



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

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

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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.	Percent of Teachers Fully Credentialed 2019-20: 97%
Source: School Accountability Report Card	Percent of Certificated Employees Teaching Outside of Subject Area of Competence 2019-20: 0%
19-20 Maintain the number of fully credentialed certificated employees at 99%.	Source: School Accountability Report Cards (SARC)
Maintain teacher mis-assignment rate at less than 1 percent.	

Expected	Actual
<p>Baseline 2016-17: 1,594 certificated employees were credentialed correctly. (95%)</p> <p>2016-17: 20 of 1677 certificated employees were teaching outside subject area of competence. (1.2%)</p>	
<p>Metric/Indicator Pupils have access to standards-aligned instructional materials.</p> <p>Source: School Accountability Report Card; SCOE Williams inspection</p> <p>19-20 Maintain textbook sufficiency. For all schools inspected, no insufficiency.</p> <p>Baseline 100% of students have their own assigned textbook in all core curricular areas (textbook sufficiency).</p>	<p>2018-19: No insufficiency found (100% of students have access to instructional materials in core curricular areas)</p> <p>2019-20: No insufficiency found (100% of students have access to instructional materials in core curricular areas)</p> <p>Source: School Accountability Report Card (SARC)</p>
<p>Metric/Indicator 2016-17 Implementation of State Standards Survey</p> <p>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.</p> <p>Source: Local</p> <p>19-20</p>	

Expected	Actual																				
<p>Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:</p> <p>(1) Providing professional learning in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54%</p> <p>(2) Supporting sites in identifying areas of improvement in delivering instruction 50%</p> <p>(3) Providing CCSS aligned instructional materials in ELA, ELD, Mathematics, NGSS and Soc. Sci. 54%</p> <p>(4) Implementing academic standards in CTE, PE, Health, VAPA and World Language for all students 58%</p> <p>(5) Supporting teachers' professional learning needs 46%</p> <p>Baseline 2016-17 Baseline:</p> <p>Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:</p> <p>(1) Providing professional learning 24%</p> <p>(2) Supporting sites in identifying areas of improve in delivering instruction 20%</p> <p>(3) Providing CCSS aligned instructional materials 24%</p> <p>(4) Implementing academic standards for all students 28%</p> <p>(5) Supporting teachers' professional learning needs 16%</p>	<table><tr><th rowspan="2">Survey Area</th><th colspan="2">Percent of Responses*</th></tr><tr><th>Summer 2019</th><th>April 2020</th></tr><tr><td>Providing Professional Learning</td><td>25</td><td>24</td></tr><tr><td>Supporting Sites in Delivering Instruction</td><td>18</td><td>14</td></tr><tr><td>Providing Aligned Instructional Materials</td><td>40</td><td>38</td></tr><tr><td>Implementing Academic Standards</td><td>26</td><td>22</td></tr><tr><td>Supporting Teachers' Professional Learning</td><td>9</td><td>12</td></tr></table> <p>Source: Local Survey of Site and District Administrators <i>*Percent of Responses indicating either "Fully Implementing" or "Fully Implementing with Sustainability"</i> Summer 2019: 49 respondents Spring 2020: 49 respondents</p>	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
Survey Area	Percent of Responses*																				
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<p>Metric/Indicator Implementation of English Language Development (ELD) professional learningDuring 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 teachers with research-based ELD strategies and job-embedded coaching.</p> <p>Source: SCUSD Multilingual Literacy Department</p>	<p>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 teachers with research-based ELD strategies and job-embedded coaching.</p> <p>Source: SCUSD Multilingual Literacy Department</p>																				

Expected	Actual
<p>Source: Local</p> <p>19-20 New baseline for ELD professional learning will be established.</p> <p>Baseline 2016-17 Baseline:</p> <p>175 elementary school teachers and 34 secondary school teachers attended the summer ELD Professional Learning Institute.</p> <p>45 teachers participated in EL Master Plan professional learning</p>	
<p>Metric/Indicator Implementation of Next Generation Science Standards (NGSS) professional learning</p> <p>Source: Local</p> <p>19-20 300 teachers attend NGSS professional learning.</p> <p>Baseline 2016-17: 227 teachers attended NGSS professional learning.</p>	<p>2019-20: 1022 teacher contacts</p> <p>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.</p> <p>Source: SCUSD Curriculum and Instruction Department</p>
<p>Metric/Indicator Implementation of Visual and Performing Arts standards professional learning</p> <p>Source: Local</p> <p>19-20</p>	<p>2018-19: 140 Teachers</p> <p>2019-20: 10 Teachers</p> <p>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</p>

