

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$To be confirmed

%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

These actions in the LCAP are provided as an increase or improvement to students identified with high needs.

- One hour collaborative time provided weekly for teacher professional development
- Training specialists
- Transitional kindergarten
- Counselors
- Linked learning and Career Technical Education
- Foster Youth Services
- Multilingual Literacy
- Access to college readiness assessments such as PSAT, SAT, and Advanced Placement
- Social and Emotional Learning coaching
- School Nurses
- Social Workers
- Student Support Centers
- Expanded Learning
- Parent Resource Center
- Parent Teacher Home Visits
- Translation and Interpretation services

This information will be updated as the district formalizes the plan for 2019-20.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$71,474,884

Percentage to Increase or Improve Services

22.52%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the Sacramento City Unified School District (SCUSD), the percentage of unduplicated students (low income, English learners, foster and homeless youth) is approximately 72% of the overall student population. Approximately \$70,000,000 LCFF supplemental and concentration (S/C) grant funds are allocated for activities and services that will provide an increase or an improvement to unduplicated pupils as compared to all students. The Equity, Access, and Social Justice Guiding Principle leads the district's decision-making process.

Added to the 2018-19 plan is support for Positive Behavior Intervention and Supports (PBIS), professional development for counselors, a student leadership conference, and staff to ensure that students and families understand the importance of attendance. Continued activities and services include: resources and staff to support English learners, early learning opportunities, recruiting and retaining teachers that reflect the diversity of the community, Career Technical Education and work-based learning; and providing supplemental staff at school sites, including assistant principals, counselors, nurses, social workers, librarians, parent outreach staff, and translators.

For the actions and services that are provided districtwide or schoolwide, the narrative below describes how services are principally directed toward unduplicated pupils, an effective use of funds, and how these services represent an increase or improvement over what all students receive.

Action 1.1: 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. As a high-need urban school district, hiring challenges have been documented. With a competitive 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 supporting the academic needs of the unduplicated students who are the majority of our district.

Additional funding to support high quality first instruction 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). SCUSD has also allotted S/C funds to maintain class size reduction in K-3. Reducing class size has been identified as an effective strategy for increasing student achievement, but especially in the primary grades, and especially for low income and minority students as stated in "Does Class Size Matter?" (Schanzenback, D.W. (2014). Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/does-class-size-matter>).

Action 1.2: To ensure that teachers are supported in specific curricular areas, coaching is provided by content-specific Training Specialists (sometimes referred to as Coaches). Training Specialists and content-expert Coordinators develop relationships at assigned sites to provide instructional coaching. With smaller class sizes, teachers need strategies to better meet individual student needs (Miles and Frank, 2008).

Action 1.3: Early childhood education includes a contribution to State Preschool and a Transitional Kindergarten (TK) program at 10 sites. SCUSD students who participate in preschool or TK are exposed to a robust early literacy program in order to ensure grade level readiness upon entering Kindergarten. A quality preschool experience also sets the expectation for attendance and provides a school-going routine for unduplicated students, especially African-American boys, whose attendance is already poor in Kindergarten. 80% of the district's preschool enrollment is unduplicated students.

Action 1.4: District librarians at the secondary level are included in S/C funding in order to ensure that unduplicated students have access to instructional resources. Research shows that school librarians and access to effective school library programs positively impacts student achievement, digital literacy, and school climate/culture. School librarians will provide personalized, rigorous learning experiences supported by technology, offering instruction and equitable access to print and digital resources to ensure a well-rounded

education for unduplicated pupils. SCUSD believes that staffing libraries with certified librarians can help close achievement and opportunity gaps.

Action 1.6: Robust and predictable academic counseling services are needed at the secondary level so that unduplicated students receive guidance navigating the path to college and career. Additional academic counselors funded by S/C (approximately \$5 million) will reach out regularly to unduplicated pupils for targeted attention. The district continues to prioritize hiring counseling staff with bilingual capability, and is making every effort to recruit bilingual counselors to facilitate home-school conversation. Counselors will receive professional learning in the 2018-19 school year on supporting college readiness.

