



Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

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

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

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

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

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

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

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

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

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

LCAP Highlights

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

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

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

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

Review of Performance

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

Greatest Progress

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

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

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

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

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

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

Greatest Needs

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

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

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

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

Homeless: Suspension; Chronic Absence

American Indian: Suspension; Chronic Absence

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

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

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

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

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

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

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

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

Performance Gaps

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

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

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

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

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

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

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Below is an alphabetical listing of the schools within SCUSD identified as eligible for CSI, and the measures that caused them to be identified.

- Albert Einstein Middle School (All red and orange indicators)
- American Legion High School (Graduation rate averaging less than 67% over two years)
- Bret Harte Elementary (All red indicators)
- Capital City Independent Study (Graduation rate averaging less than 67% over two years)
- Ethel I. Baker Elementary (All red indicators)
- John D. Sloat Elementary (All red and orange indicators)
- John H. Still K-8 (All red and orange indicators)
- Leataata Floyd Elementary (All red and orange indicators)
- Parkway Elementary (All red and orange indicators)
- Rosa Parks K-8 (All red and orange indicators)

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The district implemented a new resource in the 2018-19 school year, the Cycle of Continuous Improvement (CCI) SPSA tool. This is a web-based program that supported school site leaders' Needs Assessment, starting with a review of the state indicators provided on the California School Dashboard. The CCI tool provides an additional link to the district's Performance and Targeted Action Index. This database is a multiple-measured system with interim site data and a disproportionality view. Every school site in SCUSD used the CCI SPSA tool to create a school plan that reflects support for all students, but especially for students who are achieving below their peers.

Several of the CSI schools experience resource inequities because of low enrollment. The additional funds from CSI will enable intervention support, and professional learning above and beyond what is provided through the district's staffing formula.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The district's Continuous Improvement and Accountability SPSA team has defined the 2019-20 monitoring process. By June 2019, sites will be aware of the monitoring process, and will be provided with exemplars for review of data and School Site Council (SSC) minutes.

The district's instructional leadership will review baseline measurement in each SPSA prior to the close of the 2018-19 school year. Every SPSA includes both annual expected measurable outcomes and interim measures. Upon the start of the 2019-20 school year, site leadership will review formative data at every Site Council meeting, document variance of current results and modify interventions as needed.

The district will monitor SSC minutes in December, February, and April, and will coach sites in their review of the verifiable state data provided by the California School Dashboard in December 2019.

The Annual Review will be completed in February 2020 by school sites in order to build a robust analysis into the 2020-21 SPSA.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

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

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

Teachers are appropriately assigned and fully credentialed.

Source: School Accountability Report Card

Actual

Teacher misassignment: 14
Teacher misassignment (EL): 0

Vacancies: 28

Expected

18-19

Increase the number of fully credentialed certificated employees to 99%

Maintain teacher mis-assignment rate at less than 1 percent.

Baseline

2016-17: 1,594 certificated employees were credentialed correctly. (95%)

2016-17: 20 of 1677 certificated employees were teaching outside subject area of competence. (1.2%)

Metric/Indicator

Pupils have access to standards-aligned instructional materials.

Source: School Accountability Report Card; SCOE Williams inspection

18-19

Maintain textbook sufficiency. For all schools inspected, no insufficiency.

Baseline

100% of students have their own assigned textbook in all core curricular areas (textbook sufficiency).

Metric/Indicator

2016-17 Implementation of State Standards Survey

Administrators and leaders assess the district's progress in: (1) providing professional learning, (2) supporting sites in identifying areas to improve in delivering instruction, (3) providing CCSS aligned instructional materials, (4) implementing academic standards for all students, (5) and supporting teachers' professional learning needs.

Source: Local

18-19

Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:

(1) Providing professional learning in ELA, ELD, Mathematics, NGSS and Soc. Sci. 44%

Actual

No insufficiency of instructional materials.

Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:

(1) Providing professional learning in ELA, ELD, Mathematics, NGSS and Soc. Sci. 28%

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

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

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

(5) Supporting teachers' professional learning needs 8%

Expected

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

Baseline

2016-17 Baseline:

Percent of responses as "Fully Implementing" or "Fully Implementing with Sustainability" by area:

- (1) Providing professional learning 24%
- (2) Supporting sites in identifying areas of improve in delivering instruction 20%
- (3) Providing CCSS aligned instructional materials 24%
- (4) Implementing academic standards for all students 28%
- (5) Supporting teachers' professional learning needs 16%

Metric/Indicator

Implementation of English Language Development (ELD) professional learning

Source: Local

18-19

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

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

Baseline

2016-17 Baseline:

175 elementary school teachers and 34 secondary school teachers attended the summer ELD Professional Learning Institute.

45 teachers participated in EL Master Plan professional learning

Actual

2018-19 Professional Learning on ELD curriculum:

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

Expected

Actual

Metric/Indicator

Implementation of Next Generation Science Standards (NGSS) professional learning

Source: Local

18-19

275 teachers attend NGSS professional learning.

Baseline

2016-17: 227 teachers attended NGSS professional learning.

2018-19 professional learning as of March 2019

631 teachers attended NGSS professional learning sessions:

- 429 Elementary
- 22 Middle school
- 180 High School

Metric/Indicator

Implementation of Visual and Performing Arts standards professional learning

Source: Local

18-19

275 teachers attend VAPA professional learning.

Baseline

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

Data being collected.

Metric/Indicator

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

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

18-19

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

All: -14.4

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

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

2017-18: CAASPP ELA Average distance from standard:

All: -26.7

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

Expected

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

Baseline

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

All: -28.4

Status of lowest performing student groups:

- Low Income: -49.1
- English Learner -55.1
- Students with Disabilities: -101.3
- African American: -69.2
- Hispanic/Latino: -47.6

Metric/Indicator

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

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

18-19

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

All: -35.4

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

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

Baseline

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

All: -45.4

Actual

2017-18: CAASPP Math Average distance from standard:

All: -50.7

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

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

Expected

Status of lowest performing student groups:

- Low Income: -66.1
- English Learner -65
- Students with Disabilities: -119.4
- African American: -92.6
- Hispanic/Latino: -66.9

Metric/Indicator

Percent of graduates who have completed A-G (college ready) courses

Source: CDE DataQuest

18-19

Increase by 2 percent until 55% is reached.

Baseline

2015-16: 43.0 percent

Status of lowest performing student groups:

- Low Income: 39.2%
- English Learner: 9.8%
- Students with Disabilities: 5%
- African American 34.9%
- Hispanic/Latino 36.6%

Metric/Indicator

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

Source: SCUSD Internal analysis

18-19

Increase by 2 percent until 65% is reached.