Expected	Actual														
<p>300 teachers attend VAPA professional learning.</p> <p>Baseline 2016-17: 202 teachers attended Visual and Performing Arts (VAPA) standards professional learning.</p>	<p>professional learning, and the closure of schools and in-person meetings due to COVID-19.</p> <p>Source: SCUSD Curriculum and Instruction Department</p>														
<p>Metric/Indicator Student achievement in grades 3-8 and 11 on standardized ELA assessments (CAASPP)</p> <p>Source: California School Dashboard; CAASPP.cde.ca.gov</p> <p>19-20 2018-19: CAASPP ELA Average distance from standard met/Level 3 (DF3):</p> <p>All: -7.4</p> <p>Continue to accelerate gap closure with the following targets for the lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: -21 • English Learner: -30 • Students with Disabilities: -73 • African American students: -40 • Hispanic/Latino students: -19 <p>Baseline 2015-16: CAASPP ELA Average distance from standard met/Level 3 (DF3)</p> <p>All: -28.4</p> <p>Status of lowest performing student groups:</p>	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP ELA Results for Grades 3-8 and 11</p> <table border="1"> <thead> <tr> <th>Student Group</th><th>Average Distance From Standard (DFS)</th></tr> </thead> <tbody> <tr> <td>All students</td><td>-21.5</td></tr> <tr> <td>Low Income Students</td><td>-43.9</td></tr> <tr> <td>English Learners</td><td>-58.0</td></tr> <tr> <td>Students with Disabilities</td><td>-100.5</td></tr> <tr> <td>African American students</td><td>-72.5</td></tr> <tr> <td>Hispanic/Latino students</td><td>-39.7</td></tr> </tbody> </table> <p>Source: California School Dashboard (CSD)</p>	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
Student Group	Average Distance From Standard (DFS)														
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Expected	Actual														
<ul style="list-style-type: none"> • Low Income: -49.1 • English Learner -55.1 • Students with Disabilities: -101.3 • African American: -69.2 • Hispanic/Latino: -47.6 															
<p>Metric/Indicator Student achievement in grades 3-8 and 11 on standardized Math assessments (CAASPP)</p> <p>Source: California School Dashboard; CAASPP.cde.ca.gov</p> <p>19-20 2018-19: CAASPP Math Average distance from standard met/Level 3 (DF3)</p> <p>All: -30.4</p> <p>Accelerate gap closure with the following targets for the lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: -39 • English Learner -38 • Students with Disabilities: -85 • African American: -65 • Hispanic/Latino: -40 <p>Baseline 2015-16: CAASPP Math Average distance from standard met/Level 3 (DF3)</p> <p>All: -45.4</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none"> • Low Income: -66.1 	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP Math Results for Grades 3-8 and 11</p> <table border="1"> <thead> <tr> <th>Student Group</th><th>Average Distance From Standard (DFS)</th></tr> </thead> <tbody> <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> </tbody> </table> <p>Source: California School Dashboard (CSD)</p>	Student Group	Average Distance From Standard (DFS)	All students	-48.8	Low Income Students	-70.5	English Learners	-75.1	Students with Disabilities	-129.1	African American students	-107	Hispanic/Latino students	-69.8
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Expected	Actual																															
<ul style="list-style-type: none">English Learner -65Students with Disabilities: -119.4African American: -92.6Hispanic/Latino: -66.9																																
<p>Metric/Indicator Percent of graduates who have completed A-G (college ready) courses</p> <p>Source: CDE DataQuest</p> <p>19-20 Increase by 5 percent until 55% is reached.</p> <p>Increase for Students with Disabilities by 3% a year.</p> <p>Baseline 2015-16: 43.0 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none">Low Income: 39.2%English Learner: 9.8%Students with Disabilities: 5%African American 34.9%Hispanic/Latino 36.6%	<p>Graduates meeting UC/CSU Requirements (Four Year Adjusted Cohort Outcome)</p> <table><tr><th rowspan="2">Student Group</th><th colspan="3">Percent of Group Completing</th></tr><tr><th>2017-18</th><th>2018-19</th><th>2019-20</th></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> <p>Source: CDE Dataquest (Does not include charter schools)</p>	Student Group	Percent of Group Completing			2017-18	2018-19	2019-20	All students	51.1	50.7	54	Low Income Students	46.5	46.1	50.3	English Learners	35.5	35.9	37.7	Students with Disabilities	10	11.8	17.6	African American students	29	32.5	36.5	Hispanic/Latino students	42	41.9	45.5
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<p>Metric/Indicator Percent of students passing an Advanced Placement (AP) exam (3+)</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Increase by 2 percent until 65% is reached.</p>																																

