

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

Teacher misassignment: 14
Teacher misassignment (EL): 0

Vacancies: 28

Expected

18-19

Increase the number of fully credentialed certificated employees to 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

18-19

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).

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

Source: Local

18-19

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. 44%

Actual

No insufficiency of instructional materials.

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. 28%

(2) Supporting sites in identifying areas of improvement in delivering instruction 19%

(3) Providing CCSS aligned instructional materials in ELA, ELD, Mathematics, NGSS and Soc. Sci. 28%

(4) Implementing academic standards in CTE, PE, Health, VAPA and World Language for all students 22%

(5) Supporting teachers' professional learning needs 8%

Expected

- (2) Supporting sites in identifying areas of improvement in delivering instruction 40%
- (3) Providing CCSS aligned instructional materials in ELA, ELD, Mathematics, NGSS and Soc. Sci. 44%
- (4) Implementing academic standards in CTE, PE, Health, VAPA and World Language for all students 48%
- (5) Supporting teachers' professional learning needs 36%

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%

Metric/Indicator

Implementation of English Language Development (ELD) professional learning

Source: Local

18-19

The implementation of new ELA/ELD curriculum in 2018-19 will require an integrated model of professional learning. Tiers for Leading with Learning have been eliminated.

- First half of year: support for all teachers to implement the new materials.
- Second half of year: focus on schools that need most support.

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

Actual

2018-19 Professional Learning on ELD curriculum:

550 teachers attended two days of professional learning
60 principals attended two sessions

Expected

Metric/Indicator

Implementation of Next Generation Science Standards (NGSS) professional learning

Source: Local

18-19

275 teachers attend NGSS professional learning.

Baseline

2016-17: 227 teachers attended NGSS professional learning.

Metric/Indicator

Implementation of Visual and Performing Arts standards professional learning

Source: Local

18-19

275 teachers attend VAPA professional learning.

Baseline

2016-17: 202 teachers attended Visual and Performing Arts (VAPA) standards professional learning.

Metric/Indicator

Student achievement in grades 3-8 on standardized ELA assessments (CAASPP)

Source: California School Dashboard;
CAASPP.cde.ca.gov

18-19

2017-18: CAASPP ELA Average distance from standard met/Level 3 (DF3):

All: -14.4

Continue to accelerate gap closure with the following targets for the lowest performing student groups:

- Low Income: -32
- English Learner: -41

Actual

2018-19 professional learning as of March 2019

631 teachers attended NGSS professional learning sessions:

- 429 Elementary
- 22 Middle school
- 180 High School

Data being collected.

2017-18: CAASPP ELA Average distance from standard:

All: -26.7

- Low Income: -49.9
- English Learner: -58.3
- Students with Disabilities: -104.2
- African American students: -77.1
- Hispanic/Latino students: -46.8

Expected

- Students with Disabilities: -85
- African American students: -52
- Hispanic/Latino students: -30

Baseline

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 on standardized Math assessments (CAASPP)

Source: California School Dashboard;
CAASPP.cde.ca.gov

18-19

2016-17: CAASPP Math Average distance from standard met/Level 3 (DF3)

All: -35.4

Accelerate gap closure with the following targets for the lowest performing student groups:

- Low Income: -51
- English Learner -50
- Students with Disabilities: -100
- African American: -77
- Hispanic/Latino: -52

Baseline

2015-16: CAASPP Math Average distance from standard met/Level 3 (DF3)

All: -45.4

Actual

2017-18: CAASPP Math Average distance from standard:

All: -50.7

Continue to accelerate gap closure with the following targets for the lowest performing student groups:

- Low Income: -72.8
- English Learner: -74
- Students with Disabilities: -129.7
- African American students: -111.3
- Hispanic/Latino students: -72.2

Expected

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

18-19

Increase by 2 percent until 55% is reached.

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%

Metric/Indicator

Percent of students passing an Advanced Placement (AP) exam (3+)

Source: SCUSD Internal analysis

18-19

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%

Actual

2017-18: 51.1%

- Low Income: 46.5%
- English Learner: 35.5%
- Students with Disabilities: 10.0%
- African American 29%
- Hispanic/Latino 42%

2017-18: Data being gathered.