Baseline

2015-16: 59.7 percent

Status of lowest performing student groups:

- Low Income: 52%
- English Learner: 44.4%
- Students with Disabilities: 20%

Actual

2017-18: 51.1%

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

2017-18: Data being gathered.

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

Expected

- African American 39.3%
- Hispanic/Latino 57.9%

Metric/Indicator

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

Source: CAASPP.cde.ca.gov

18-19

Increase by 2 percent for both Ready and Conditionally Ready

Baseline

2015-16: 19.0 percent

Status of lowest performing student groups:

- Low Income: 15%
- English Learner: 1%
- Students with Disabilities: 2%
- African American 9%
- Hispanic/Latino 10%

Metric/Indicator

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

Source: CAASPP.cde.ca.gov

18-19

Increase by 2 percent

Baseline

2015-16: 8.0 percent

Status of lowest performing student groups:

- Low Income: 6%
- English Learner: 2%
- Students with Disabilities: 1%
- African American 2%
- Hispanic/Latino 3%

Actual

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

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

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

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

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

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

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

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

Expected

Actual

Metric/Indicator

Cohort graduation rate

Source: CDE DataQuest

18-19

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

Baseline

2015-16: 81.4 percent

Status of lowest performing student groups:

- Low Income: 79.2%
- English Learner: 73.8%
- Students with Disabilities: 57.3%
- African American 72.3%
- Hispanic/Latino 77.8%

2017-18: 85.9%

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

Metric/Indicator

Percent of International Baccalaureate (IB) students receiving IB diplomas

Source: SCUSD Internal analysis

18-19

Increase by 2 percent

Baseline

2015-16: 6.4% percent

Data being gathered.

Metric/Indicator

Percent of English Learner students making progress (ELPI)

Source: California School Dashboard

CELDT/ELPAC Progress

Source: SCUSD Internal analysis

18-19

Increase in progress toward English proficiency as measured by ELPAC.

Baseline

This measure is not reported in 2017-18.

Expected

Actual

Spring 2017 California School Dashboard:

Status: Low (63.7%)
Change: Maintained (-0.8%)

2016-17
% of EL students making annual progress as measured by CELDT: 53%

Metric/Indicator

Percent of English Learner students reclassified

Source: CDE DataQuest

18-19
Increase by 1.5 percent

Baseline
2016-17: 11.2 percent

2018-19: 9.1%

Metric/Indicator

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

Source: SCUSD Internal analysis

18-19
Maintain a threshold of 35%.

Baseline
2015-16: 34.1 percent

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

- 2713 students:
- Low Income: 48%
 - English Learner: 10%
 - Students with Disabilities: 12%
 - African American: 15%
 - Hispanic/Latino: 40%

Metric/Indicator

Implementation of Ethnic Studies curriculum

Source: Local

18-19
Expand to include all SCUSD high schools

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

2018-19 data being gathered.

Metric/Indicator

Course access is maintained at 100%

Expected

Actual

Students have access to a broad course of study.
 Source: SCUSD Internal analysis
18-19
 Maintain course access at 100%
Baseline
 2016-17: 100% of students have access to a broad course of study

Metric/Indicator
 Participation in Advanced Learning Opportunities
 Source: SCUSD Internal analysis
18-19
 Monitor GATE identification for representation of all student groups.
Baseline
 2016-17: Elementary GATE participation rate 13.2 percent
 2016-7: Middle School GATE participation rate 31.7 percent

2018-19 data being gathered

Metric/Indicator
 Expansion of Gifted and Talented Education professional learning
 Source: Local
18-19
 Maintain enrollment in GATE certificate classes at 20.
Baseline
 2016-17: 33 teachers completes the GATE professional learning sequence

2018-19 data being gathered

Actions / Services

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

Action 1

Planned
 Actions/Services

Actual
 Actions/Services

Budgeted
 Expenditures

Estimated Actual
 Expenditures

A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. Kindergarten through third grade classes will be a maximum of 24 students per class. Maintain class size reduction at 24:1 in K-3, and maintain professional learning through collaborative time.

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

A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students.

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

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

1000-4000 LCFF 266,484,330

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

1000-4000 Suppl/Con 39,936,266

Intervention service providers
1000-6000 Title I 500,000

1000-6000 Title I 754,399

Action 2

Planned Actions/Services

Curriculum Coordinators and district Training Specialists offer on-going professional learning including on-site collaboration and job-embedded instructional coaching as a means to support the implementation of the CCSS and other California State Standards, including the ELD standards, World Languages, Next Generation Science Standards, Visual and Performing Arts, Social Science, Physical Education and Health; and professional learning for Special Education.

Actual Actions/Services

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

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

Budgeted Expenditures

Estimated Actual Expenditures

1000-3000 Suppl/Con 843,173

1000-3000 Suppl/Con 763,589

1000-3000 Title I 1,812,009

1000-3000 Title I 2,143,687

1000-3000 Title II 49,425

1000-3000 Title II 49,425

1000-3000 Title III 820,391

1000-3000 Title III 689,036

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

1000-3000 Title I

Action 3

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

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

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

1000-4000 Grant 14,500,000

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

1000-4000 Suppl/Con 1,336,689

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

1000-4000 Suppl/Con 2,345,207

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

1000-4000 Suppl/Con 230,000

Action 4

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

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

1000-3000 Suppl/Con 1,510,251

1000-3000 Suppl/Con 1,440,306

Action 5

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

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

1000-3000 LCFF 15,949,237

1000-3000 LCFF 16,858,458

1000-3000 LCFF 298,626

1000-3000 LCFF 315,109

Action 6

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

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

1000-3000 LCFF 663,175

1000-3000 LCFF 759,987

1000-3000 Suppl/Con 5,603,414

1000-3000 Suppl/Con 5,430,749

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

1000-4000 Suppl/Con TBA

Action 7

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

1000-4000 Suppl/Con 2,387,315

1000-4000 Suppl/Con 2,479,615

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

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

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

CTEIG Grant 1000-7000 Grant
5,177,095

1000-7000 Grant 6,290,114

Perkins Grant

1000-7000 Grant 412,464

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

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

to accelerate cultural, linguistic and diverse student groups.

