



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

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2017-20 Plan Summary

The Story

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

Sacramento City Unified School District (SCUSD), established in 1854, is one of the oldest K-12 districts in the western United States and serves 40,854 students at 68 schools spanning 70 square miles. The district operates nine high schools, two 7-12 schools, six middle schools, nine K-8 schools, and 42 K-6 schools. Four of these district schools serve high risk students as alternative placement sites. SCUSD employs 4,364 people (approximately 2,200 teachers) and operates with a budget of \$566 million.

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

Over seventy percent of students are identified as socioeconomically disadvantaged, including approximately 207 foster youth and 319 homeless students. The district population includes 14.6% students with disabilities. Residents within SCUSD speak more than 48 languages; 38 percent of students speak a language other than English at home.

The overarching Equity, Access, and Social Justice Guiding Principle states "all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options." This Guiding Principle demands that data be used to transparently assess

students by name, by need, and by inequities and educational injustices suffered while in the care of the district.

This Guiding Principle and a Core Value statement which recognizes that "our system is inequitable by design" is the moral call to action for building on the district's foundation yet striving for continuous improvement to meet the needs of students. The district commits to reducing the academic opportunity gap by ensuring that all students have access to the opportunities, supports and the tools they need to be successful.

The district Strategic Plan promises a vision to the community that "every student is a responsible, productive citizen in a diverse and competitive world." The guiding concept of the Strategic Plan: "United for Equity. Committed to Excellence," reflects the need to focus every member of the community in order to achieve this vision. Core values of equity, achievement, integrity, and accountability guide the work around these four goals which are also the LCAP goals:

- College, Career and Life Ready Graduates
- Safe, Emotionally Healthy and Engaged Students
- Family and Community Empowerment
- Operational Excellence

LCAP Highlights

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

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

- **GOAL 1 - College, Career and Life Ready Graduates:** SCUSD will challenge and support all students to actively engage in rigorous and relevant curriculum that prepares them for college, career, and a fulfilling life, regardless of zip code, race/ethnicity, ability, language proficiency, and life circumstance. Goal 1 is the core of the district's mission: highly qualified teachers, California state standards implementation, supports and interventions to close the achievement and opportunity gap and improve outcomes for all student groups. Over 80% of the funds in the LCAP are found in Goal 1, making it the largest investment in the LCAP.
- **GOAL 2 - Safe, Emotionally Healthy and Engaged Students:** SCUSD will strive to provide students with a safe, physically and emotionally healthy learning environment. The actions in Goal 2 are structured to increase engagement of students with leadership opportunities, expanded learning, and extracurricular activities, and support them with increased access to health and mental health services.
- **GOAL 3 - Family and Community Empowerment:** SCUSD will build the capacity of parents and staff to support student achievement by providing education, tools to navigate the system, and relationship-building strategies. Included in Goal 3 are actions that provide increased access to bilingual staff, translated materials, and staff who are well-versed in effective models for parent engagement who will enable and develop parent leaders.
- **GOAL 4 - Operational Excellence:** SCUSD will be a service-focused organization, committed to serving students, families, staff and community efficiently and effectively.

The actions outlined in Goal 4 include deepened implementation of a robust data collection and reporting process so that impact on student achievement and district operations may be measured, and further development of standards and protocols for customer service districtwide.

Review of Performance

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

Greatest Progress

The release of the 2018 California School Dashboard indicated great progress made in the district's 2018 graduation rate. The district's performance overall increased from Orange to Green with a graduation rate of 85.9%. Nearly all student groups increased from their 2017 Dashboard rating. The district deployed an internal dashboard in 2017-18 to identify students at risk for not graduating; with the support of high school academic counselors provided options for credit recovery. The smaller district high schools each received a Blue performance level, and the five comprehensive high schools each received a Green performance level.

In 2018 districts received the first color performance rating on the Dashboard College/Career measure. SCUSD received a Green performance rating with 40% of graduates ranking as "Prepared." This is a 4.9% increase over the prior rating. Of the 1,080 graduates who were identified as Prepared, 949 met that status through the completion of a-g coursework plus one of the state's other criteria (SBAC assessment, AP exam results, or completion of a CTE pathway, for example). This status reflects district commitment to increasing a-g course completion, summative academic achievement in grade 11, and improved course coding. To improve institutional practice and customs and counteract inconsistencies found from site to site, counselors reviewed transcripts to monitor student progress, and ad-hoc reports were created to identify anomalies in enrollment, credit deficiencies, and other challenges. Students who were identified as "subject borderline" were prioritized for online credit recovery and other remediation efforts.

