Teacher Home Visits
- Translation and Interpretation (Matriculation and Orientation Center)

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Of the actions described within this plan, several are services that are provided only or primarily to unduplicated students and their families. These include:
1. Foster Youth Services: Directed specifically to Foster Youth and families
2. Actions for English Learners within the Multilingual Literacy Department: Directed specifically to English Learners
- Language Acquisition Programs for English Learners
- Professional Learning specific to instruction for English Learners
- Pathways to Multiliteracy
- Intervention and Supports specific to English Learners
3. Translation and Interpretation (Matriculation and Orientation Center): Directed specifically towards English Learners and students and families who require translation and interpretation.
4. Needs-based scholarships for students: Directed specifically towards low-income students

Actions described in this plan that are funded by multiple resources and have components with a particular focus on increasing and improving services for unduplicated pupils include:
- Curriculum Coordinators and Training Specialists: This team includes staff that focus jointly on English Language Development (ELD) and English Language Arts (ELA). These staff, while serving all schools and students, also have the stated responsibility to serve English Learners as a primary part of their position. The Curriculum Coordinators and Training Specialist team as a whole also direct efforts to sites that have a demonstrated need, including those needs relevant to unduplicated student groups.
- District Parent Resource Center: The District Parent Resource Center, while open to parents and guardians from all schools, focuses its efforts in particular towards those families that can benefit most from increased connection to school and capacity building to support their students' learning. Among these are the four student groups that make up the unduplicated student category.
- Parent Teacher Home Visits: This program is based only at Title 1-designated school sites and primarily funded through Title 1 dollars. While all students and families at the school are eligible to participate, the program's focus at Title 1 school sites is intended to benefit low-income students.
- Career and Technical Education (CTE) Pathways and Programs: These programs are funded through a combination of grant resources and supplemental dollars. While all students have access, CTE programs are recognized as being of particular importance for unduplicated students and a key means of increasing college and career readiness.
- Health Services and Student Support Services: These programs/personnel are funded by a combination of grant, base, and supplemental dollars. As discussed in the previous section, there is an explicit focus to provide services to students with the highest needs, including unduplicated students. While all students have access to services, the intended outcome is to bridge the gap in resources that is widest for students who are low-income, Foster Youth, Homeless Youth, and English Learners who may not have the same access outside of school.
- SEL: This program is collectively funded through Title 1, LCFF Supplemental and Concentration, and LCFF base dollars. As discussed in the previous section, they have focused efforts on target schools to address the disproportionate disciplinary outcomes for student groups (including unduplicated students) and improve school climate and culture.

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- School Psychologists: Increasing the number of positions will enable psychologists to regularly participate in Student Study Team (SST) processes, collaborate with teachers and principals, and provide more direct services and supports for students. This increase in services will particularly benefit unduplicated students and other students with high-needs.

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

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

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

Total Expenditures Table

Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		$ 280,050,268	$ 30,258,714	$ 17,920,498	$ 23,836,804	352,066,284	$ 308,530,164	$ 43,536,119

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Career and Technical Education (CTE)	English Learners Foster Youth Low Income	$ 3,286,649	$ 1,638,075		$ 443,563	$ 5,368,287
1	2	Academic and Career Counseling (Base	All	$ 3,852,052				$ 3,852,052
1	3	Academic and Career Counseling (Supp	English Learners Foster Youth Low Income	$ 3,321,917				$ 3,321,917
1	4	Central support for aligned master sche	English Learners Foster Youth Low Income	$ 155,714				$ 155,714
1	5	Credit Recovery Options	English Learners Foster Youth Low Income	$ 1,594,056				$ 1,594,056
1	6	Exam Fee Support	English Learners Foster Youth Low Income	$ 499,165				$ 499,165
1	7	International Baccalaureate (IB) Progran	English Learners Foster Youth Low Income	$ 459,625				$ 459,625
1	8	Site-determined, SPSA-based actions t	English Learners Foster Youth Low Income	$ 1,049,872				$ 1,049,872
1	9	Department-level data-based decision-r	English Learners Foster Youth Low Income	$ 461,753				$ 461,753
1	10	Transition Planning for Students with Di	Students with Disabilities					$ -
2	1	Professional Development to support im	English LearnersFo	$ 486,933			$ 3,168,505	$ 3,655,438
2	2	Advanced Learning Programs	English LearnersFo	$ 170,022			$ 118,643	$ 288,665
2	3	Expanded Learning Programs	All		$ 9,635,648		$ 3,824,652	$ 13,460,300
2	4	Multisensory Reading Intervention: Curr	All					$ -
2	5	Language Acquisition Programs for Eng	English Learners	$ 407,016		$ 97,866	$ 1,178,717	$ 1,683,599
2	6	Professional Learning specific to instruc	English Learners					$ -