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

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

Action 8

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

		<ul style="list-style-type: none"> • Maintain transportation for college visits. • Continue technology purchases. • Continue professional learning to support Advanced Placement teachers. 	
		1000-7000 Grant 631,338	

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Foster Youth receive educational counseling from a Foster Youth Services Department Program Associate with the skills, time and training necessary to carry out the responsibilities of the Foster Youth Services Department. Educational outcomes for Foster Youth must mirror that of the general student population.</p> <p>Grant included refers to a contract with the County. Foster Youth served by the grant are 16-18 years old and will be prepared for independent living.</p>	<p>FYS Program Associates, Instructional Aides and School Community Liaison continue to provide small group and 1:1 case management support to eligible students. Case management includes grades, attendance and behavior monitoring, in classroom behavioral support, tutoring referrals, attending SST and IEP meetings, college exploration (including college tours, college application and FAFSA support), employment opportunities and career exploration. The department provides support around life skills development, transition into adulthood and housing. FYS Staff ensure that all necessary parties working with a foster youth are notified re: school site meetings, school challenges, placement needs, etc. Staff also provide training to foster parents. Currently, there have been 381 foster youth students who have</p>	1000-4000 Suppl/Con 424,325	1000-4000 Suppl/Con 414,817
		1000-4000 Title I 180,993	1000-4000 Title I 190,905
		1000-4000 Grant 99,999	1000-4000 Grant 99,999

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

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

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide English Language Development (ELD) professional learning for principals, district staff including bilingual instructional assistants, and other leaders. Implement the EL Master Plan in accordance with the CA ELA/ELD Framework. Staff support schools' monitoring of English Learner progress in ELD, and in academic subjects. Modified action reflects funding shift from Title I to LCFF - Suppl/Con EL.</p>	<p>Since last year, the district provided professional development on English Language Development to more than 550 teachers, K-12, through the two-day professional learning on the district's new ELA/ELD adoption. Day 2 of the professional learning focused on the implementation of ELD using the new curricular resources.</p> <p>In addition, elementary and secondary principals (60) participated in at least two professional learning sessions on ELD and the new adoption.</p> <p>Metrics for this year measure the number of teachers and principals who were involved in professional</p>	<p>1000-4000 Suppl/Con 61,099</p> <p>1000-4000 Suppl/Con EL 637,649</p> <p>Staffing above formula for Language Immersion programs 1000-3000 Title I 360,000</p> <p>1000-4000 Title III 939,762</p>	<p>1000-4000 Suppl/Con 0</p> <p>1000-4000 Suppl/Con EL 420,215</p> <p>1000-3000 Title I 247,249</p> <p>1000-4000 Title III 723,649</p>

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

Action 11

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

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

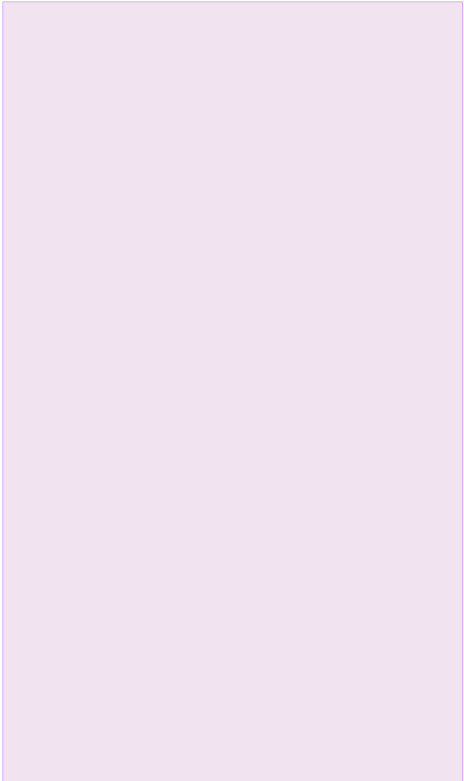
- Increased in-classroom professional support (coaching) for GATE services teachers.
- Expanded AP course offerings at five high schools.
- Expanded AP Exam offerings, offering free AP exams for all SCUSD students.

1000-3000 LCFF 159,539

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

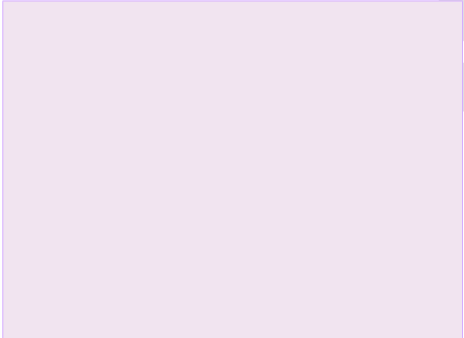
1000-3000 LCFF 227,265

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



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

Action 12

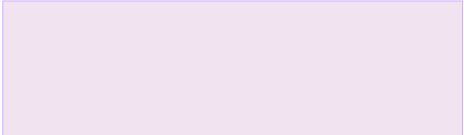


Support for the district's International Baccalaureate (IB) students is provided by a 1.0 FTE teacher at Luther Burbank High School; 2.8 FTE teachers at Kit Carson International Academy and 1.0 Training Specialist at Caleb Greenwood Elementary. Annual school fees and IB testing is included in this action.

1000-4000 Suppl/Con 948,170

1000-4000 Suppl/Con 884,996

Action 13



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

1000-4000 Suppl/Con 2,945,000

1000-4000 Suppl/Con 2,945,000

Action 14

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

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

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

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

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

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

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

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

1000-3000 Suppl/Con 0

Action 19

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

Analysis

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

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

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

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Data is being gathered to complete this narrative.

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

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

DRAFT

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

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

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Well maintained school campuses

Source(s):

School Accountability Report Card

2018-19 School Accountability Report Card:

100% of schools inspected are rated exemplary or good on the Facilities Inspection Tool.

Elementary schools and K-8 sites have 1 School Plant Operations Manager (SPOM) and 1 Custodian.

Middle schools have 1 SPOM and 2 Custodians.

High schools have 1 SPOM, 4 Custodians, and 1 Facilities Maintenance Laborer.

Expected

Actual

18-19

Maintain FIT (Facilities Inspection Tool) Inspection rating at 100%.

Maintain one plant manager and at least 16 hours of custodial time at each school.

Baseline

100% of schools inspected are rated exemplary or good on the Facilities Inspection Tool (FIT).

Each school site has a Plant Manager and at least 12 hours of custodial time weekly.

Metric/Indicator

Attendance

Source: SCUSD midyear analysis

18-19

District-wide attendance rates will increase by .5% to 96%.

