

Annual Update

LCAP Year Reviewed: **2017-18**

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

2017-18: 1,537.6 FTE certificated employees were credentialed correctly. (94.8%)

2017-18: 19 of 1653.6 certificated employees teaching outside subject area of competence (1.2%)

Teacher misassignment: 0

Teacher misassignment (EL): 4

Expected

17-18

Increase the number of fully credentialed certificated employees to 97%

Reduce teacher mis-assignment rate to 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

17-18

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

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

Actual

No insufficiency of instructional materials.

2017-18 Survey data not available yet.

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

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

Expected

17-18

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

- (1) Providing professional learning 34%
- (2) Supporting sites in identifying areas to improve in delivering instruction 30%
- (3) Providing CCSS aligned instructional materials 34%
- (4) Implementing academic standards for all students 38%
- (5) Supporting teachers' professional learning needs 26%

Baseline

2016-17

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

- (1) Providing professional learning 24%
- (2) Supporting sites in identifying areas to 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

17-18

85% of elementary schools and 75% of secondary schools attend the summer ELD Professional Learning Institute.

Leading with Learning Schools (i3)

- Tier 1 participation
- Tier 2 participation
- Tier 3 participation

Actual

Summer ELD Professional Learning Institute attendance: 86 elementary teachers

Leading with Learning School participation in professional learning:

- Tier 1: 2 hours
- Tier 2: 2 days
- Tier 3: 6 days

Expected

Actual

Baseline

2016-17

- 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

Metric/Indicator

Implementation of Next Generation Science Standards (NGSS) professional learning

Source: Local

17-18

250 teachers attend NGSS professional learning.

Baseline

2016-17: 227 teachers attended NGSS professional learning.

Metric/Indicator

Implementation of Visual and Performing Arts standards professional learning

Source: Local

17-18

250 teachers attend VAPA professional learning.

Baseline

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

Metric/Indicator

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

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

2017-18: as of 4/30/18, 321 teachers have attended NGSS professional learning.

2017-18: Data is being gathered.

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

All: -31.4

Actual:

- Low Income: -54.2
- English Learner: -62.3

Expected

17-18

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

All: -21.4

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

- Low Income: -42
- English Learner: -48
- Students with Disabilities: -95
- African American students: -62
- Hispanic/Latino students: -40

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

Actual

- Students with Disabilities: -103.3
- African American students: -76.4
- Hispanic/Latino students: -51.6

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

All: -46.3

Actual:

- Low Income: -68.7
- English Learner -69.7
- Students with Disabilities: -121
- African American: -97.5
- Hispanic/Latino: -68.4

Expected

17-18

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

All: -40.4

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

- Low Income: -61
- English Learner -60
- Students with Disabilities: -114
- African American: -87
- Hispanic/Latino: -62

Baseline

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

All: -45.4

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

17-18

Increase by 1 percent until 55% is reached.

Actual

2016-17: 43.9 percent

Status of lowest performing student groups:

- Low Income: 42.3%
- English Learner: 14.3%
- Students with Disabilities: to be advised
- African American: 40.2%
- Hispanic/Latino: 32.0%

Expected

Actual

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

17-18

Increase by 1 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%
- 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

17-18

Increase by 2 percent

2016-17 data is being gathered.

Status of lowest performing student groups:

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

2016-17: 22.6%

Status of lowest performing student groups:

- Low Income: 17.0%
- English Learner: 0.9%
- Students with Disabilities: 1.1%
- African American: 8.9%
- Hispanic/Latino: 15.1%

Expected

Actual

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

17-18

Increase by 1 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%

Metric/Indicator

Cohort graduation rate

Source: CDE DataQuest

17-18

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

2016-17: 9.1%

Status of lowest performing student groups:

- Low Income: 5.9%
- English Learner: 1.8%
- Students with Disabilities: 2.3%
- African American: 2.4%
- Hispanic/Latino: 3.9%

2016-17 data is expected in June 2018

Status of lowest performing student groups:

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

Expected

Actual

Baseline

2015-16: 81.4 percent

Status of lowest performing student groups:

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

Metric/Indicator

Percent of International Baccalaureate (IB) students receiving IB diplomas

Source: SCUSD Internal analysis

17-18

Increase by 2 percent

Baseline

2015-16: 6.4% percent

Metric/Indicator

Percent of English Learner students making progress (ELPI)

Source: California School Dashboard

CELDT Progress

Source: SCUSD Internal analysis

17-18

Increase status to Medium;
Maintain or Increase change

% of EL students making annual progress: 55% (as measured by CELDT and/or ELPAC, if equated)

2016-17 data is expected in June 2018

Fall 2017 California School Dashboard:

Status: Medium (71.3%)
Change: Maintained (-1.2%)

2017-18

% of EL students making annual progress as measured by CELDT: Data not available yet.