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2	7	Pathways to Multiliteracy	English Learners					$ -
2	8	Class Size Reduction (K-3)	English LearnersFo	$ 2,607,600				$ 2,607,600
2	9	Additional staffing for high-needs sites	English LearnersFo	$ 18,535,037				$ 18,535,037
2	10	Weekly Collaboration Time for certificat	English LearnersFo	$ 6,219,696				$ 6,219,696
2	11	Restructured Salary Schedule	English LearnersFo	$ 14,203,819				$ 14,203,819
2	12	Early Childhood Education: Preschool F	All		$ 5,253,873	$ 1,448,136	$ 6,038,629	$ 12,740,638
2	13	Early Childhood Education: Early/Trans	All	$ 1,165,505				$ 1,165,505
2	14	Literacy, Research, and Project-based l	English LearnersFo	$ 1,612,731				$ 1,612,731
2	15	Expansion of Theater Arts/Social Emoti						$ -
2	16	Visual and Performing Arts Opportunitie	English LearnersFo	$ 785,444				$ 785,444
2	17	Site-determined, SPSA-based actions t	English Learners	$ 1,390,325				$ 1,390,325
2	18	Site-determined, SPSA-based actions t	English LearnersFo	$ 1,197,943				$ 1,197,943
2	19	Site-determined, SPSA-based actions t	English LearnersFo	$ 552,264				$ 552,264
2	20	Site-determined, SPSA-based actions t	English LearnersFo	$ 3,401,365				$ 3,401,365
2	21	and Resources	English LearnersFo	$ 711,571	$ -	$ -	$ -	$ 711,571
3	1	Foster Youth Services	Foster Youth	$ 464,884			$ 362,070	$ 826,954
3	2	Homeless Youth Services	Homeless Youth				$ 161,872	$ 161,872
3	3	School Psychologists	English LearnersFo	$ 4,490,121	$ 732,396		$ 1,956,926	$ 7,179,443
3	4	Instructional Assistants	Students with Disab		$ 2,711,808			$ 2,711,808
3	5	Social Workers specific to Special Educ	Students with Disab		$ 818,080		$ 375,256	$ 1,193,336
3	6	Develop and Adopt new English Learne	English Learners					$ -
3	7	Intervention and Supports specific to En	English Learners					$ -
3	8	Health Services: School Nurses and Imm	English LearnersFo	$ 1,803,825	$ 938,592		$ 728,619	$ 3,471,036
3	9	Attendance and Engagement Strategies	All		$ 345,703			$ 345,703
3	10	Student Support: Central Connect Cent	English LearnersFo	$ 882,286	$ 33,278		$ 1,151,930	$ 2,067,494
3	11	Enrollment Center	English LearnersFo	$ 1,270,782			$ 387,249	$ 1,658,031
3	12	Summer programming to address learni	All		$ 7,763,837			$ 7,763,837
3	13	Grade Level Readiness Intervention	Low Income				$ 914,344	$ 914,344
3	14	American Indian Education Program (AI	American Indian an				$ 53,638	$ 53,638
3	15	Tobacco Use Prevention Education (TU	All		$ 382,424			$ 382,424
3	16	Site-determined, SPSA-based actions t	English LearnersFo	$ 291,959				$ 291,959
4	1	Social Emotional Learning (SEL) integra	English LearnersFo	$ 175,260			$ 713,968	$ 889,228
4	2	Positive Behavioral Intervention and Su	English LearnersFo				$ 978,911	$ 978,911
4	3	Bullying Prevention Training, Interventic	All					$ -
4	4	Anti-bias/Anti-racism Professional Learn	All					$ -
4	5	Site-determined, SPSA-based actions t	English LearnersFo	$ 1,475,626				$ 1,475,626
4	6	Site-determined, SPSA-based actions t	English LearnersFo	$ 168,869				$ 168,869
5	1	District Parent Resource Center	English LearnersFo	$ 313,851			$ 146,014	$ 459,865
5	2	Parent Teacher Home Visits (PTHV)	Low Income	$ 51,138			$ 374,641	$ 425,779
5	3	Translation and Interpretation Services	English Learners	$ 787,881				$ 787,881
5	4	Fingerprinting for Volunteers	Low Income		$ 5,000		$ 25,000	$ 30,000
5	5	Family Communication Tools	All				$ 145,000	$ 145,000
5	6	Site-determined, SPSA-based actions t	English LearnersFo	$ 271,778				$ 271,778