Baseline

2015-16: 93.8%

2016-17: Mid year 95.3%

Metric/Indicator

Chronic Absence

Source: SCUSD midyear analysis

18-19

Chronic Absence rates will decrease by 1.5%

Baseline

2016-17: Mid year 11.9%

Status of Specific Student Groups:

Low Income: 13.7%

English Learners: 9.5%

Students with Disabilities: 17.2%

Foster Youth: 21.6%

Homeless: 30.5%

2018-19 Mid year attendance (3/22/19) is 94.62%

Elementary 95.01%

Grades 7-8 94.88%

Grades 9-12 93.67%

2018-19 Midyear Chronic Absence (2/21/19) is 11.52%

Targeted high-need populations:

Foster Youth: 21.03%

Homeless: 40.86%

Kindergarteners: 17.15%

Expected

African American: 18.5%
Hispanic/Latino: 13.1%

Metric/Indicator

Suspension rate

Source: SCUSD midyear analysis

18-19

Lower suspension rate for all to 2.3%

Continue to lower suspension rate for disproportionately affected student groups:

- African American
- Hispanic
- Foster
- Student with Disabilities

Baseline

2016-17: Mid year 3.8%

Status of Specific Student Groups:

- Low Income: 4.5%
- English Learners: 3.0%
- Students with Disabilities: 8.4%
- Foster Youth: 18.1%
- Homeless: 10.0%

- African American: 10.0%
- Asian: 0.7%
- Hispanic: 3.5%
- White: 2.1%

Metric/Indicator

Drop out rate

Source: CDE DataQuest

18-19

Actual

2018-19 Mid year suspension rate (3/31/19) is 4.45%

- Elementary 2.61%
- Grades 7-8 6.90%
- Grades 9-12 6.63%

2017-18: to be advised

Middle school drop out rate: to be advised.

Expected

Drop out rate will decrease to 9.9% for all, 10.2% for Low income, 12.3% for EL.

Maintain a middle school drop out rate of less than 1 percent.

Baseline

2015-16: 10.9%

Status of Specific Student Groups:

Low Income: 12.2%

English Learners: 13.3%

Students with Disabilities: 18%

Foster Youth: n/a

Homeless: n/a

African American: 19%

Asian: 5.2%

Hispanic: 10.9%

White: 9.8%

Middle school drop out rate: less than 1 percent

Actual

Metric/Indicator

Expulsion rate

Source: CDE DataQuest

18-19

Maintain low expulsion rate (less than 0.1 percent)

Baseline

2014-15: 0.0% (10 students)

2015-16: 0.0%

2017-18: 0.02% (12 students)

Metric/Indicator

School Climate Survey

Source: Local

2018-19 Survey data analysis in process

Expected

Actual

18-19

Improve percent of positive responses by 3% annually

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%

Belongingness: 74%

Families (N = 1,074)

Safety: 83%

Belongingness: 81%

Actions / Services

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

Action 1

	School sites are clean and well cared for. At minimum, sites have 16 hours of custodial time as noted	2000-3000 LCFF 15,339,989	2000-3000 LCFF 15,208,202
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	<p>below including both Plant Manager and Custodian hours.</p> <p>Every site has a full time School Plant Operations Manager. Elementary sites have one 8 hour custodian; middle schools have two custodians, and high schools have four. In addition, high schools have a facilities maintenance laborer in charge of grounds and landscape.</p>	<p>4000-4999: Books And Supplies LCFF 699,801</p>	<p>4000-4999: Books And Supplies LCFF 592,365</p>
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Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expansion of the Safe Haven Initiative</p>	<p>The District worked closely with the California Rural Legal Assistance Foundation (CRLAF) to develop a series of trainings for staff. Those trainings included the following:</p> <ul style="list-style-type: none"> • Initial UndocuAlly training, • Know Your Rights, • Family Preparedness, • UndocuAlly training for all Principals and Office Managers, • Train-the-Trainer (ToT) for the first three bullets above, and <p>Site trainings from those who went through the ToT.</p> <p>The District developed a series of business processes during the summer of 2018 that outlined staff roles in providing services to</p>	<p>1000-4000 Suppl/Con 270,680</p>	<p>1000-4000 Suppl/Con 270,680</p>

students, families, and individuals who may have been detained or deported.

SCUSD's Family and Community Engagement (FACE) Department continues to build a partnership with the Mexican Consulate.

Campaign signage has been systematically placed at school sites in highly visible areas. Replacement signage was ordered and staff continue to refresh deteriorating materials at sites on an as-need basis.

Action 3

The Safe Schools Director directs the development of the Comprehensive School Safety Plan at school sites, provides trainings for administrators, staff, students, and parents, and develops and maintains positive relationships by proactive community outreach.

The Safe Schools Director position is currently vacant as of mid-year.

The School Resource Officers are assigned to six comprehensive high schools, with two additional floaters who serve the remainder of the district.

2000-3000 LCFF 170,693

5000-5999: Services And Other Operating Expenditures LCFF 1,284,460

2000-3000 LCFF 108,773

5000-5999: Services And Other Operating Expenditures LCFF 1,476,235

Action 4

	Assistant principals are assigned to each secondary school based on enrollment. Their role is to provide assistance in developing school safety plans, and to provide support of positive school climate at each site.	1000-3000 LCFF 876,994	1000-3000 LCFF 839,111
		1000-3000 Suppl/Con 2,559,902	1000-3000 Suppl/Con 2,280,146

Action 5

	<p>The SEL/Equity coaches collaborate with schools on visioning and purpose on positive school culture and climate; they support schools with implementation of PBIS, SEL, Restorative Practices; facilitate professional learning around eight modules to build adult capacity to build relationships and positive community; coach leadership and staff to lead and sustain the work at their school sites; and they advocate for continuous improvement by helping leadership teams look at data to inform practices.</p> <p>Since last year, the SEL/Equity coaches have shifted their focus from breadth of work to depth of work. What this means is that rather than continuing to do opt-in district-wide professional learning, coaches have been working closely with a smaller number of schools in order to most effectively follow up and support teachers who may need more intensive coaching in the classroom. This year, each coach works with 4 schools and continue to offer consultation and professional</p>	Social Emotional Learning 1000-4000 Suppl/Con 538,110	1000-4000 Suppl/Con 1,047,785
		Positive Behavior Intervention and Support (PBIS) 1000-4000 Suppl/Con 329,830	

learning support for additional schools that may have specific learning needs.

In addition, the SEL Director continues to offer monthly SEL professional learning to additional Classified staff, as well as parent trainings through the Parent Information Exchange meetings.