Expected	Actual																															
<p>Baseline 2015-16: 59.7 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none">• Low Income: 52%• English Learner: 44.4%• Students with Disabilities: 20%• African American 39.3%• Hispanic/Latino 57.9%	<p>Advanced Placement (AP) Exams: Percent of 10-12th grade students passing at least one exam with a score of 3+</p> <table><tr><th rowspan="2">Student Group</th><th colspan="3">Percent of Student Group</th></tr><tr><th>2017-18</th><th>2018-19</th><th>2019-20</th></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> <p>Source: SCUSD Internal CALPADS Analysis</p>	Student Group	Percent of Student Group			2017-18	2018-19	2019-20	All students	10.8	10.6	5.7	Low Income Students	8.5	8.0	4.2	English Learners	3.1	4.4	2.1	Students with Disabilities	0.5	0.4	0.7	African American students	2.3	2.4	1.6	Hispanic/Latino students	9.9	8.9	4.4
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<p>Metric/Indicator Percent of students demonstrating college readiness on standardized ELA assessment (CAASPP grade 11 "Exceeded")</p> <p>Source: CAASPP.cde.ca.gov</p> <p>19-20 Increase by 2 percent for both Ready and Conditionally Ready</p> <p>Baseline 2015-16: 19.0 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none">• Low Income: 15%• English Learner: 1%• Students with Disabilities: 2%• African American 9%• Hispanic/Latino 10%	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP ELA Results: Percent of 11th Grade Students Exceeding Standard</p> <table><tr><th>Student Group</th><th>Percent</th></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> <p>Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)</p>	Student Group	Percent	All students	21.0	Low Income Students	15.3	English Learners	0	Students with Disabilities	2.3	African American students	7.7	Hispanic/Latino students	15.1																	
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<p>Metric/Indicator Percent of students demonstrating college readiness on standardized Math assessment (CAASPP grade 11 "Exceeded")</p> <p>Source: CAASPP.cde.ca.gov</p> <p>19-20 Increase by 2 percent</p> <p>Baseline 2015-16: 8.0 percent</p> <p>Status of lowest performing student groups:</p> <ul style="list-style-type: none">• Low Income: 6%• English Learner: 2%• Students with Disabilities: 1%• African American 2%• Hispanic/Latino 3%	<p>Due to the COVID-19 Pandemic, the CAASPP was not administered in 2019-20. Results for 2018-19 are provided below.</p> <p>2018-19 CAASPP Math Results: Percent of 11th Grade Students Exceeding Standard</p> <table><tr><th>Student Group</th><th>Percent</th></tr><tr><td>All students</td><td>10.3</td></tr><tr><td>Low Income Students</td><td>6.1</td></tr><tr><td>English Learners</td><td>1.4</td></tr><tr><td>Students with Disabilities</td><td>0.5</td></tr><tr><td>African American students</td><td>1.6</td></tr><tr><td>Hispanic/Latino students</td><td>5.3</td></tr></table> <p>Source: CAASPP Test Results Site (caaspp-elpac.cde.ca.gov/caaspp/)</p>	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																	
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<p>Metric/Indicator Cohort graduation rate</p> <p>Source: CDE DataQuest</p> <p>19-20 Increase by 2.5% a year until 90% or greater rates are achieved for all student groups.</p> <p>Increase graduation rate for SWD by 3% a year until it reaches parity with all student groups.</p> <p>Baseline 2015-16: 81.4 percent</p> <p>Status of lowest performing student groups:</p>	<p>Cohort Graduation Rates for 2017-18 to 2019-20</p> <table><tr><th rowspan="2">Student Group</th><th colspan="3">Percent</th></tr><tr><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>All students</td><td>86.3</td><td>85.7</td><td>87.3</td></tr><tr><td>Low Income Students</td><td>85.6</td><td>84.7</td><td>86.1</td></tr><tr><td>English Learners</td><td>77.5</td><td>81.2</td><td>75.8</td></tr><tr><td>Students with Disabilities</td><td>65.1</td><td>66</td><td>70.4</td></tr><tr><td>African American students</td><td>77.7</td><td>77.1</td><td>82.4</td></tr><tr><td>Hispanic/Latino students</td><td>85.4</td><td>84.2</td><td>84.6</td></tr></table> <p>Source: California School Dashboard (CSD)</p> <p>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.</p>	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
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Expected	Actual
<ul style="list-style-type: none"> • Low Income: 79.2% • English Learner: 73.8% • Students with Disabilities: 57.3% • African American 72.3% • Hispanic/Latino 77.8% 	
<p>Metric/Indicator Percent of International Baccalaureate (IB) students receiving IB diplomas</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Increase by 2 percent</p> <p>Baseline 2015-16: 6.4% percent</p>	<p>Percent of IB Diploma Program candidates that completed the full IB Diploma</p> <p>2017-18: 1.8% 2018-19: 3.3% 2019-20: 7.5%</p> <p>Source: School Site Reporting of Outcomes</p>
<p>Metric/Indicator Percent of English Learner students making progress (ELPI)</p> <p>Source: California School Dashboard</p> <p>CELDT/ELPAC Progress</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Increase in progress toward English proficiency as measured by ELPAC:</p> <p>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.)</p>	<p>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.</p>

Expected	Actual												
<p>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)</p> <p>Baseline Spring 2017 California School Dashboard:</p> <p>Status: Low (63.7%) Change: Maintained (-0.8%)</p> <p>2016-17 % of EL students making annual progress as measured by CELDT: 53%</p>	<p>2018-19 English Language Proficiency Assessments for California (ELPAC) Results</p> <table border="1" data-bbox="1066 285 1923 587"> <thead> <tr> <th>Testing Result</th><th>Percent of English Learners Tested</th></tr> </thead> <tbody> <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> </tbody> </table> <p>Source: California School Dashboard (CSD)</p> <p>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.</p>	Testing Result	Percent of English Learners Tested	Decreased at least one Level	18.5	Maintained Level 1, 2L, 2H, 3L, 3H	37.4	Maintained Level 4	3.4	Progressed at least one Level	40.6	Made Annual Progress*	44.1
Testing Result	Percent of English Learners Tested												
Decreased at least one Level	18.5												
Maintained Level 1, 2L, 2H, 3L, 3H	37.4												
Maintained Level 4	3.4												
Progressed at least one Level	40.6												
Made Annual Progress*	44.1												
<p>Metric/Indicator Percent of English Learner students reclassified</p> <p>Source: CDE DataQuest</p> <p>19-20 Increase by 1.5 percent</p> <p>Baseline 2016-17: 11.2 percent</p>	<p>Note: Baseline reported in 2016-17 included charter school reclassification date.</p> <p>Data excluding charter schools: 2017-18: 12.6% 2018-19: 9.5% 2019-20: 10.3%</p> <p>Source: Reclassification Data from the California Department of Education (CDE)</p>												
<p>Metric/Indicator Enrollment in 9th - 12th grade Linked Learning Pathways / Career Academies</p> <p>Source: SCUSD Internal analysis</p>													

Expected	Actual																							
<p>19-20 Maintain a threshold of 35%.</p> <p>Baseline 2015-16: 34.1 percent</p>	<p>Percentage of 9-12th grade students enrolled in Career Technical Education (CTE) (Linked Learning Pathways/Career Academies)</p> <table><tr><th rowspan="2">Student Group</th><th colspan="2">Percent of Group</th></tr><tr><th>2018-19</th><th>2019-20</th></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> <p>Source: SCUSD Internal CALPADs Analysis</p>	Student Group	Percent of Group		2018-19	2019-20	All students	20.8	23.3	Low Income Students	20.6	23.5	English Learners	19.3	19.8	Students with Disabilities	16.8	19.3	African American students	20.2	24.2	Hispanic/Latino students	22.0	24.7
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<p>Metric/Indicator Implementation of Ethnic Studies curriculum</p> <p>Source: Local</p> <p>19-20 Full implementation as a semester-long graduation requirement</p> <p>Baseline 2016-17: Pilot curriculum at C.K. McClatchy, Luther Burbank, and George Washington Carver High Schools</p>	<p>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.</p> <p>Source: SCUSD Graduation Requirements</p>																							
<p>Metric/Indicator Students have access to a broad course of study.</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Maintain course access at 100%</p> <p>Baseline 2016-17: 100% of students have access to a broad course of study</p>	<p>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.</p> <p>All students have access to the district's basic, broad course of study.</p> <p>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,</p>																							