5	7	Student Advisory Council	All					$ -
5	8	Men's and Women's Leadership Academ	All					$ -
6	1	Implementation leadership	All				$ 170,601	$ 170,601
6	2	Professional Learning for school site lea	All					$ -
6	3	Ongoing support for sites to implement	All					$ -
6	4	Peer Mentoring	All					$ -
7	1	Revision of Graduate Profile	All					$ -
7	2	Develop Implementation Plan	All					$ -
7	3	Build Awareness of Graduate Profile	All					$ -
7	4	Support School Site Alignment	All					$ -
8	1	Facilities Support Services	All	$ 28,708,434		$ 16,374,496		$ 45,082,930
8	2	Board-adopted Instructional Materials	All	$ 5,054,000				$ 5,054,000
8	3	Base Classroom Staffing	All	$ 165,468,327				$ 165,468,327
8	4	New Teacher Support	All	$ 243,173			$ 418,056	$ 661,229

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 75,558,777	$ 89,729,829
LEA-wide Total:	$ 64,047,857	$ 76,205,615
Limited Total:	$ 1,659,781	$ 3,298,434
Schoolwide Total:	$ 9,851,139	$ 10,225,780

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Career and Technical Education (CTE) Pathway:	LEA-wide	All	High School (9-12)	$ 3,286,649	$ 5,368,287
1	3	Academic and Career Counseling (Supplementa	LEA-wide	All	Secondary (7-12)	$ 3,321,917	$ 3,321,917
1	4	Central support for aligned master scheduling	LEA-wide	All	All Schools	$ 155,714	$ 155,714
1	5	Credit Recovery Options	LEA-wide	All	High School (9-12)	$ 1,594,056	$ 1,594,056
1	6	Exam Fee Support	LEA-wide	All	High School (9-12)	$ 499,165	$ 499,165
1	7	International Baccalaureate (IB) Program Suppo	LEA-wide	All	Specific Schools: Caleb Greenwood, Kit Carson, Luther Burbank	$ 459,625	$ 459,625
1	8	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$ 1,049,872	$ 1,049,872
1	9	Department-level data-based decision-making	LEA-wide	All	High School (9-12)	$ 461,753	$ 461,753
2	1	Professional Development to support implementa	LEA-wide	All	All Schools	$ 486,933	$ 3,655,438
2	2	Advanced Learning Programs	LEA-wide	All	All Schools	$ 170,022	$ 288,665
2	5	Language Acquisition Programs for English Lear	Limited	English Learners	All Schools	$ 407,016	$ 1,683,599
2	6	Professional Learning specific to instruction for E	Limited	English Learners	All Schools	$ -	$ -
2	7	Pathways to Multiliteracy	Limited	English Learners	High School (9-12)	$ -	$ -
2	8	Class Size Reduction (K-3)	LEA-wide	All	All Schools	$ 2,607,600	$ 2,607,600
2	9	Additional staffing for high-needs sites	LEA-wide	All	All Schools	$ 18,535,037	$ 18,535,037
2	10	Weekly Collaboration Time for certificated staff	LEA-wide	All	All Schools	$ 6,219,696	$ 6,219,696
2	11	Restructured Salary Schedule	LEA-wide	All	All Schools	$ 14,203,819	$ 14,203,819
2	14	Literacy, Research, and Project-based Learning	LEA-wide	All	Secondary (7-12)	$ 1,612,731	$ 1,612,731
2	16	Visual and Performing Arts Opportunities	LEA-wide	All	Middle School (7-8)	$ 785,444	$ 785,444
2	17	Site-determined, SPSA-based actions to support	Schoolwide	English Learners	All Schools	$ 1,390,325	$ 1,390,325
2	18	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$ 1,197,943	$ 1,197,943
2	19	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$ 552,264	$ 552,264
2	20	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$ 3,401,365	$ 3,401,365
2	21	Extra and Co-curricular opportunities and Resou	LEA-wide	All	All Schools	$ 711,571	$ 711,571
3	1	Foster Youth Services	Limited	Foster Youth	All Schools	$ 464,884	$ 826,954