Action 6

The Bullying Prevention/Intervention program provides school sites with the tools and consultation necessary to prevent bullying and intervene when necessary. This program focuses on reducing bullying and harassment of students, district-wide. The program is designed to address the issue of bullying systemically. As of March 2019, 640 administrators, parents, and stakeholders received bullying prevention and intervention training, while 175 incidences of bullying were reported and investigated. Intensive meditations were completed in 47 cases, with another 310 consults provided. As a result of reports made, case management services were also provided to 136 students and families, linking families to district and/or community-based resources.

Additional supports provided by the Bullying Prevention Specialist:

2000-3000 Title I 26,311	2000-3000 Title I 0
Medi-Cal Funding 2000-3000 Other 98,321	0
MHSA 2000-3000 Grant 13,848	2000-3000 Grant 13,823

School Climate Collaborative includes community, government, nonprofit, and individual partners. The Collaborative reviews and discusses emerging best practices in positive school climate, bullying prevention and intervention, and supports this work in SCUSD schools.

Outreach includes getting the word out about positive school climate and bullying prevention by participating in community- and school-based rallies, assemblies and other gatherings.

Education: Formal trainings, small groups, and other education forums help all members of the SCUSD community understand the definition, impact, reporting procedures, and effective interventions around bullying and positive school climate.

Consultation and Mediation: preventative, intervention, and postvention support to school staff, administrators, parents and guardians.

Action 7

**Planned
Actions/Services**

The activities continue as described in 2017-18, with the expansion of services provided by the addition of ten periods of Men's and Women's Leadership

**Actual
Actions/Services**

Chronic Absence Intensive Case Management - Through the "Be Here" grant chronic absence

**Budgeted
Expenditures**

Learning Community for School Success Grant

Project Coordinator (1.0 FTE)
Youth and Family Mental Health

**Estimated Actual
Expenditures**

1000-4000 Grant 658,307

Academy classes at high schools with a significant population of at-risk students.

More district staff are added to support attendance.

initiative, one Connect Center staff member has been hired to provide intensive case management services to students experiencing chronic absenteeism. Services and supports include attending school-site level attendance meetings, monthly Chronic Absence MTSS Meetings, attends the monthly professional learning community (Attendance Improvement Movement), attending Student Absence Review Board (SARB) meetings, and intensive case management with students and families.

Specialist (2.0 FTE)
 Child Welfare and Attendance Specialist (1.0 FTE)
 Per diem pay for MLA and WLA instructors (180 hours x 10)
 1000-4000 Grant 493,336

Director, Student Services and Alternative Education (.5 FTE), and a Coordinator in the Enrollment Center 1000-3000
 Suppl/Con 271,175

1000-3000 Suppl/Con 240,593

Action 8

School Nurses:

Health Services provides both mandatory and non-mandated school health programs which assist students, families and the community to reach optimal physical, mental and social health in order to succeed in school and in life. Health Services operates several critical district-wide programs, including:

- Automated External Defibrillators (AEDs)
- Communicable Disease
- Direct Medical Care
- District Wellness Committee (DWC)
- Emergency Care Plans
- Employee TB Clinic
- Health Needs Assessment

1000-3000 Suppl/Con 2,007,973

1000-3000 Title I 172,981

1000-3000 LCFF 661,427

1000-4000 Suppl/Con 15,817

1000-3000 Suppl/Con 839,763

1000-3000 Title I 273,513

1000-3000 LCFF 814,107

1000-3000 Suppl/Con 1,690,124

1000-3000 Title I 130,685

1000-3000 LCFF 823,579

1000-4000 Suppl/Con 20,572

1000-3000 Suppl/Con 823,391

1000-3000 Title I 422,386

1000-3000 LCFF 754,939

- Hiram Johnson Wellspace School-based Health Clinic
- IEP Health Assessments
- State Health Reporting
- Stock Epinephrine Program (“Epi-pens”)
- Vision and Hearing Team

Immunization Clinic:

The Immunization Clinic is a service provided to district families in an effort to help them comply with SB 277, legislation that mandated immunizations for school enrollment. The clinic kicks off in mid-August to serve students heading back to school, and remains open every Thursday from 3-6pm September through May. Services include immunizations, health insurance enrollment through Sacramento Covered, and free oral health exams through the Center for Oral Health.

School Social Workers:

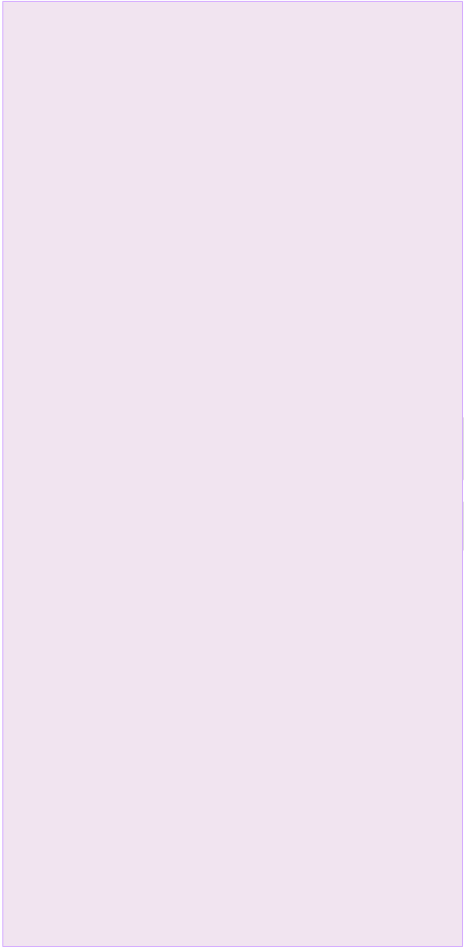
Student Support Services, consisting of Student Support Specialist II/Learning Support Coordinator I, School Social Workers, and other classified positions, offers a wide range of social, emotional, and health resources to help students thrive. We promote attendance and a positive school climate by focusing on the whole child, providing critical support services and



removing barriers to learning. Programs include the following:

- Student Support Centers (SSC)
- Mental Health Crisis Response
- Student Suicide Prevention and Intervention

Action 9



SCUSD Expanded Learning programs strive to create and sustain safe spaces outside of the regular school day. The goals of expanded learning include improving academic performance of students in reading/language arts and math; improving student health and wellness; enhancing enrichment opportunities; providing educational resources and activities to families; and creating and maintaining relationships with the school day staff.

Expanded learning is provided to over 14,000 students at 62 sites within the district: 38 elementary sites; 3 community sites; and 21 secondary sites. Participating students are ethnically diverse: 42% Latinx; 20% Black; 19% Asian; 9% White; 7% two or more ethnicities and 3% other. 81% are socio-economically disadvantaged, 23% English learners and 13% students with disabilities.