Expected	Actual																																																																				
	<p>broad course of study, this equal access is not manifesting in students equitably accessing advanced coursework or attaining key college preparedness indicators.</p> <p>Source: SCUSD Local Indicator Data on California School Dashboard (CSD)</p>																																																																				
<p>Metric/Indicator Participation in Advanced Learning Opportunities</p> <p>Source: SCUSD Internal analysis</p> <p>19-20 Monitor GATE identification for representation of all student groups.</p> <p>Baseline 2016-17: Elementary GATE participation rate 13.2 percent</p> <p>2016-7: Middle School GATE participation rate 31.7 percent</p>	<p>Pending</p> <table><tr><th colspan="4">Demographics of Students newly identified as GATE in First 90 Days</th></tr><tr><th colspan="4">Percent of group of all 1st graders and of newly identified students</th></tr><tr><th>Student Group</th><th colspan="2">2018-19</th><th>2019-20</th></tr><tr><th></th><th>% of All 1st</th><th>% of IDs</th><th>% of All 1st</th></tr><tr><td>Total Cohort</td><td>3591</td><td>454</td><td></td></tr><tr><td>English Learners</td><td>21.2</td><td>11.2</td><td></td></tr><tr><td>Foster Youth</td><td>0.3</td><td>0.0</td><td></td></tr><tr><td>Homeless Youth</td><td>0.7</td><td>0.0</td><td></td></tr><tr><td>Socioeconomically Disadvantaged</td><td>69.0</td><td>43.2</td><td></td></tr><tr><td>Students with Disabilities</td><td>14.3</td><td>6.8</td><td></td></tr><tr><td>African American</td><td>13.8</td><td>2.9</td><td></td></tr><tr><td>American Indian or Alaska Native</td><td>0.7</td><td>0.7</td><td></td></tr><tr><td>Asian</td><td>18.7</td><td>23.1</td><td></td></tr><tr><td>Hispanic/Latino</td><td>39.9</td><td>24.7</td><td></td></tr><tr><td>Native Hawaiian or Pacific Islander</td><td>2.1</td><td>1.1</td><td></td></tr><tr><td>White</td><td>17.3</td><td>34.1</td><td></td></tr><tr><td>Two or More Races</td><td>7.6</td><td>13.4</td><td></td></tr></table> <p>Source: Advanced Learning Department</p>	Demographics of Students newly identified as GATE in First 90 Days				Percent of group of all 1 st graders and of newly identified students				Student Group	2018-19		2019-20		% of All 1 st	% of IDs	% of All 1 st	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	
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<p>Metric/Indicator Expansion of Gifted and Talented Education professional learning</p> <p>Source: Local</p>	<p>Due to competing professional learning demands, no teachers were enrolled in GATE certificate classes during the 2019-20 school year. Teachers were provided ongoing, on-site support by the GATE Training Specialist to sustain and improve program offerings.</p>																																																																				

Expected	Actual									
<p>19-20 Maintain enrollment in GATE certificate classes at 20.</p> <p>Baseline 2016-17: 33 teachers completes the GATE professional learning sequence</p>	<p>Source: SCUSD Curriculum and Instruction Department</p>									
<p>Metric/Indicator Graduation On Track: N and % of high school students moved from off-track to on-track by the end of Semester 1.</p> <p>Source: PTAI (local)</p> <p>19-20 Establish goal based on baseline</p> <p>Baseline Establish baseline in 2018-19</p>	<p>Number and Percent of high school students moved from Off-Track to On-Track for Graduation by the end of the first semester</p> <table><tr><th>Year</th><th>Number</th><th>Percent</th></tr><tr><td>2018-19</td><td>1427/4171</td><td>34.2</td></tr><tr><td>2019-20</td><td>1722/4938</td><td>34.9</td></tr></table> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>	Year	Number	Percent	2018-19	1427/4171	34.2	2019-20	1722/4938	34.9
Year	Number	Percent								
2018-19	1427/4171	34.2								
2019-20	1722/4938	34.9								
<p>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.</p> <p>Source: PTAI (local)</p> <p>19-20 Establish goal based on baseline</p> <p>Baseline Establish baseline in 2018-19</p>	<p>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</p> <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> <p>Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))</p>	Year	Number	Percent	2018-19	524/1953	26.8	2019-20	644/1952	33
Year	Number	Percent								
2018-19	524/1953	26.8								
2019-20	644/1952	33								

Expected	Actual
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
<p>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 above formula at selected high-need sites. Maintain professional learning through collaborative time.</p> <p>At Title I schools, intervention services are provided to our most academically-challenged students.</p>	<p>Classroom teachers; classified staff; basic facilities costs; instructional supplies.</p> <p>1000-4000 LCFF \$261,874,148</p> <p>Maintain class size reduction to 24:1 in K-3, additional CSR in targeted classrooms, and professional learning through collaborative time. 1000-4000 Suppl/Con \$35,994,995</p> <p>Intervention and school initiatives 1000-6000 Title I \$2,914,000</p>	<p>1000-4000 LCFF \$261,173,682</p> <p>1000-4000 Suppl/Con \$38,329,452</p> <p>1000-4000 Title I \$6,389,135</p>
<p>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,</p>	<p>1000-3000 Suppl/Con \$799,477</p> <p>1000-3000 Title I \$2,753,255</p> <p>1000-3000 Title II \$859,018</p> <p>1000-3000 Title III \$509,308</p>	<p>1000-3000 Suppl/Con \$536,503</p> <p>1000-3000 Title I \$2,111,634</p> <p>1000-3000 Title II \$897,947</p> <p>1000-3000 Title III \$499,931</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Visual and Performing Arts, Social Science, Physical Education and Health; and professional learning for Special Education.	1000-3000 Suppl/Con EL \$107,249	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.	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	1000-4000 Grant \$11,262,183
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.	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 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
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.	1000-3000 LCFF \$19,273,093 1000-3000 LCFF \$321,968	1000-3000 LCFF \$17,145,952 1000-3000 LCFF \$320,903
Site capacity assessment tool will be validated and 100% of schools will have participated in the survey during 2019-20.		
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.	1000-3000 LCFF \$762,567 1000-3000 Suppl/Con \$5,633,929	1000-3000 LCFF \$804,542 1000-3000 Suppl/Con \$5,960,083