- Low Income:
- English Learner:
- Students with Disabilities:
- African American
- Hispanic/Latino

Expected

- African American 39.3%
- Hispanic/Latino 57.9%

Metric/Indicator

Percent of students demonstrating college readiness on standardized ELA assessment (CAASPP grade 11 "Exceeded")

Source: CAASPP.cde.ca.gov

18-19

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%

Metric/Indicator

Percent of students demonstrating college readiness on standardized Math assessment (CAASPP grade 11 "Exceeded")

Source: CAASPP.cde.ca.gov

18-19

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%

Actual

2017-18: 21.29% Identified as Ready (2016-17 22.56%)

- Low Income: 15.91%
- English Learner: 0.26%
- Students with Disabilities: 2.88%
- African American 13.46%
- Hispanic/Latino 13.23%

2017-18: 26.59% Identified as Conditionally Ready (2016-17 30.43%)

- Low Income: 26.27%
- English Learner: 7.07%
- Students with Disabilities: 7.37%
- African American 15.14%
- Hispanic/Latino 26.46%

2017-18: 9.73% Identified as Ready (2016-17 9.11%)

- Low Income: 7.45%
- English Learner: 2.63%
- Students with Disabilities: 0.99%
- African American 1.72%
- Hispanic/Latino 5.16%

2017-18: 17.11% Identified as Conditionally Ready (2016-17 18.41%)

- Low Income: 14.52%
- English Learner: 4.21%
- Students with Disabilities: 1.32%
- African American 7.84%
- Hispanic/Latino 12.59%

Expected

Metric/Indicator

Cohort graduation rate

Source: CDE DataQuest

18-19

Increase by 2.5% a year until 90% or greater rates are achieved.

Baseline

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%

Metric/Indicator

Percent of International Baccalaureate (IB) students receiving IB diplomas

Source: SCUSD Internal analysis

18-19

Increase by 2 percent

Baseline

2015-16: 6.4% percent

Metric/Indicator

Percent of English Learner students making progress (ELPI)

Source: California School Dashboard

CELDT/ELPAC Progress

Source: SCUSD Internal analysis

18-19

Increase in progress toward English proficiency as measured by ELPAC.

Baseline

Actual

2017-18: 85.9%

- Low Income: 85.1%
- English Learner: 76.0%
- Students with Disabilities: 61.9%
- African American: 76.7%
- Hispanic/Latino: 84.8%

Data being gathered.

This measure is not reported in 2017-18.

Expected

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%

Metric/Indicator

Percent of English Learner students reclassified

Source: CDE DataQuest

18-19

Increase by 1.5 percent

Baseline

2016-17: 11.2 percent

Metric/Indicator

Enrollment in 9th - 12th grade Linked Learning Pathways / Career Academies

Source: SCUSD Internal analysis

18-19

Maintain a threshold of 35%.

Baseline

2015-16: 34.1 percent

Metric/Indicator

Implementation of Ethnic Studies curriculum

Source: Local

18-19

Expand to include all SCUSD high schools

Baseline

2016-17: Pilot curriculum at C.K. McClatchy, Luther Burbank, and George Washington Carver High Schools

Metric/Indicator

Actual

2018-19: 9.1%

2017-18 Enrollment in 9th-12th grade CTE

2713 students:

- Low Income: 48%
- English Learner: 10%
- Students with Disabilities: 12%
- African American: 15%
- Hispanic/Latino: 40%

2018-19 data being gathered.

Course access is maintained at 100%

Expected

Students have access to a broad course of study.

Source: SCUSD Internal analysis

18-19

Maintain course access at 100%

Baseline

2016-17: 100% of students have access to a broad course of study

Metric/Indicator

Participation in Advanced Learning Opportunities

Source: SCUSD Internal analysis

18-19

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

Metric/Indicator

Expansion of Gifted and Talented Education professional learning

Source: Local

18-19

Maintain enrollment in GATE certificate classes at 20.

Baseline

2016-17: 33 teachers completes the GATE professional learning sequence

Actual

2018-19 data being gathered

2018-19 data being gathered

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated 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. 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 maintain professional learning through collaborative time.

At Title I schools, intervention services are provided to our most academically-challenged students.

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.