ASES Grant
1000-4000 Grant 8,270,109

1000-4000 Grant 9,224,566

1000-4000 Suppl/Con 1,200,000

1000-4000 Suppl/Con 1,169,669

1000-4000 Title I 500,000

1000-4000 Title I 500,000

Action 10

The Connect Center is a centralized Student Support Center that serves as a “gateway” to critical supports for students and families whose schools do not offer an SSC. This central hub is designed to increase coordination of services by providing a single, easily identifiable point of access and assistance to address the social, emotional, and health needs of all students. The Connect Center also houses the district’s LGBTQ support programs, and serves as a gateway to health insurance enrollment for all SCUSD students.

LGBTQ Support Services provides mentoring support to individual students and their families, technical assistance to school-site Gender & Sexualities Alliance (GSA) Clubs; facilitates the LGBTQ Task Force, comprised of staff, students, parents, and community members; plans and facilitates the student conference “Be Brave Be You,” and a bi-annual professional development opportunity for staff and community members entitled “No Time to Lose.”

Health Insurance Enrollment is provided onsite in partnership with Sacramento Covered 3-days a week (Tue, Wed, Thur).

One member of the Connect Center team is working on the "Be

1000-4000 Suppl/Con 134,306

Medi-Cal: 99,659
 Kaiser: 81,685
 Learning Communities for School Success: 81,685
 1000-4000 Grant 263,029

1000-4000 Title I 148,192

1000-4000 Suppl/Con 129,262

1000-4000 Grant 114,849

1000-4000 Title I 148,879

Here" Chronic Absence Initiative (described elsewhere).

From August 2018 to March 2019, the Connect Center has served a total of 393 students and families, providing 976 Tier 2 (strategic) and Tier 3 (intensive) supportive interventions.

131 students and families were provided with health insurance enrollment and/or navigation.

76 Supportive Interventions have been provided through our LGBTQ Support Service program.

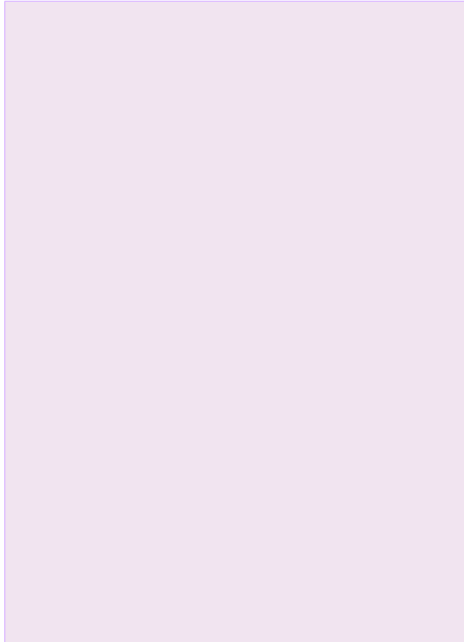
77 students have completed the Infinite Campus Name and Gender Update form since its inception 3 years ago.

257 mental health interventions have been provided to students and families.

LGBTQ+ 101 Training (aka SafeZone Training) is provided to school staff on a request basis. The training provides insight on working with queer and trans youth, learning about identity, and learning about district policies. For the 18-19 school year 7 Safe Zone trainings have been provided to approximately 210 attendees total.

The annual youth leadership conference, "Be Brave, Be You" is scheduled for May 4th from 10am to 4pm.

Action 11

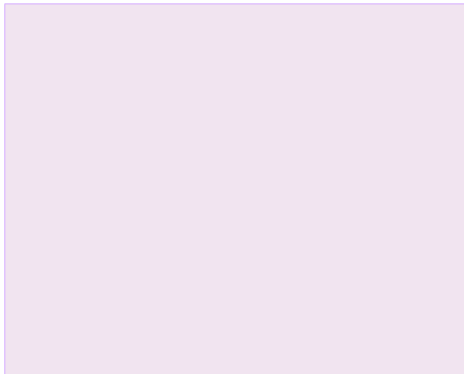


Progress: In order to support the enrollment, attendance, and achievement of homeless students and ensure equal access to educational opportunities, 457 homeless students have been identified and certified to receive McKinney-Vento rights, and students received services in one or more of these areas: school enrollment and attendance support, records retrieval, school and hygiene supplies, health/immunization referrals, shelter/housing and community referrals, education support services through Title 1 and other programs, & mediation in enrollment disputes.

1000-4000 Title I 161,872

1000-4000 Title I 161,872

Action 12



Student Support Centers are located at 27 schools, providing mental health support, addressing academic, attendance, health, and safety concerns.

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

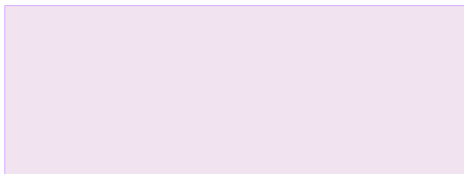
1000-4000 Suppl/Con 360,000

1000-4000 Suppl/Con 360,000

1000-4000 Grant 1,933,802

1000-4000 Grant 1,933,802

Action 13



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

1000-4000 Suppl/Con 920,000

1000-4000 Suppl/Con 920,000

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Leadership Conference	District staff will summarize expenditures based on the final spring requisitions. This response is being developed	5000-5999: Services And Other Operating Expenditures Suppl/Con 50,000	5000-5999: Services And Other Operating Expenditures Suppl/Con 21,417

Analysis

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

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

With the exception of the Safe Schools Director, the actions and services described in Goal 2 have been implemented.

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

The effectiveness of the district's efforts to maintain schools in good condition is borne out by a positive Facilities inspection. Other aspects of ensuring high-need students' emotional and physical wellness are described by the data shared by the Student Support and Health Services department. The full impact of the district's climate efforts will be described with the release of the School Climate data. This narrative will be updated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Data is being gathered to complete this narrative.

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

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

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 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
<p>Metric/Indicator Parent participation in decision-making and leadership activities</p> <p>Source: Local</p> <p>18-19 Maintain the number of School Site Councils with proper composition at 100%.</p> <p>Provide training for at least 50% of School Site Councils (38 schools).</p>	<p>2017-18</p> <p>School Site Councils properly composed: 55%</p> <p>School Site Council training provided to 10 schools</p> <p>2018-19 Data being gathered</p> <p>School Site Councils properly composed: TBA</p> <p>School Site Council training provided: TBA</p>

Expected

Actual

Baseline

2016-17: 100% of SCUSD school site councils are properly composed.
2016-17: Seventeen (17) schools received School Site Council training.