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>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.</p>	<p>Master Schedule Director, Professional Learning, Credit Recovery Programming 1000-6000 Suppl/Con \$815,870</p>	<p>1000-6000 Suppl/Con \$479,512</p>
<p>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.</p> <p>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.</p>	<p>1000-4000 Suppl/Con \$2,941,941 Strong Workforce Grant 1000-7000 Grant \$83,057</p>	<p>1000-4000 Suppl/Con \$2,351,144 1000-7000 Grant \$14,308 Perkins Grant 1000-7000 Grant \$382,133</p>
<p>No funding is anticipated for the 2019-20 year. Grant funds were intended to be exhausted by 2018-19.</p>	<p>\$0</p>	<p>N/A</p>
<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. Action is modified by the addition of the TUPE grant.</p>	<p>1000-4000 Suppl/Con \$435,230 1000-4000 Title I \$180,993 TUPE Grant 1000-4000 Grant \$973,160</p>	<p>1000-4000 Suppl/Con \$382,106 1000-4000 Title I \$152,729 1000-4000 Grant \$405,235</p>
<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</p>	<p>1000-4000 Suppl/Con \$7,535</p>	<p>1000-4000 Suppl/Con \$7,486</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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 EL \$367,432 1000-3000 Title I \$152,845 1000-4000 Title III \$927,554	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
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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Intervention Supports such as Resource Teachers 	1000-4000 Suppl/Con \$2,800,000	1000-5000 Suppl/Con \$1,421,553 1000-5000 Suppl/Con EL \$573,944

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Instructional Assistants 		
<p>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:</p> <ul style="list-style-type: none"> 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
<p>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:</p> <ul style="list-style-type: none"> 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 modifications as needed, especially for low income, English learner, foster youth and homeless students	1000-3000 Suppl/Con \$3,971,800	1000-3000 Suppl/Con \$4,093,105
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-	1000-4000 Suppl/Con \$1,129,983	1000-4000 Suppl/Con \$1,277,462

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
site as well as online teachers whom they can access remotely via the internet.		
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 successfully 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
<p>Metric/Indicator Well maintained school campuses</p> <p>Source(s): School Accountability Report Card</p> <p>19-20 Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%.</p> <p>Maintain one plant manager and at least 16 hours of custodial time at each school.</p>	<p>Facilities Inspection Tool (FIT) Results:</p> <p>97% of school sites met or exceeded the 'Good Repair' standard in Spring 2019 inspections. (2 sites did not meet the 'Good Repair' standard)</p> <p>Percent of school sites with assigned Plant Manager: 2019-20: 100%</p> <p>Percent of school sites that meet the minimum threshold for weekly custodial time (12 hours): 2019-20: 100%</p> <p>Source: SCUSD Facilities Services Department</p>

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

Expected

Foster Youth: 21.6%

Homeless: 30.5%

African American: 18.5%

Hispanic/Latino: 13.1%

Actual**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																																																											
<p>Metric/Indicator Suspension rate</p> <p>Source: SCUSD midyear analysis</p> <p>19-20 Monitor suspension rate monthly.</p> <p>Lower suspension rate for all to 2.1%</p> <p>Continue to lower suspension rate for disproportionately affected student groups: African American Hispanic Foster Student with Disabilities</p> <p>Baseline 2016-17: Mid year 3.8%</p> <p>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%</p> <p>African American: 10.0% Asian: 0.7% Hispanic: 3.5% White: 2.1%</p>	<p>Suspension Rates for 2018-19 and 2019-20</p> <table><tr><th rowspan="2">Student Group</th><th colspan="4">Suspension Rate</th></tr><tr><th>2018-19 Mid-Year</th><th>2018-19 Final</th><th>2019-20 Mid-Year</th><th>2019-20 Final</th></tr><tr><td>All students</td><td>3.8</td><td>5.6</td><td>3.1</td><td>3.7</td></tr><tr><td>Low Income Students</td><td>4.6</td><td>6.8</td><td>3.7</td><td>4.5</td></tr><tr><td>English Learners</td><td>3.2</td><td>3.7</td><td>2.1</td><td>2.3</td></tr><tr><td>Students with Disabilities</td><td>7.2</td><td>10</td><td>5.6</td><td>6.7</td></tr><tr><td>Foster Youth</td><td>14.2</td><td>21.2</td><td>9.9</td><td>13.5</td></tr><tr><td>Homeless Youth</td><td>8.5</td><td>12.2</td><td>5.2</td><td>6.4</td></tr><tr><td>African American students</td><td>10.1</td><td>14.6</td><td>8.1</td><td>10.3</td></tr><tr><td>Asian students</td><td>1.2</td><td>1.6</td><td>0.8</td><td>1.0</td></tr><tr><td>Hispanic/Latino students</td><td>3.5</td><td>5.4</td><td>2.7</td><td>3.3</td></tr><tr><td>White students</td><td>2.0</td><td>2.9</td><td>1.8</td><td>2.1</td></tr></table> <p>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</p>	Student Group	Suspension Rate				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
Student Group	Suspension Rate																																																											
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<p>Metric/Indicator Drop out rate</p>	<p>Middle School Drop-Out Rate:</p> <p>2017-18: 0.2%</p>																																																											