Action 1.7: The Linked Learning and Career Technical Education (CTE) office supports pathways for Linked Learning certification, provides work-based learning and CTE at all high schools, coordinates efforts to support regional workforce development and higher education alignment. SCUSD is funding these activities through S/C funds, while grants are providing resources for improved facilities. A large proportion of students enrolled in Linked Learning Pathways are unduplicated: low income students at 66.7%, English learners at 20.6%, and students with disabilities at 12.5%.

Action 1.11 and 1.12: Advanced learning opportunities, including Advanced Placement and the International Baccalaureate programs, provide specific curricula aimed at challenging students at the appropriate level. The actions and services (Universal GATE screening and PSAT and SAT testing; expansion of AP courses to match AP potential students) create common goals for student success and reinforce the importance of students being prepared for the greatest variety of options after high school.

Action 1.17: School Psychologists funded above formula will target unduplicated students with evaluations that can connect student needs and intervention support. Learning disabilities can be mitigated with early identification.

Action 1.18: Expanded Learning Summer Program is established to provide an extended school year to unduplicated students who have not achieved grade level readiness. Data indicates that many SCUSD students are not proficient.

Action 2.2: The district's Safe Haven initiative is supported by S/C grant funds to provide resources for undocumented students and their families. This initiative, expanded in 2018-19, seeks to reduce barriers to enrollment or attendance that immigrants or refugees may face. This practice is expected to improve attendance, reduce chronic absence, and support academic achievement, as well as build trusting relationships with families.

Action 2.4: Assistant Principals above the staffing formula in middle and high schools oversee School Safety Plans and supervise campus climate and discipline. The district expects to see a reduction in suspension rate and increased positive responses to future School Climate surveys at the secondary level as assistant principals help to build a positive and supportive culture. Assistant principals provide support for restorative practices and nurture positive relationships with unduplicated pupils.

Action 2.5: Although the district's CASEL (Collaborative for Academic, Social and Emotional Learning) grant has ended, a commitment to SEL continues. Prioritizing SEL with an equity lens reflects a purposeful and intentional focus on ensuring that all students receive the necessary training, skill-building, and support they need in order to be socially, emotionally, and academically prepared to be successful in school, college, career, and life. Our unduplicated students, who often have less-developed social and emotional skills and higher percentages of discipline referrals, stand to benefit most from SCUSD's integrated approach to positive school climate. The 2018 School Climate survey shows all student segments with increased positive responses to perception of safety.

Action 2.7: The Safe Schools and Neighborhoods grant provides new staff for outreach to improve attendance at targeted schools, and the Director of Student Services and Alternative Education counsels students who are at risk. A new coordinator in the Enrollment Center informs new students and transfers of attendance policies.

Action 2.9: Expanded learning opportunities are an important intervention for unduplicated students. Internal data supports indicates students who participate in Expanded Learning have improved attendance and student engagement as compared to students who have not participated.

Actions 2.8 and 2.10: Nurses, social workers and the centralized Connect Center are partially funded by S/C dollars. Sacramento County youth in poor communities suffer a higher-than-average rate of chronic diseases such as asthma and diabetes; health and dental care is unavailable for many. School nurses manage these conditions so that students can attend school consistently. Social workers assigned to high-need schools and the Connect Center are a vital connection to counseling and other mental health services, as many SCUSD students have had exposure to trauma, are homeless or come from excessively mobile households.

Action 3.1 and 3.2: Family and Community Empowerment is the goal of locally-designed parent education and training, and the translation/interpretation services of the Matriculation and Orientation Center (MOC) and continued partnership with the national Parent/Teacher Home Visit organization. Services are directed to Title I schools with the goal of building relationships with families, removing cultural or linguistic barriers, and ensuring that families understand how to support their child's academic success.

Action 4.1: Illuminate Education, an online data system, is funded with S/C as the district continues to increase its use of student data to target interventions and supports that are principally directed to unduplicated students.