Luther Burbank High School received the increased Title I funds to support students who are academically challenged.

Classroom teachers; classified staff; basic facilities costs; instructional supplies.
1000-4000 LCFF 268,345,000

Maintain class size reduction to 24:1 in K-3 and professional learning through collaborative time. 1000-4000 Suppl/Con 34,659,250

Intervention service providers
1000-6000 Title I 500,000

1000-4000 LCFF 266,484,330

1000-4000 Suppl/Con 39,936,266

1000-6000 Title I 754,399

Action 2

Planned Actions/Services

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.

Actual Actions/Services

Curriculum Coordinators and district Training Specialists across all curricular areas provided instructional coaching.

In 2018-19 there was a focus on implementation of the new ELA/ELD curriculum.

Budgeted Expenditures

1000-3000 Suppl/Con 843,173

1000-3000 Title I 1,812,009

1000-3000 Title II 49,425

1000-3000 Title III 820,391

Professional Learning: Implementation of State Academic Standards 1000-3000 Title I 247,800

Estimated Actual Expenditures

1000-3000 Suppl/Con 763,589

1000-3000 Title I 2,143,687

1000-3000 Title II 49,425

1000-3000 Title III 689,036

1000-3000 Title I

Action 3

To date, 2,165 children have participated in Head Start or State funded preschool programs. Students participate in language rich environments utilizing large and small group instruction based around student inquiry to promote children's development in Self-Regulation, Social and Emotional Development, Language and Literacy, Cognition including Math and Science and Physical Development. There has been a focus on the implementation of The Creative Curriculum to fidelity. Staff has attended professional development in the areas of daily schedules ensuring that classes meet substantial portions of the day in content areas. Coaching support also continued in the areas of curriculum fidelity and The Teaching Pyramid, preschool social emotional framework.

In 2018-19, Sacramento Unified School District continued to provide the Early Kinder/T K program at 10 regional school locations in the Sacramento City Unified School District. End of the year Early Kinder Parent and School Staff Surveys were utilized to measure program effectiveness. Nine out of 10 parents and school staffs agreed that the T K program provided appropriate early educational opportunities in all academic, social emotional, and physical developmental areas and readiness for the upcoming kindergarten year.

Head Start: 8,005,380
 State Preschool: 7,607,673
 1000-4000 Grant 15,613,053

1000-4000 Grant 14,500,000

Transitional kindergarten
 1000-4000 Suppl/Con 1,355,151

1000-4000 Suppl/Con 1,336,689

Contribution to state preschool
 1000-4000 Suppl/Con 2,345,207

1000-4000 Suppl/Con 2,345,207

Contribution to Adult Education for the Parent Participation Preschool 1000-4000 Suppl/Con 230,000

1000-4000 Suppl/Con 230,000

Action 4

District librarians support literacy instruction across curricular areas. They serve the school community by supporting staff through the curation of materials and providing professional development and creating a culture around reading.

They are key to providing access and opportunity to digital and print resources for research and inquiry for students who may not have the access to these resources or materials at home.

1000-3000 Suppl/Con 1,510,251

1000-3000 Suppl/Con 1,440,306

Action 5

Special education instructional assistants support the teachers' instruction in the classroom to provide differentiated support to students needing accommodations and/or modifications to instruction in various educational settings.

School psychologists identify learning disabilities, provide crisis intervention and counseling, and recommend appropriate intervention. They provide consultation with teachers and student study teams at the school sites.

1000-3000 LCFF 15,949,237

1000-3000 LCFF 16,858,458

1000-3000 LCFF 298,626

1000-3000 LCFF 315,109

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Action is modified by the addition of funds for professional learning for counselors.

During the 2018-2019 academic year, counselors diligently focused on ensuring all students graduate college and career ready. There has been a concerted effort to monitor students schedules to ensure they remain on-track for graduation and A-G. In cases where students failed a course, Counselors promptly encouraged students to enroll in an online credit recovery course to get back on track. This will be the second year of this very targeted approach on behalf of Counselors.

Counselors have also been engaged in ensuring students are better prepared for the college application submission process. They have leveraged the California College Guidance Initiative (CCGI) platform to provide students in a classroom setting, the opportunity to take a series of career interest inventories and explore colleges and careers that match their interests/profiles. These lessons have been offered in grades 7th - 12th and culminate with 12th grade students launching their application to the community college, the California State University system, and their Federal Application for Financial Aid (FAFSA).