Expected	Actual																																															
<p>Source: CDE DataQuest</p> <p>19-20 Drop out rate will decrease to 9.4% for all, 9.7% for Low income, 11.3% for EL.</p> <p>Maintain a middle school drop out rate of less than 1 percent.</p> <p>Baseline 2015-16: 10.9%</p> <p>Status of Specific Student Groups: Low Income: 12.2% English Learners: 13.3% Students with Disabilities: 18% Foster Youth: n/a Homeless: n/a</p> <p>African American: 19% Asian: 5.2% Hispanic: 10.9% White: 9.8%</p> <p>Middle school drop out rate: less than 1 percent</p>	<p>2018-19: 0.1% 2019-20: 0.06%</p> <p>Source: SCUSD Internal Analysis</p> <div><p>High School Drop Out Rate</p><table><tr><th rowspan="2">Student Group</th><th colspan="3">Dropout Rate of Group</th></tr><tr><th>2017-18</th><th>2018-19</th><th>2019-20</th></tr><tr><td>All students</td><td>8.9</td><td>7.6</td><td>6.2</td></tr><tr><td>Low Income Students</td><td>10</td><td>8.4</td><td>6.9</td></tr><tr><td>English Learners</td><td>13.9</td><td>10</td><td>13</td></tr><tr><td>Students with Disabilities</td><td>14.5</td><td>10.3</td><td>7.8</td></tr><tr><td>Foster Youth</td><td>26.3</td><td>37.5</td><td>16.7</td></tr><tr><td>Homeless Youth</td><td>25.5</td><td>22.8</td><td>22.1</td></tr><tr><td>African American students</td><td>14.8</td><td>14.6</td><td>9.7</td></tr><tr><td>Asian students</td><td>3.3</td><td>4.4</td><td>2.5</td></tr><tr><td>Hispanic/Latino students</td><td>10.1</td><td>7.4</td><td>7.6</td></tr><tr><td>White students</td><td>6.7</td><td>6.1</td><td>2.6</td></tr></table><p>Source: California Department of Education (CDE) Dataquest Note: Data does not include charter school outcomes</p></div>	Student Group	Dropout Rate of Group			2017-18	2018-19	2019-20	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
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<p>Metric/Indicator Expulsion rate</p> <p>Source: CDE DataQuest</p> <p>19-20 Maintain low expulsion rate (less than 0.1 percent)</p> <p>Baseline</p>	<p>Expulsion Rate:</p> <p>2017-18: 0.03% 2018-19: 0.04% 2019-20: 0.01%</p> <p>Source: California Department of Education (CDE) Dataquest</p>																																															

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%	<p>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.</p> <p>2019-20 Total Respondents: Students: 17,506 Parents/Guardians: 1,922 Staff: 1,118</p> <table><tr><th rowspan="3">Group</th><th colspan="4">Percent Positive Responses</th></tr><tr><th colspan="2">Safety</th><th colspan="2">Belongingness</th></tr><tr><th>18-19</th><th>19-20</th><th>18-19</th><th>19-20</th></tr><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></table> <p>Source: Local School Climate Survey</p>	Group	Percent Positive Responses				Safety		Belongingness		18-19	19-20	18-19	19-20	All Students (3 rd -12 th)	63.8	62.5	65.8	65.3	Elementary	61.0	61.2	68.3	68.8	K-8	61.3	60.0	61.8	63.1	Middle School	67.2	65.6	67.6	66.4	High School (Large)	63.0	60.5	60.2	57.2	High School (Small)	73.7	72.0	68.1	68.2	Staff	61.2	51.2	73.3	65.6	Families	85.0	81.7	84.6	80.0
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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 <table><tr><th rowspan="2">Grade Span</th><th colspan="2">2018-19</th><th colspan="2">2019-20</th></tr><tr><th>N</th><th>%</th><th>N</th><th>%</th></tr><tr><td>Elementary School</td><td>8593</td><td>64.2</td><td>8960</td><td>58.6</td></tr><tr><td>Middle School</td><td>2757</td><td>64.5</td><td>2561</td><td>52.5</td></tr><tr><td>High School</td><td>6098</td><td>73.9</td><td>5792</td><td>48.2</td></tr></table> Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))	Grade Span	2018-19		2019-20		N	%	N	%	Elementary School	8593	64.2	8960	58.6	Middle School	2757	64.5	2561	52.5	High School	6098	73.9	5792	48.2
Grade Span	2018-19		2019-20																						
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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 <table><tr><th rowspan="2">Grade Span</th><th colspan="2">2018-2019</th><th colspan="2">2019-20</th></tr><tr><th>N</th><th>%</th><th>N</th><th>%</th></tr><tr><td>Elementary School</td><td>8661</td><td>3.1</td><td>10148</td><td>21.4</td></tr><tr><td>Middle School</td><td>2669</td><td>2.7</td><td>2715</td><td>25.5</td></tr><tr><td>High School</td><td>5532</td><td>2.3</td><td>4429</td><td>30</td></tr></table> Source: SCUSD Internal Data System (Performance and Targeted Action Index (PTAI))	Grade Span	2018-2019		2019-20		N	%	N	%	Elementary School	8661	3.1	10148	21.4	Middle School	2669	2.7	2715	25.5	High School	5532	2.3	4429	30
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High School	5532	2.3	4429	30																					

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><th rowspan="2">Grade Span</th><th colspan="2">2018-2019</th><th colspan="2">2019-20*</th></tr><tr><th>N</th><th>%</th><th>N</th><th>%</th></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))	Grade Span	2018-2019		2019-20*		N	%	N	%	K-6	363/733	49.5	213/442	44.4	7-8	213/496	42.9	173/406	42.6	9-12	270/765	35.3	182/430	42.3
Grade Span	2018-2019		2019-20*																						
	N	%	N	%																					
K-6	363/733	49.5	213/442	44.4																					
7-8	213/496	42.9	173/406	42.6																					
9-12	270/765	35.3	182/430	42.3																					