Metric/Indicator

Parent participation in the District English Learners Advisory Committee (DELAC)

Source: Local

18-19

Increase the percent of schools with an ELAC sending a representative to DELAC to 55%.

Increase the attendance rate for 4 out of 7 meetings to 65%.

Baseline

2015-16: 52% of schools with an ELAC send a representative to at least one DELAC meeting

2016-17: 54% of schools with an ELAC send a representative to at least one DELAC meeting.

38% of those representatives attended 4 out of 7 meetings.

2017-18

66 schools require an established English Learner Advisory Committee (ELAC).
41% of schools with an ELAC send a representative to at least one DELAC meeting.
Did not complete attendance rate calculation.

2018-19

66 schools require an established English Learner Advisory Committee (ELAC).
__% of schools with an ELAC send a representative to at least one DELAC meeting.
Will complete attendance rate calculation in May (after completion of 7th meeting).

Metric/Indicator

Parent participation in the Community Advisory Committee for Special Education (CAC)

Source: Local

18-19

Increase the average attendance by 5%

Baseline

2015-16 CAC attendance averaged 20 per meeting.

2016-17 CAC attendance at meetings and workshops averaged 22.5 per event.

2017-18

No CAC attendance report was available.

2018-19

In Fall 2018, every principal was asked to identify at least one representative to the CAC.

CAC attendance at meetings and workshops averaged __ per event.

Expected

Actual

Metric/Indicator

Build relationships and improve home-school communication with the number of Parent-Teacher home visits per year

Source: Parent-Teacher Home Visit mid-year report

18-19

Establish baseline for home visits logged through Infinite Campus in 2017-18

Report attendance rate for cohort identified as receiving Home Visits as compared to cohort of students not receiving Home Visits.

Baseline

2016-17: 3,791 home visits

2017-18

1,200 home visits at midyear.

2018-19

14 schools are currently using Infinite Campus to log home visits

800 home visits at midyear.

Metric/Indicator

Build parent capacity to support their student academically with school site participation in the Academic Parent Teacher Team (APTT) model

Source: Parent-Teacher Home Visit mid-year report

18-19

Maintain the number of schools participating at 13

Baseline

2016-17: 13 schools are participating

2017-18

13 schools participating in the Academic Parent Teacher Team (APTT) model

2018-19

10 schools actively hosting APTT meetings; 1 school received coaching.

Metric/Indicator

Build understanding of the school system and current topics in education with the Parent Leadership Pathway workshop series

Source: Local

18-19

Maintain participating sites at 28

Increase attendance to 2,700

Baseline

2016-17: 25 sites

Session attendance: 2,500 participant sign-ins

2017-18

28 sites participating in the Parent Leadership Pathway workshop series

2,872 participant sign-ins

2018-19

__ sites participating in the Parent Leadership Pathway

____ participant sign-ins

Expected

Actual

<p>Metric/Indicator Participation of English learner parents in the Parent Leadership Pathway</p> <p>Source: Local</p> <p>18-19 Maintain 75% English learner parent participation</p> <p>Baseline 2016-17: 67.1%</p>

<p>2017-18 (58.2%) 1,672 parents are English learners</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action is modified to exclude materials and fingerprinting.	The SCUSD Family and Community Empowerment Department (FACE) provides outreach and education services district-wide, with a concentration in low-income schools and in schools with a high percentage of English Learners. In the 2018-19 school year 96% of the parent participants in the Parent Leadership Pathway program were non-English speaking. Staff support parent engagement by developing and facilitating opportunities for involvement, providing access to resource information and offering capacity-building workshops and training.	2000-3000 Suppl/Con 224,816	2000-3000 Suppl/Con 181,171
		2000-3000 Title I 199,582	2000-3000 Title I 199,582
		2000-3000 Suppl/Con EL 67,833	2000-3000 Suppl/Con EL 60,395

The FACE department also provides technical assistance and staff training at school-sites.

During the 2018-19 school year, FACE extended its trainings to parent living in local Section 8 housing at Greenway Village and Phoenix Park and to parent participants transitioning out of homelessness with their children at Women's Empowerment. The department has also developed a partnership with the Mexican Consulate to provide parent education and resource at their site.

Action 2

The Training Specialist to support Parent Teacher Home Visits (PTHV) and Academic Parent-Teacher Teams (APTT) is in place.

Support has been provided to 41 PTHV sites and 11 APTT sites through this coordinator. The coordinator has organized and presented 7 PTHV Introductory Trainings, 2 Refresher Trainings, and one Infinite Campus Data Entry Training. Two additional Intro Trainings and one APTT Training are scheduled for this school year. 123 certificated and classified staff in SCUSD have been trained this year; along with City Year support staff. Sites have used their funds for stipends for training, APTT meetings, and home visits. Thus

1000-3000 Title I 474,881

1000-3000 Suppl/Con 50,000

1000-3000 Title I 453,948

1000-3000 Suppl/Con 50,000

far, about 800 visits have been conducted in SCUSD this year.

A pilot program was launched in the Fall of 2018 to allow teachers and site level staff to enter their home visits into the student information system (Infinite Campus). Currently, there are 14 sites participating in the pilot. Collecting this data has provided an opportunity to show connections between home visits and student outcomes. Based on early data, students who have received a Parent Teacher Home Visit have shown growth in academics, behavior, and chronic absence. We will have a more complete report of PTHV students at the end of the 2018-2019 school year once all visits have been entered into the Infinite Campus system.

Action 3

The staffing at the Matriculation and Orientation Center (MOC) is in place to support these critical district activities: Registration of English learner students, administration of initial language testing, and translation of district-wide documents.

MOC staff provides oral interpretation using reliable and high quality interpretation equipment both during the day and after hours to serve non-English speakers at meetings such as the

2000-3000 LCFF 258,336

2000-3000 LCFF 233,372

2000-3000 Suppl/Con 561,860

2000-3000 Suppl/Con 537,091

2000-3000 Suppl/Con EL 240,800

2000-3000 Suppl/Con EL 229,236

Board of Education, DELAC, Graduation Task Force, LCAP committees, and many other Forums and Town Halls.

Written translation by MOC staff as of February, 2019 consists of 80 documents with a total of 420 pages. Translations are provided in Spanish, Hmong, Chinese, Vietnamese and Russian.