1000-3000 LCFF 663,175

1000-3000 LCFF 759,987

1000-3000 Suppl/Con 5,603,414

1000-3000 Suppl/Con 5,430,749

Professional learning for counselors 1000-4000 Suppl/Con 10,559

1000-4000 Suppl/Con TBA

Action 7

College/Career Readiness has 28 High School Specialty School Programs, which are a cornerstone

1000-4000 Suppl/Con 2,387,315

1000-4000 Suppl/Con 2,479,615

to ensuring student have the widest array of options with the greatest amount of post-secondary opportunities.

In the Fall 2018, the department began the work with an Outreach and Engagement strategy, by sending over 3,000 Eighth grade families, two letters, the First Eighth Grade Letter outlining the Enrollment Process and the November 4th, Choose Your Future Community Fair. The Second Eighth Grade letter, shares with student's information about their own GPA and includes HSSP Programs and Pathways Profile Catalog, so they may begin the exploration of programs. Additionally, the letter detailed the dates, time and location of the Community-Based Information Sessions.

To address district disparities within criterion programs, the High School Specialty Program's Workgroup developed a strategic, operational, and technical set of strategies to assist in expanding knowledge about the district's program and access to outreach opportunities for students and families from those communities. Furthermore, revisions to the process have included tactical strategies to create greater access to completing actions needed to apply, specifically participating in essays and tests required by the programs and applying. Emphasis

CTEIG Grant 1000-7000 Grant
5,177,095

1000-7000 Grant 6,290,114

Perkins Grant

1000-7000 Grant 412,464

is being placed on identifying and encouraging all potentially eligible students to apply and casting a wide net to capture those students from historically underrepresented school sites. Upwards 1300 Exams and essays were administered at the student's middle or K-8 school during the school day or immediately after school. Accommodations in alignment with IEPs and 504s.

Additionally, our Linked Learning Coordinator continues to support pathways to achieve certification as planned. The coordinator provides coaching and technical support to pathway teams on selecting high-quality evidence and data to upload into the Linked Learning Alliance Certification System for internal review and feedback, so that pathways are ready for external review by the Alliance for certification. We strive ourselves on cutting edge practices with our pathways with an emphasis on career education (CE) to students. Students at The MET Sacramento High School receive CE 2 days a week at their internship sites. George Washington Carver offers students CE through main lessons during the winter session. Our Career Education teachers receive supports in scaffolding and differentiation, project-based learning and defense of learning-all flagship instructional strategies

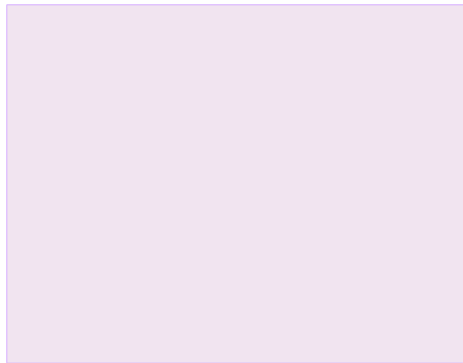
to accelerate cultural, linguistic and diverse student groups.

Our partnership with U-CAN to support students who are interested in attending historically black colleges and universities. The HBCU Fair was held on Friday, September 14, 2018 at Burbank with 511 students in attendance, double from the year prior! Follow up services continue at sites, which includes monthly topic-specific workshops (i.e. college, FAFSA and scholarship applications, major/career exploration, etc.) and ongoing mentoring of 95 seniors in the case management program.

The district is in contract for service for 4.5 days of consulting from Envision Learning Partners. One pathways SES and our CPA, JCBA at Hiram, are receiving technical assistance and coaching support from a consultant as they work to revise and improve their student portfolio and defense of learning performance assessment system.