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: <ul style="list-style-type: none"> voluntary professional learning for staff; 	1000-4000 Suppl/Con \$271,000	1000-4000 Suppl/Con \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> 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
<p>Action is modified to include stipends for Secondary School Leadership.</p> <p>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.</p> <p>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.</p>	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
<p>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.</p> <p>Budgeted expenditures include:</p> <ul style="list-style-type: none"> 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
<p>Implement a comprehensive program to increase attendance and decrease chronic absenteeism. The program ("Be Here") consists of four major activities:</p> <ul style="list-style-type: none"> • 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 <p>All SCUSD schools will receive universal support, and the 21 schools with the highest rate of chronic absence will receive strategic and intensive services.</p> <p>Action is modified to reflect the district enrollment staff (added in Year 2) moved to Goal 3.</p>	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
<p>opportunities are hands-on, engaging, student-centered, results-driven, and complement learning activities in the regular school day/year.</p> <p>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.</p>	1000-4000 Title I \$449,711	1000-4000 Title I \$464,751
<p>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.</p> <p>Services provided include: Information and referral; clinical consultation; case management; attendance intervention and support; individual and family counseling; crisis intervention; health insurance enrollment.</p>	<p>1000-4000 Suppl/Con \$131,923</p> <p>Medi-Cal: Kaiser: Learning Communities for School Success: 1000-4000 Grant \$161,645 1000-4000 Title I \$153,240</p>	<p>1000-4000 Suppl/Con \$152,651 1000-4000 Grant \$131,110</p> <p>1000-4000 Title I \$67,195</p>
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.	<p>1000-4000 Suppl/Con \$360,000 1000-4000 Grant \$2,096,760</p>	<p>1000-4000 Suppl/Con \$143,046 1000-4000 Grant \$1,546,632</p>
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
<p>reflected in the Single Plan for Student Achievement (SPSA), in service of local decision making to support Action 2.1 and 2.2:</p> <ul style="list-style-type: none"> • 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 		<p>1000-5000 Suppl/Con EL \$104,663</p>
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.	<p>Music, Instructional Technology support, and other classroom equipment refresh 1000-6000 Suppl/Con \$500,000</p> <p>Elementary Athletics 1000-5000 Suppl/Con \$358,000</p> <p>College/Business Visits 1000-5000 Suppl/Con \$250,000</p> <p>Needs-based scholarships for experiential learning 1000-5000 Suppl/Con \$100,000</p> <p>Student Clubs 1000-4000 Suppl/Con \$50,000</p>	<p>1000-6000 Suppl/Con \$660,339</p> <p>1000-5000 Suppl/Con \$324,340</p> <p>1000-5000 Suppl/Con \$10,661</p> <p>1000-5000 Suppl/Con \$0</p> <p>1000-4000 Suppl/Con \$0</p>
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 (EIS) 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 EIS 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 EIS 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	School Sites Properly Composed: 2019-20: 61% (45/74)
Source: Local	School Sites Receiving Training: 2019-20: 5 in-person SSC training conducted.
19-20 Maintain the number of School Site Councils with proper composition at 100%.	Additionally, an SSC training webinar was developed and made accessible to all school sites.
Provide training for the School Site Councils that did not receive training in 2018-19, thus reaching 100% of district schools.	

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

Expected	Actual
<p>19-20 Increase the average attendance by 5%</p> <p>Baseline 2015-16 CAC attendance averaged 20 per meeting.</p> <p>2016-17 CAC attendance at meetings and workshops averaged 22.5 per event.</p>	<p>Source: SCUSD Special Education Department</p>
<p>Metric/Indicator Build relationships and improve home-school communication with the number of Parent-Teacher home visits per year</p> <p>Source: Parent-Teacher Home Visit mid-year report</p> <p>19-20 Increase home visits by 10%</p> <p>Baseline 2016-17: 3,791 home visits</p>	<p>2019-20: 971 Home Visits through March 2020</p> <p>Source: SCUSD Family and Community Engagement Department</p> <p>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.</p>
<p>Metric/Indicator Build parent capacity to support their student academically with school site participation in the Academic Parent Teacher Team (APTT) model</p> <p>Source: Parent-Teacher Home Visit mid-year report</p> <p>19-20 Maintain the number of schools participating at 13</p> <p>Baseline 2016-17: 13 schools are participating</p>	<p>2017-18: 13 schools</p> <p>2018-19: 10 schools</p> <p>2019-20: 9 schools</p> <p>Source: SCUSD Family and Community Engagement Department</p>
<p>Metric/Indicator Build understanding of the school system and current topics in education with the Parent Leadership Pathway workshop series</p>	<p>Number of Participating School Sites:</p> <p>2017-18: 28</p> <p>2018-19: 21</p> <p>2019-20: 9</p>

Expected	Actual
<p>Source: Local</p> <p>19-20 Maintain participating sites at 28</p> <p>Increase attendance to 2,800</p> <p>Baseline 2016-17: 25 sites</p> <p>Session attendance: 2,500 participant sign-ins</p>	<p>Total Attendance at Parent Leadership Pathway Workshop (PLPW) Events: 2017-18: 2872 2018-19: 2114 2019-20: 992 (Through 2.25.20)</p> <p>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.</p> <p>Source: SCUSD Family and Community Engagement Department</p>
<p>Metric/Indicator Participation of English learner parents in the Parent Leadership Pathway</p> <p>Source: Local</p> <p>19-20 Maintain 75% English learner parent participation</p> <p>Baseline 2016-17: 67.1%</p>	<p>2017-18: 58%</p> <p>2018-19: 51%</p> <p>2019-20: 46% (Through March 2020)</p> <p>Source: SCUSD Family and Community Engagement Department</p>