Site-Based Funds

SCUSD apportions \$9,800,000 in S/C funds to every school using a weighted formula based on the percent of students receiving free or reduced-price meals, and the percent of English learners. Goal 1 (Actions 13-16), Goal 2 (Actions 12-13), and Goal 3 (Actions 5-6) describe how school sites use their share of these funds. Supplemental and concentration funds are described in each Single Plan for

Student Achievement (SPSA). School Site Councils set goals for students and decide in local context which actions and services are principally directed to support unduplicated students as they monitor and evaluate for implementation and effectiveness.

- Examples of actions and services that schools principally direct to unduplicated students include: class size reduction, resource teachers, bilingual instructional assistants, intervention provided by teachers, wraparound services provided by specialized staff, nurses, parent advisors and translation services.
- Schools hire additional staff that supervise student safety, and enhance positive school climate. Many sites have budgeted for transportation so that unduplicated students may attend college fairs and experience off-site learning activities. SCUSD relies on the collective experience and wisdom of the SSC to ensure that the activities and services implemented at the school site are effective. These additional resources allow school sites to complement and enhance existing, data-driven district resources to meet the needs of unduplicated students.
- The seven district schools that have fewer than 40 percent unduplicated students have indicated in their SPSAs that they have planned services that may be identified as most effective based on research, educational theory, or past practice: professional learning for certificated staff, extended day tutoring for struggling students, supplemental instructional materials and instructional technology, and bilingual instructional assistants to support English learners.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$59,232,072

Percentage to Increase or Improve Services

19.64%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

In the Sacramento City Unified School District (SCUSD), the percentage of unduplicated students (low income, English learners, foster and homeless youth) is approximately 68% of the overall student population. With over 55% of students identified as unduplicated, SCUSD may use supplemental and concentration grant funds for districtwide expenditures, but must identify the services that will be funded on a districtwide basis, and then describe how these services are principally directed toward, and effective in, meeting the goals for unduplicated students in the state priority areas described in the Local Control and Accountability Plan.

In addition to general funds, approximately \$59,000,000 LCFF supplemental and concentration grant funds are allocated for activities that were identified as highly important by District stakeholders. These include: supports for English learners and those who work with them, early learning opportunities for children, recruiting and retaining excellent teachers that reflect the diversity of the community, college and career readiness, work-based learning, and, maintaining additional support staff, including plant managers and custodians, assistant principals, counselors, nurses, social workers, librarians, and parent outreach staff and translators.

SCUSD has allotted supplemental and concentration funds to maintain a class size reduction to a ratio of 24:1 in Kindergarten to third grade (Goal 1, Action 1). Reducing class size has been identified as an effective strategy for increasing student achievement, but especially in the primary grades, and especially for low income and minority students as stated in “Does Class Size Matter?” (Schanzenback, D.W. (2014). Boulder, CO: National Education Policy Center. Retrieved from <http://nepc.colorado.edu/publication/does-class-size-matter>).

SCUSD’s spring 2017 survey of stakeholder priorities identified “teacher recruitment and retention” as the number one priority among most stakeholder groups. The district’s educational program has been adversely affected by teacher turnover, especially in schools with a high population of unduplicated students. In order to improve student learning, close achievement gaps, and ensure students are college, career and life ready, the district will maintain 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 supporting the academic needs of the unduplicated students who are the majority of our district. To ensure that teachers are supported in specific curricular areas, coaching is provided by content-specific Training Specialists (Teachers on Special Assignment). Training Specialists develop relationships at assigned sites to provide instructional coaching (Goal 1, Action 2). Preliminary California Assessment of Student Performance and Progress (CAASPP) results for Spring 2017 show that unduplicated students are making academic progress.

In order to increase student readiness, SCUSD supports early childhood education with Transitional Kindergarten at 10 sites (Goal 1, Action 3). SCUSD students who participate in Transitional Kindergarten are exposed to a robust early literacy program in order to ensure greater academic success in the following years. A Transitional Kindergarten experience also sets the expectation for attendance and provides a school-going routine for unduplicated students who have higher levels of chronic absence. This investment of \$1.2 million in supplemental and concentration grant funds will improve outcomes for unduplicated students. A review of 2016-17 outcomes include improved enrollment in Transitional Kindergarten, as well as in preschool. 80% of the district's preschool enrollment is unduplicated students.