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continuation of Block Grant activities as described in 2017-18.	The College Readiness Block Grant activities are maintained.	Grant Carryover: <ul style="list-style-type: none"> Maintain reimbursement to schools for the cost of college readiness exams (AP / IB). 	1000-7000 Grant 614,682



- Maintain transportation for college visits.
 - Continue technology purchases.
 - Continue professional learning to support Advanced Placement teachers.
- 1000-7000 Grant 631,338



Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p> <p>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.</p>	<p>FYS Program Associates, Instructional Aides and School Community Liaison continue to provide small group and 1:1 case management support to eligible students. Case management includes grades, attendance and behavior monitoring, in classroom behavioral support, tutoring referrals, attending SST and IEP meetings, college exploration (including college tours, college application and FAFSA support), employment opportunities and career exploration. The department provides support around life skills development, transition into adulthood and housing. FYS Staff ensure that all necessary parties working with a foster youth are notified re: school site meetings, school challenges, placement needs, etc. Staff also provide training to foster parents. Currently, there have been 381 foster youth students who have</p>	<p>1000-4000 Suppl/Con 424,325</p> <p>1000-4000 Title I 180,993</p> <p>1000-4000 Grant 99,999</p>	<p>1000-4000 Suppl/Con 414,817</p> <p>1000-4000 Title I 190,905</p> <p>1000-4000 Grant 99,999</p>

come in and out of the district during the 2018-2019 school year, which is not captured on the one-day census.

A new early warning system (Early Identification and Intervention System) is being explored by Foster Youth Services staff to identify students who are off-track or at-risk in attendance, behavior and course performance (ABCs). Starting in 19-20 school year, FYS staff will begin using the EIS system to identify students, and document interventions provided.

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Since last year, the district provided professional development on English Language Development to more than 550 teachers, K-12, through the two-day professional learning on the district's new ELA/ELD adoption. Day 2 of the professional learning focused on the implementation of ELD using the new curricular resources.</p> <p>In addition, elementary and secondary principals (60) participated in at least two professional learning sessions on ELD and the new adoption.</p> <p>Metrics for this year measure the number of teachers and principals who were involved in professional</p>	<p>1000-4000 Suppl/Con 61,099</p> <p>1000-4000 Suppl/Con EL 637,649</p> <p>Staffing above formula for Language Immersion programs 1000-3000 Title I 360,000</p> <p>1000-4000 Title III 939,762</p>	<p>1000-4000 Suppl/Con 0</p> <p>1000-4000 Suppl/Con EL 420,215</p> <p>1000-3000 Title I 247,249</p> <p>1000-4000 Title III 723,649</p>

learning. As a result of this and ongoing professional learning, we eventually expect to see an increase in our reclassification rate as well as students reclassifying earlier in their schooling.

Action 11

Expanded access for our neediest and most underserved student populations has been limited by inconsistent district assessment practices, most especially the loss of ongoing universal interim assessments. Opportunities for large-group or centrally provided Gifted Education professional learning have been stalled through contract disputes. The GATE Department expects that this year's GATE Services eligibility list will once again be delayed due to missing assessment data, lack of designated data department staff, and repeated turn-over of data department staff.

Despite these challenges, progress has been made in the following:

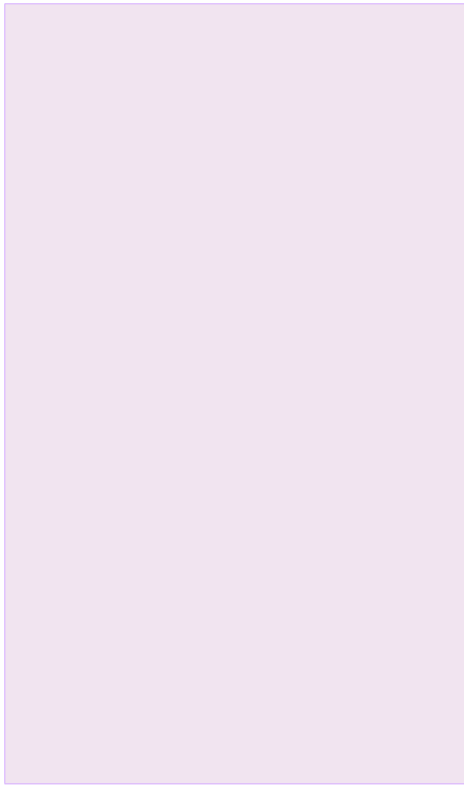
- Increased in-classroom professional support (coaching) for GATE services teachers.
- Expanded AP course offerings at five high schools.
- Expanded AP Exam offerings, offering free AP exams for all SCUSD students.