Expected

Actual

Baseline

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

17-18

Increase by 1.5 percent

Baseline

2016-17: 11.2 percent

Metric/Indicator

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

Source: SCUSD Internal analysis

17-18

Increase until a threshold of 35% is reached.

Baseline

2015-16: 34.1 percent

Metric/Indicator

Implementation of Ethnic Studies curriculum

Source: Local

2017-18: 12.3 percent

2016-17 data is being gathered.

2017-18: 37 sections are in place at C.K. McClatchy, Hiram Johnson, John F. Kennedy, Luther Burbank, and Rosemont High Schools

Expected

Actual

17-18

Expand to 45 sections at American Legion, Health Professions, Rosemont, Hiram Johnson, John F. Kennedy and Sacramento New Technology High Schools.

Baseline

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

Metric/Indicator

Students have access to a broad course of study.

Source: SCUSD Internal analysis

17-18

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

17-18

Increase elementary participation by 0.7 percent;

Increase middle school participation by 2 percent.

Baseline

2016-17: Elementary GATE participation rate 13.2 percent

2016-7: Middle School GATE participation rate 31.7 percent

100% of SCUSD students have access to a broad course of study.

2017-18 Elementary GATE identification: 13.8% (GATE participation rate is eliminated)
2017-18 Middle School GATE identification: 13% (GATE participation rate is eliminated)

Expected

Actual

Metric/Indicator

Expansion of Gifted and Talented Education professional learning

Source: Local

17-18

Increase number of teachers by 5%

Baseline

2016-17: N of teachers who complete the GATE professional learning sequence

Data is 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
<p>A basic educational program is provided to all students in Sacramento City Unified School District as the foundation to developing College and Career Ready students. In order to improve student learning, close achievement gaps and ensure students are college, career, and life ready, the district will provide certificated salaries and benefits to attract teachers who are highly qualified to provide exemplary services to all students, including unduplicated counts.</p> <p>One hour weekly is provided for collaborative time professional learning activities that may focus</p>	<p>This line item represents the basic educational program for all students in the Sacramento City Unified School District.</p> <p>Supplemental and concentration grant funds are included to maintain one hour weekly collaborative time, class size reduction, staffing above formula in small high schools and ROTC in comprehensive high schools.</p>	<p>Classroom teachers; administrators; classified staff; basic facilities costs; instructional supplies.</p> <p>1000-4000 LCFF 261,800,000</p> <p>1000-4000 Suppl/Con 26,984,634</p>	<p>1000-4000 LCFF 261,586,036</p> <p>1000-4000 Suppl/Con 26,984,634</p>

on examining student work, analyzing school/student data, planning and developing curriculum and assessments.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

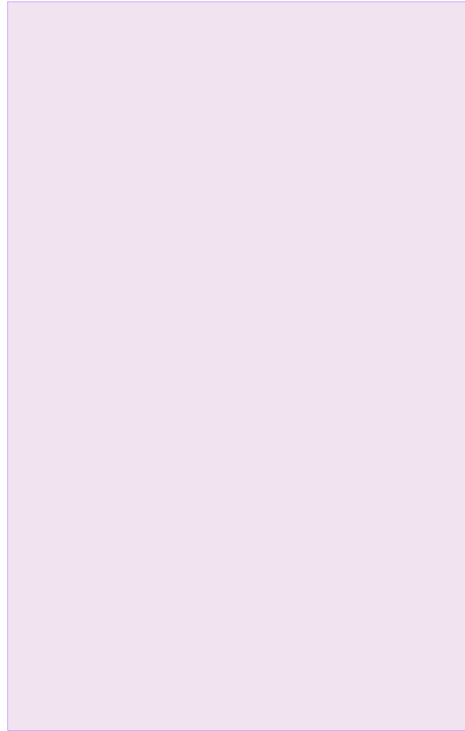
- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