3	3	School Psychologists	LEA-wide	All	All Schools	$ 4,490,121	$ 7,179,443

3	6	Develop and Adopt new English Learner Master	Limited	English Learners	All Schools	$	-	$	-
3	7	Intervention and Supports specific to English Lea	Limited	English Learners	All Schools	$	-	$	-
3	8	Health Services: School Nurses and Immunizatic	LEA-wide	All	All Schools	$	1,803,825	$	3,471,036
3	10	Student Support: Central Connect Center and Si	LEA-wide	All	All Schools	$	882,286	$	2,067,494
3	11	Enrollment Center	LEA-wide	All	All Schools	$	1,270,782	$	1,658,031
3	16	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$	291,959	$	291,959
4	1	Social Emotional Learning (SEL) integration	LEA-wide	All	All Schools	$	175,260	$	889,228
4	5	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$	1,475,626	$	1,475,626
4	6	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$	168,869	$	168,869
5	1	District Parent Resource Center	LEA-wide	All	All Schools	$	313,851	$	459,865
5	2	Parent Teacher Home Visits (PTHV)	Schoolwide	Low Income	Specific Schools: Title 1 Schools	$	51,138	$	425,779
5	3	Translation and Interpretation Services	Limited	English Learners	0	$	787,881	$	787,881
5	6	Site-determined, SPSA-based actions to support	Schoolwide	All	All Schools	$	271,778	$	271,778

Instructions

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

Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

o   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

● **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

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

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

● Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

● Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

● Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

● Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

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

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

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

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

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

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

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

  o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  o **Total Non-Personnel**: This amount will be automatically calculated.

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

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

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

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

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

Sacramento City Unified School District

Superintendent's Office

NOTICE OF PUBLIC HEARING

Review of the Local Control and Accountability Plan (LCAP)

for 2021-22 to 2023-24

Copies of the plan may be inspected at:

Serna Education Center
5735 47th Avenue
Sacramento, CA 95824

or online at: www.scusd.edu/lcap

HEARING DATE: Thursday, June 10, 2021

TIME: 6:00 P.M.

LOCATION: Meeting to be held virtually using the Zoom meeting platform.

Viewing/comment information will be posted at: www.scusd.edu/boe060321

The Sacramento City Unified School District Governing Board will adopt the

SCUSD Local Control and Accountability Plan at the June 24, 2021 Governing

Board Meeting

FOR ADDITIONAL INFORMATION CONTACT:
SCUSD LCAP Coordinator: (916) 842-9611 or email: lcap@scusd.edu