1000-3000 LCFF 159,539

5000-5999: Services And Other Operating Expenditures Suppl/Con 550,416

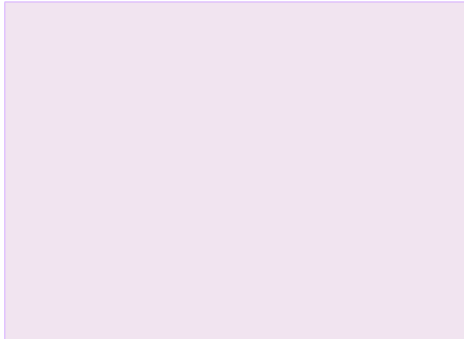
1000-3000 LCFF 227,265

5000-5999: Services And Other Operating Expenditures Suppl/Con 0



- Professional learning for AP teachers (AP Exam Reading & AP Summer Institute)
- Adoption of updated AP Instructional Materials for AP Social Science, English, World Language and Math courses.
- Implemented uniform process for reviewing student eligibility for acceleration by grade skipping or content-area skipping (math only).
- Internal review of GATE services eligibility matrix to increase equitable access through Local Norms and additional criteria for Title I students.

Action 12



Support for the district's International Baccalaureate (IB) students is provided by a 1.0 FTE teacher at Luther Burbank High School; 2.8 FTE teachers at Kit Carson International Academy and 1.0 Training Specialist at Caleb Greenwood Elementary. Annual school fees and IB testing is included in this action.

1000-4000 Suppl/Con 948,170

1000-4000 Suppl/Con 884,996

Action 13



District staff will summarize expenditures based on the final spring requisitions. This response is being developed.

1000-4000 Suppl/Con 2,945,000

1000-4000 Suppl/Con 2,945,000

Action 14

	District staff will summarize expenditures based on the final spring requisitions. This response is being developed.	1000-4000 Suppl/Con 2,800,000	1000-4000 Suppl/Con 2,800,000
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Action 15

	District staff will summarize expenditures based on the final spring requisitions. This response is being developed.	1000-4000 Suppl/Con 285,000	1000-4000 Suppl/Con 285,000
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Action 16

	District staff will summarize expenditures based on the final spring requisitions. This response is being developed.	1000-4000 Suppl/Con EL 1,930,000	1000-4000 Suppl/Con 1,930,000
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Action 17

	<p>School psychologists identify learning disabilities, provide crisis intervention and counseling, and recommend appropriate intervention. They provide consultation with teachers and student study teams at the school sites.</p> <p>School psychologists are able to assess students and give recommendations to teachers that explain how individual children learn, based on the outcomes of the assessment.</p>	1000-3000 Suppl/Con 3,639,132	1000-3000 Suppl/Con 3,574,616
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Action 18

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
The district will initiate in a five-to-six week Expanded Learning Summer Program to provide enrichment and increase grade		Certificated and classified staff, instructional materials, operational custodial supplies and	1000-4000 Suppl/Con 1,522,496

level readiness for rising students in grades 1, 3, 7 and 9 through reading and math intervention. Incoming 7th and 8th grade students who are significantly on grade level will be targeted for enrichment opportunities. Current high school students who are credit deficient or "off track" for graduation or A-G completion will have opportunities for credit recovery.

professional learning 1000-4000
Suppl/Con 2,278,495

Partial funding for Director,
Coordinator and office technician
1000-3000 Suppl/Con 197,254

1000-3000 Suppl/Con 0

Action 19

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Class size reduction in 9th grade English and Mathematics	This action was not implemented.	1000-3000 Title II 1,791,129	1000-3000 Title II 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The academic outcomes for the district have been flat for three years, resulting in a status of Low and Maintained on the California School Dashboard (performance level: Orange). However, the graduation rate and college/career outcomes for SCUSD students have shown significant growth. The use of a real-time district dashboard, tied to districtwide Priority Elements for grade-level readiness, has helped to identify students for intervention.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The graduation rate increased to 85.9% in 2018 - a historic level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Data is being gathered to complete this narrative.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This narrative will be completed as the plan is further developed.