All Schools



Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>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, and professional learning for Special Education. This action is modified by the addition of Title II funds for professional learning.</p>	<p>District Training Specialists offer job-embedded instructional coaching in Mathematics, English Language Arts, English Language Development, and Science.</p> <p>Four vacancies were unfilled during this year.</p>	<p>1000-3000 Suppl/Con 1,020,600</p> <p>1000-3000 Title I 3,347,264</p> <p>1000-3000 Title II 500,000</p> <p>1000-3000 Title III 828,845</p>	<p>1000-3000 Suppl/Con 968,040</p> <p>1000-3000 Title I 2,208,244</p> <p>1000-3000 Title II 379,200</p> <p>1000-3000 Title III 611,915</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

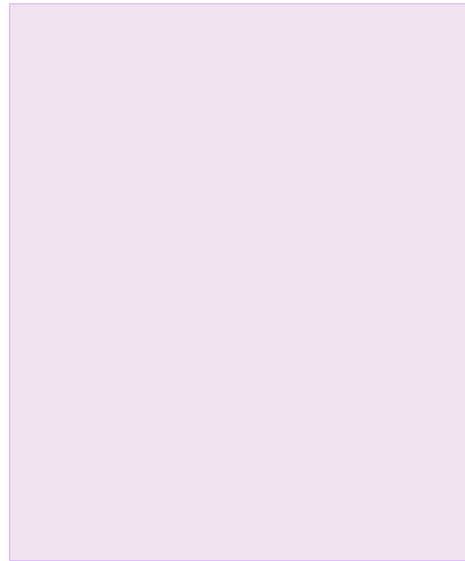
- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

All Schools



Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Construct a strong foundation for early childhood learning with preschool and Transitional Kindergarten. Enhance school readiness and achievement over time with early literacy.</p>	<p>The SCUSD preschool program has 4 centers for infants and toddlers serving 72 children. There are 39 classrooms operating between 3-10 hours daily serving 1,647 students. There are 153 0-5 year olds receiving home-based services for 90 minutes each week. Early / Transitional Kindergarten implementation continues at 10 sites.</p>	<p>Head Start and State Preschool staff, facilities, curricular resources and supplemental materials 1000-4000 Grant 14,500,000</p>	<p>1000-4000 Grant 14,500,000</p>
		<p>Transitional kindergarten (10 sites) 1000-4000 Suppl/Con 1,179,282</p>	<p>1000-4000 Suppl/Con 1,328,297</p>
	<p>66% of the students participating in early childhood education programs are low income and 47% are English learners. Student outcomes on the Desired Results Developmental Profile (DRDP) are positive. In January 2018, 90% of kinder-bound students scored at "Building" or "Integrating" in the</p>	<p>Supplemental materials for early literacy 4000-4999: Books And Supplies Suppl/Con 1,500,000</p>	<p>4000-4999: Books And Supplies Suppl/Con 1,700,000</p>
		<p>Contribution to Adult Education for the Parent Participation Preschool 1000-4000 Suppl/Con 230,000</p>	<p>1000-4000 Suppl/Con 230,000</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

Specific Schools: Transitional Kindergarten: A.M. Winn, Alice Birney, H.W. Harkness, Hubert Bancroft, John Sloat, Leonardo DaVinci, Pacific, Tahoe, Theodore Judah, Washington
 Specific Grade Spans: Preschool, Transitional Kindergarten

domains of Social Emotional Development and Language and Literacy. 89% of kinder-bound students scored at “Building” or “Integrating” in the domain of Cognition, Math and Science.

Action 4

Planned Actions/Services

District librarians assist with research and project-based learning. Low income, English learner and foster youth have access to instructional technology resources to enhance instruction and provide college and career readiness activities.

Actual Actions/Services

District librarians support literacy instruction across curricular areas to teach information literacy--which encompasses digital citizenship, digital literacy, and media literacy--at our secondary locations. They serve the entire school community by supporting staff through the curation of materials and providing professional development, hosting events for parents and students, and creating a culture around

Budgeted Expenditures

12.5 FTE for certificated librarians
 1000-3000 Suppl/Con 1,632,026

Estimated Actual Expenditures

1000-3000 Suppl/Con 1,403,576

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

Specific Schools: All high schools and middle schools and three K-8 schools: John Still, Leonardo daVinci, Rosa Parks

reading. They are key in 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.