Robust and predictable academic counseling services are needed at every middle and high school so that unduplicated students understand how to navigate the path to college and career. Data indicates that SCUSD students are not meeting goals for A-G completion, and that graduation rates are flat and not keeping pace with the County or State. Stakeholder conversations revealed the need for additional information and resources to support college access by unduplicated students and their families. Academic counselors funded by the district's supplemental and concentration grant funds (approximately \$5 million) will ensure that counselors can provide the needed guidance to unduplicated students (Goal 1, Action 6). The graduation rate for the Class of 2016 increased by just .2% over the Class of 2015. However, the graduation rate for African American (+1.6%), Hispanic/Latino (+.6%), English Learner (+.4%) and Low Income (+.3%) student groups surpassed the district's increase. This progress is a direct reflection of district actions to increase access to counseling for unduplicated students. Another resource for unduplicated students is school psychologists (Goal 1, Action 18), who can properly identify learning disabilities and recommend appropriate intervention. The district continues to prioritize hiring staff with bilingual capability, and is making every effort to recruit bilingual counselors and school psychologists to serve our diverse population.

Expanded learning opportunities are an important intervention for unduplicated students. Data shows that participation in Expanded Learning programs reduces chronic absenteeism and improves attendance and student engagement. Additional custodial supplies are provided to support the extracurricular use of classrooms and other spaces after school hours (Goal 2, Action 1).

The Linked Learning and Career Technical Education (CTE) office supports pathways for Linked Learning certification, provides work-based learning and CTE at all high schools, coordinates efforts to support regional workforce development and higher education alignment (Goal 1, Action 7). SCUSD is funding these activities through a combination of grant funds and supplemental and concentration grant funds. Enrollment in Linked Learning Pathways is at 34.1%; but a greater proportion of unduplicated students are participating: low income students at 35.1%, English learners at 32.8%, and students with disabilities at 36.1%.

SCUSD continues to invest in the expansion of the International Baccalaureate (IB) program at Luther Burbank and Kit Carson, schools that serve high populations of unduplicated students (Goal 1, Action 12). The district believes that this rigorous program shows promise, and will provide greater opportunity for unduplicated students to matriculate successfully to institutes of higher education.

Services for English learners will be further improved with the implementation of the English Language Development (ELD) Master Plan, which proposes a robust and intentional professional learning calendar for the next three years. The Multilingual Literacy department staff will provide greater monitoring of EL student progress and how that progress is communicated to parents. The summer ELD Professional Learning Institute for secondary also is ongoing, supported by training specialists during the school year. An investment in professional learning is expected to increase academic outcomes for the district's English learners (Goal 1, Action 10).

Additionally, before the LCAP process begins in the 2017-18 school year, SCUSD will re-assess the District English Learner Advisory Committee (DELAC) process and do parent outreach to ensure that parents of English learners are engaged and well represented on district decision-making committees. There will be a strategy in place to encourage site level representatives to attend district level DELAC meetings. Additionally, the district will monitor participation at the school sites and provide additional supports around parent outreach where needed. Furthermore, the district will provide the parents elected to DELAC with an orientation on what to expect, including the purpose of the DELAC and the dates of the meetings. The district will also ensure parents are aware that translation, refreshments, and childcare services are provided at these meetings. There was a small increase in DELAC participation in the 2016-17 year as compared to the previous year.

District librarians at the secondary level are included in supplemental and concentration grant funding (Goal 1, Action 4) in order to ensure that all students, but in particular unduplicated students, have access to instructional resources. Studies show that school librarians and access to effective school library programs positively impacts student achievement, digital literacy, and school climate/culture. School librarians will provide personalized, rigorous learning experiences supported by technology, offering instruction and equitable access to print and digital resources to ensure a well-rounded education for unduplicated pupils. SCUSD believes that staffing libraries with certified librarians can help close achievement and opportunity gaps.

SCUSD's Safe Haven initiative is supported by supplemental and concentration grant funds to provide resources for undocumented students and their families (Goal 2, Action 2). This new initiative seeks to reduce barriers to enrollment or attendance that immigrants or refugees may face. This is a new initiative, but a promising practice that will improve attendance, chronic absence, and support academic achievement.