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.	<p>2000-3000 Suppl/Con \$143,061</p> <p>2000-3000 Title I \$140,177</p> <p>2000-3000 Suppl/Con EL \$47,687</p>	<p>2000-3000 Suppl/Con \$143,119</p> <p>2000-3000 Title I \$148,291</p> <p>2000-3000 Suppl/Con EL \$47,132</p>

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: <ul style="list-style-type: none"> 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
<p>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:</p> <ul style="list-style-type: none"> 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	<p>1000-5000 Suppl/Con EL \$6,339</p> <p>1000-5000 Suppl/Con \$3,342</p>
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
<p>19-20 Maintain on-time submission</p> <p>Baseline On time submission of district level data to CalPADS and CRDC</p>	
<p>Metric/Indicator Infinite Campus (Student Information System) usage</p> <p>Source: Local</p> <p>19-20 Increase number of Infinite Campus accounts by 10%</p> <p>Baseline Report number of students whose families have Infinite Campus accounts. (Baseline 2016-17: 5,700 midyear)</p>	<p>Number of Students with at least 1 parent with an Infinite Campus Account:</p> <p>2017-18 Mid-Year: 5,398 2018-19 Mid-Year: 6,318 2019-20 Mid-Year: 12,651*</p> <p>*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.</p> <p>Source: SCUSD Internal Analysis (Technology Services Department)</p>
<p>Metric/Indicator Customer service measurement tool: Complaints and resolution</p> <p>Source: Local</p> <p>19-20 Improve by 10% annually</p> <p>Baseline Develop customer service measurement tools</p>	

Expected	Actual																		
	<div><p>Number of Complaints Received by the Constituent Services Office Per Quarter:</p><table><tr><th>Quarter</th><th>2018-19</th><th>2019-20</th></tr><tr><td>July-September</td><td>418</td><td>391</td></tr><tr><td>October – December</td><td>368</td><td>347</td></tr><tr><td>January – March</td><td>237</td><td>274</td></tr><tr><td>April - June</td><td>328</td><td>179</td></tr><tr><td>Total</td><td>1351</td><td>1191</td></tr></table></div> <div><p>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.</p><p>Note: Quarterly numbers reported represent total Constituent Services Office contacts. Contacts include official complaints and related interactions/comments.</p><p>Source: SCUSD Student Hearing and Placement Department</p></div>	Quarter	2018-19	2019-20	July-September	418	391	October – December	368	347	January – March	237	274	April - June	328	179	Total	1351	1191
Quarter	2018-19	2019-20																	
July-September	418	391																	
October – December	368	347																	
January – March	237	274																	
April - June	328	179																	
Total	1351	1191																	
<p>Metric/Indicator Annual evaluation report</p> <p>Source: Local</p> <p>19-20 Planning year</p> <p>Baseline</p>	<p>This metric was not utilized as planned and no specific baseline or methodology was confirmed in 2019-20.</p> <p>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</p>																		

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.	Illuminate 5000-5999: Services And Other Operating Expenditures Suppl/Con \$228,642	5000-5999: Services And Other Operating Expenditures LCFF \$241,840
Prepare to identify how programs, staffing levels, instructional supports have impact.	Tableau 5000-5999: Services And Other Operating Expenditures Suppl/Con \$35,956	5000-5999: Services And Other Operating Expenditures LCFF \$35,956
Illuminate Education: student licenses, grading software, item bank and pre-built assessments.		
Tableau Server license support: 7 user licenses.		
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 (EIS), 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.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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 Facilities 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 CO2 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 or 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 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 been 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
<p>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.</p>	\$522,418	\$522,418	No
<p>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.</p>	\$294,644	\$294,644	No
<p>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.</p>	\$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% or 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	<p>Connect Center</p> <p>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.</p>	\$517,681	\$465,998	Yes
Stakeholder Engagement	<p>District Parent Resource Center</p> <p>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.</p>	\$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 significant 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:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- 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		
	0.00	0.00
	25,728,814.00	25,569,143.00
	306,057,416.00	304,570,875.00
	73,451,660.00	70,697,744.00
	2,717,686.00	2,696,532.00
	9,823,793.00	11,193,723.00
	2,140,852.00	2,050,444.00
	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		
	0.00	0.00
	46,129,097.00	42,990,218.00
	346,939,527.00	343,421,844.00
	1,230,852.00	10,105,537.00
	6,022,124.00	2,417,313.00
	83,057.00	396,441.00
	17,566,168.00	16,850,658.00
	802,623.00	640,680.00
	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		
		0.00	0.00
		25,131,298.00	23,124,261.00
		14,782,611.00	14,998,502.00
		107,249.00	0.00
		3,843,441.00	2,975,125.00
		1,755,190.00	1,392,399.00
		509,308.00	499,931.00
		23,738,715.00	23,839,248.00
		261,874,148.00	264,214,604.00
		54,786,766.00	45,539,311.00
		2,327,432.00	277,973.00
		2,899,250.00	8,055,575.00
		385,662.00	658,045.00
		927,554.00	837,088.00
		372,852.00	0.00
		858,000.00	7,946,613.00
		0.00	2,158,924.00
		1,792,254.00	1,277,462.00
		1,315,870.00	1,139,851.00
		2,914,000.00	0.00
		83,057.00	396,441.00
		114,788.00	55,992.00
		16,366,495.00	15,733,195.00
		651,815.00	640,411.00
		265,968.00	259,635.00
		167,102.00	161,425.00
		802,623.00	640,680.00
		1,510,000.00	858,135.00
		1,056,598.00	433,056.00
		17,037.00	0.00
		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