Other bright spots are shown in the Academic Achievement measure: English learners received a Yellow performance level in English Language Arts (previously Orange); Multiple race students received a Green performance level in both ELA and Mathematics (previously Orange for both); and Homeless students made small gains from a Red performance level in both ELA and Math to Orange.

SCUSD continues to demonstrate the value of communication with stakeholders. The district has launched interest-based newsletters on the budget, graduation task force, status of African-American students, and labor-management relations. A real-time Budget Dashboard provides transparent reports about actual expenditures. Stakeholders receive frequent, relevant communication in multiple modalities that inform about district initiatives, community-based partnerships, and progress to raise student achievement.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a

“Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Eligibility for Differentiated Assistance under the California System of Support is defined as two or more student groups receiving a red indicator on two or more state priorities on the California School Dashboard (Dashboard). Based on the review of student group performance on the 2018 Dashboard, SCUSD is identified as eligible for Differentiated Assistance for these student groups in these State Priorities/indicators:

Foster Youth: Academic Achievement in ELA and Math; Suspension; Chronic Absence;
College/Career

Students with Disabilities: Academic Achievement in ELA and Math; Graduation Rate;
College/Career

African-American: Academic Achievement in ELA and Math; Suspension; Chronic Absence

Homeless: Suspension; Chronic Absence

American Indian: Suspension; Chronic Absence

Pacific Islander: Academic Achievement in ELA and Math; Chronic Absence

Release of the first-ever Chronic Absence indicator pointed out a distinct need for improvement in this area. Five student groups received a Red rating and six received an Orange rating. The Differentiated Assistance work group decided to make improving Chronic Absence a top priority.

Amidst great progress in graduation and college/career readiness overall, several student groups still demonstrate needs. African American students' Graduation performance level moved from Orange to Yellow in 2018 but their College/Career performance level is Orange. Homeless students received an Orange indicator for both Graduation and College/Career. The Pacific Islander student group also received an Orange indicator for Graduation rate.

The academic achievement measures in English Language Arts (ELA) and Mathematics were flat for the third consecutive year. The district's placement on the five by five table in academics is Low and Maintained. Nine student groups received a Red or Orange performance level in both ELA and Math. A team of training specialists in English Language Arts/English Language Development (ELA/ELD) and Mathematics provide job-embedded coaching support and site-based professional learning for teachers. The implementation of new, aligned, curriculum for ELA/ELD is expected to improve progress for all students, but especially English learners. Significant investment of training on this new curriculum has been provided in 2018-19.

Although the state's English Learner Progress Indicator was temporarily suspended in 2018, in other measures the district's EL students show need. Only a small percentage of EL students demonstrates college readiness based on the completion of the a-g course sequence, and EL students received an Orange indicator for Graduation rate for the second consecutive year.

Suspension rate continues to be of concern. Overall there was no change in the district's suspension rate nor the color rating of Orange. Eight of 13 student groups received a Red or Orange, and five student groups reflected an increased suspension rate. A continued focus to address high Suspension Rates is exhibited by the multi-disciplinary team established to improve school climate and reduce the suspension rate for SCUSD students.

High need sites implement Restorative Practices and Positive Behavior Intervention Supports to reduce suspensions. District Equity Coaches share Social Emotional Learning competencies for both students and educators. Social workers and specialists deployed at school sites through the Student Support Services department provide mental health counseling and referrals for students whose behavior indicates significant needs. Student Support Services staff also provide training to staff on topics such as trauma-informed care, Mental Health First Aid, and suicide risk assessment.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

The release of the Fall 2018 Dashboard indicated areas in which performance gaps exist.

Graduation rate is a Green performance level for all students. A gap exists for students with disabilities, who received a Red performance level; and English learners, homeless students and Pacific Islanders, who received an Orange performance level. A similar performance gap exists in the College/Career Indicator rating which is Green for all students but Red for foster youth and students with disabilities, and Orange for African American and homeless student groups.

In the Academic Achievement measures, the performance gap appears in both English Language Arts and Mathematics between the White, Filipino and Multiple Race students who received a Green performance level and nine of the 13 other student groups who are identified with a Red or Orange performance level.

The other area in which performance gaps appear is Suspension rate. All students received an Orange performance level, but the Asian, English learner and White student groups received a Green performance level.

Continued efforts to use data to identify and reduce academic and discipline disparities within the system will seek to correct these gaps. The disparities in Graduation rate include several high-need student groups already identified for support through Differentiated Assistance, but English learners previously were not identified as a high-need student group. Greater use of internal systems that provide real-time data showing student's on-track status for graduation will help to pinpoint where an intervention will help a student to change course.

The Suspension and School Climate work team is established to review existing discipline policies in order to recommend improvements and increase consistency and coherence.