The district's Connect Center, and a portion of the district's nurses and social workers are also funded by supplemental and concentration dollars. Sacramento County youth suffer a higher-than-average rate for chronic diseases such as asthma and diabetes; health and dental care is unavailable for many. School nurses manage these conditions so that students can attend school consistently. Social workers are a vital connection to counseling and other mental health services, as many SCUSD students have had exposure to trauma, are homeless or come from excessively mobile households (Goal 2, Actions 8 and 10).

The district's continued focus on positive school climate will provide a coherent structure for student engagement, social justice and equity across the district. Social Emotional Learning (SEL) forms the foundation for restorative practices and Positive Behavior Intervention Supports, and nurtures positive relationships that are grounded in kindness. Prioritizing SEL with an equity lens reflects a purposeful and intentional focus on ensuring that all students receive the necessary training, skill-building, and support they need in order to be socially, emotionally, and academically prepared to be successful in school, college, career, and life. Our unduplicated students, who often have less-developed social and emotional skills and higher percentages of discipline referrals, stand to benefit most from SCUSD's integrated approach to positive school climate (Goal 2, Action 5). The 2017 School Climate survey indicated that just 65% of middle and high school students responded positively to the safety construct. Additional assistant principals above the staffing formula are hired to oversee School Safety Plans, and supervise campus climate and discipline (Goal 2, Action 4). The district expects to see continued reduction in suspension rate and increased positive responses to future School Climate surveys. The most

recent data on suspension, comparing the previous year's mid-year data, shows a 2.5% reduction in suspension rate for African American students, Students with Disabilities from 9.7% to 8.4% and Low Income from 6% to 4.5%.

To ensure a partnership with families, and to promote positive two-way conversations about student academic achievement, the district provides parent education and training, and the translation/interpretation services of the Matriculation and Orientation Center (MOC) (Goal 3, Action 1 and 3). The district also partners with the national Parent/Teacher Home Visit organization by partially funding a new Training Specialist who will assist Title I schools to build relationships with families and remove cultural or linguistic preconceptions that may stand in the way of effective communication (Goal 3, Action 2). Supplemental and concentration grant funds provided for parent engagement are principally directed to families of unduplicated students through parent workshops at Title I schools with a majority of participants parents of English learners. The addition of regional computer kiosks, a commitment to translate the LCAP and school site plans, and funds to create a professional comprehensive LCAP infographic in five languages will also help to decrease barriers that prevent parents and caregivers of unduplicated students from fully participating in decision making, effective communication, and educational activities to benefit the student (Goal 3, Actions 7 and 8).

School sites are provided a share of \$9,800,000 supplemental and concentration grant funds based on the percent of low income and English learners at each site in order to provide locally-determined services that are principally directed to support unduplicated students. These services are included in the LCAP in Goal 1, Actions 13-16; Goal 2, Actions 12-13, and Goal 3, Actions 5 and 6. Data is being collected in 2017-18 to evaluate the effectiveness of the site-based actions and services.

- Sites select services based on local data and needs assessment and describe the services in the Single Plan for Student Achievement (SPSA). Elected representatives in School Site Councils (SSC) monitor implementation and expenditures. Examples of actions and services that schools principally direct to unduplicated students include: resource teachers, bilingual instructional assistants, intervention provided by teachers, wraparound services provided by specialized staff, nurses, parent advisors and translation services.
- Schools may additionally integrate staff that supervise student safety, and supplemental instructional materials to help with positive school climate. Many sites have budgeted for transportation so that unduplicated students may attend college fairs and experience off-site learning activities. SCUSD relies on the collective experience and wisdom of the SSC to ensure that the activities and services implemented at the school site are effective. These additional resources allow school sites to complement and enhance existing, data-driven district resources to meet the needs of unduplicated students.
- The seven district schools that have fewer than 40 percent unduplicated students have indicated in their SPSAs that they have planned services that may be identified as most effective based on research, educational theory, or past practice: professional learning for certificated staff, extended day tutoring for struggling students, supplemental instructional materials and instructional technology, and bilingual instructional assistants to support English learners.