Oral interpretation was provided on 1480 occasions by phone or in person at the MOC, parent teacher conferences, hearings, etc. MOC staff also translate foreign transcripts and score the Seal of Biliteracy test.

As of February, MOC has registered 908 students, including 208 kindergarteners and 75 refugees. The initial ELPAC was administered to 934 students to date. Based on need, the FTE for Spanish assessor-translators was reduced from 3.0 to 2.0.

Action 4

Foster Youth Services staff communicate with foster guardians, and invite caregivers and students to several district-located informational events throughout the year.

For more detail, please see Annual Update Goal 1.9.

No additional expenditure

Foster Youth Services are funded in Action 1.9 No additional expenditure

Action 5

	Requisitions are being entered for site-based services. This section will be reported in June, 2019.	1000-4000 Suppl/Con 530,000	1000-4000 Suppl/Con 530,000
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Action 6

	Requisitions are being entered for site-based services. This section will be reported in June, 2019.	1000-4000 Suppl/Con EL 30,000	1000-4000 Suppl/Con EL 30,000
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Action 7

	<p>The district contracted with an outside provider to translate the School Plans for Student Achievement as required based on the student population.</p> <p>38 schools received Spanish translation, 3 schools received Hmong translation, and 2 schools received Cantonese translation.</p>	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 17,037	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 14,431
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Action 8

	The district did not contract to produce an LCAP infographic in the 2018-19 school year, and will not in the 2019-20 school year.	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 13,975	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 0
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Analysis

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

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

Studies indicate that increased parent engagement results in positive academic, social and emotional outcomes for students, and the state has identified Parental Involvement as one of the eight priorities for education. The district has two main venues for providing access to parents: the Parent Leadership Pathway workshop series, and Parent Teacher Home Visits (PTHV).

To date, the FACE Department has provided workshop trainings to 2,114 parents during the 2018-19 school year. This is lower than previous years, but is consistent with lower staffing levels. The department planned for four facilitators in 2018-19 but currently has just two. Due to district budget constraints, the vacancies have not been posted.

PTHV has documented about 800 home visits. The number of home visits has declined from previous years; increased teacher focus on the English Language Arts curriculum adoption has been identified as a possible reason.

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

With an increased district focus on data and monitoring activities, work is underway to track data on the students of participating parents in both capacity-building workshops and trainings and home visits.

To ensure that parents acquire agency to progress toward active roles in school and district decision making, the FACE department is planning ways to collect data on participation in the Parent Leadership Pathway and subsequent involvement in committees such as: ELAC, DELAC, CAC, PTA/PTO, African American Academic Task Force etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1: Unfilled vacancies result in lower estimated actual expenditures.

Action 3.2: Fewer home visits mean the amount budgeted for stipends will not be fully expended.

Action 3.8: The district will not contract with an outside provider for an infographic LCAP. This action will not be included in 2019-20.

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

Metrics:

The target for DELAC attendance in 2019-20 will be reduced from 75% to 55% of sites with an ELAC sending a representative to at least one DELAC meeting.

Action 3.1 expenditure will be lower with two fewer FTE (Family Partnership Facilitators).

Action 3.3 expenditure will be lower with one fewer FTE (Spanish Assessor/Translator).

Action 3.8 will be discontinued in 2019-20.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 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

18-19

Increase page views by 10%

Baseline

Report Dashboard analytics (usage) for initial (2016-17) school year.

Metric/Indicator

On-time submission to CalPADS and Civil Rights Data Collection (CRDC)

Source: Local

SCUSD Data Dashboard has not been updated since Fall 2016. This metric is no longer relevant.

District confirms on time submission of district level data to CalPADS and CRDC.

Expected

Actual

<p>18-19 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>18-19 Increase number of Infinite Campus accounts by 10%</p> <p>Baseline Report number of students whose families have Infinite Campus accounts.</p>	<p>Baseline 2016-17: 5,761 parent accounts 2017-18: 5,398 parent accounts as of Semester 1 2018-19: TBA</p>
<p>Metric/Indicator Customer service measurement tool: Complaints and resolution</p> <p>Source: Local</p> <p>18-19 Establish baseline for number of complaints by quarter; and average time to resolve complaints (target: within 72 hours)</p> <p>Baseline Develop customer service measurement tools</p>	<p>A Customer Service measurement tool has not been developed yet.</p> <p>From August 2018 to April 1, 2019 950 cases have been processed by the Constituent Services Office. Most cases take between three and five days to resolve.</p>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	The district has leveraged Tableau and Illuminate to generate and publish data, reports and public dashboards used to inform district and public stakeholders regarding student outcomes, student	Illuminate 5000-5999: Services And Other Operating Expenditures Suppl/Con 233,452	Illuminate 5000-5999: Services And Other Operating Expenditures LCFF 228,642

Funding sources and amounts for Illuminate and Tableau software have been corrected.

demographics and fiscal resource management. These data have been used at Board, community and internal meetings, and are also available online at the District web site.

Tableau 5000-5999: Services And Other Operating Expenditures LCFF 160,000

Tableau License (Computer Info. Concepts) 5000-5999: Services And Other Operating Expenditures LCFF 35,956

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide training in customer service standards; measure satisfaction level across departments	<p>In 2018-19, the Constituent Services Office was absorbed into the Student Hearing and Placement Office. The focus of the department is Alternative Placement; Constituent Service, and Records.</p> <p>The planned activities for training in customer service standards did not take place due to limited staff capacity.</p>	0	0

Analysis

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

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

The district's utilization of information from data systems is broadening. The continuum of data tools has expanded as the development of a Multi-Tiered System of Supports framework is implemented. Tools that are being used to inform School Plans for Student Achievement and district priorities include the California School Dashboard; the Performance and Targeted Action Index; the Attendance, Behavior and Course (ABC) Performance Summary Report Suite; and an Early Identification and Intervention System.

Limited staff capacity has put a pause in the work to define customer service standards, however it remains a value.

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

With continued use of data to drive decision-making, all students will be given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. Using data, opportunities to positively alter the outcomes for those in need will be identified, including: graduation rate, eligibility for postsecondary enrollment, redesignation to fluency in English, and the achievement of various milestones supported by research to be critical to the path of student success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The budgeted expenditure for Illuminate Education in Action 4.1 was originally planned in LCFF Supplemental/Concentration funds, but was shifted to Base (General Funds), as this service will support all students. The budgeted expenditure for Tableau was lower than anticipated.

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

No change is anticipated in the 2019-20 year in the goal or actions and services. The metric for Data Dashboard usage will be eliminated in 2019-20 since that dashboard is no longer supported.