Librarians are key to teaching students how to independently curate and synthesize resources for research and post-secondary study. They are instrumental in developing skills around the ethical use of sources, previously published research and the creation/dissemination of research.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement specific teaching strategies to assist students with disabilities to access Common Core instruction (i.e. Universal Design for Learning). Include use of a multi-tiered system of supports. Identify and adopt curricular resources for students with Moderate to Severe disabilities so they can access Common Core instruction.</p>	<p>Special Education provides a full continuum of services to students from ages 3 to 21. Instructional assistants are assigned to Special Day classes of students with mild to moderate disabilities; moderate; and moderate to severe to increase the ratio of adults to students. State law prescribes that an Special Day Class teacher be required to have support from a paraprofessional.</p> <p>Special Education Instructional assistants support the teachers' instruction in the classroom to provide differentiated support to</p>	<p>Instructional assistants for Special Education 2000-3000 LCFF 15,025,000</p> <p>School Psychologists 2 FTE 1000-3000 LCFF 291,342</p>	<p>2000-3000 LCFF 15,409,891</p> <p>1000-3000 LCFF 291,342</p>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Students with Disabilities

Location(s)
All Schools

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.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide academic and career counseling to support students. Provide targeted assistance to low income, English learner, foster youth and students with disabilities in college and career readiness activities and guidance.</p>	<p>In an effort to combat the low graduation and A-G completion rate among our most at risk populations we've continued to support the work of Counselors. Over the 2017-2018 academic school year SCUSD implemented a series of business processes paired with a tool which would enable Counselors to more quickly and efficiently identify students who were subject borderline for graduation and A-G, meaning they were within 4 semester courses of being on-track. The intent of the intervention was to try to modify as many schedules as possible before the beginning of the school while also targeting students to enroll in before or after school credit recovery courses.</p>	<p>One counselor at each of five comprehensive high schools 1000-3000 LCFF 647,000</p>	<p>1000-3000 LCFF 647,000</p>
<p>Counselors at every high school and .5 FTE at middle schools plus John Still and Rosa Parks K-8, for a total of 47 FTE districtwide.</p>	<p>In the spirit of changing conditions in the present, our mid-year check</p>	<p>Additional counselors above the basic allocation. 1000-3000 Suppl/Con 5,036,973</p>	<p>1000-3000 Suppl/Con 5,191,775</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

Specific Schools: All high schools and middle schools and two K-8 Schools: John Still and Rosa Parks

in on 2/13/2018 yielded 218 more students being on track for A-G. This targeted and systematic approach will allow Counselors to more strategically support and monitor the progress of students. The California College Guidance Initiative (CCGI) was also adopted as the tool by which students would be presented college and career related information.

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Sustain and deepen the implementation of Linked Learning and Career Technical Education (CTE) Pathways that prepare students for post-secondary education and careers. Increase student participation in the work-based learning (WBL) continuum. Expand the knowledge and use of the California College Guidance Initiative (CCGI) that provides a protocol for counselors in grades 7-12 to guide students' exploration of college and career.</p>	<p>SCUSD has 11,760 students enrolled in 21 pathways available at every high school. Via these industry-themed pathways, students are prepared to succeed in post-secondary education, whether 2 year or 4 year college, certification programs, apprenticeships, military, or job training</p>	<p>Maintain Career and College Readiness department staff to provide coordination and services as described above</p>	<p>1000-4000 Suppl/Con 2,031,324</p>
<p>Activities of the CCR department include, but are not limited to:</p>	<p>Student completion of CTE pathways is a priority to ensure that students graduate college and career ready. The major funding provided by the Career Technical Education Incentive Grant (CTEIG) provides an opportunity to</p>	<p>CTEIG Grant (4000-6000)</p> <p>6000-6999: Capital Outlay Grant 2,824,853</p>	<p>6000-6999: Capital Outlay Grant 2,517,456</p>
		<p>Perkins Grant (1000-6000)</p> <p>1000-4000 Grant 412,000</p>	<p>1000-4000 Grant 412,000</p>
		<p>CCPT Grant 1000-3000 Grant 193,587</p>	<p>1000-3000 Grant 193,587</p>

- Support pathways for Linked Learning certification
- Provide work-based learning and career technical education at all high schools
- Maintain partnership with U-CAN to provide support and mentors to students interested in attending a historically black college or university
- Maintain relationship with Envision Learning Partners to receive technical assistance in support of Pathways, Student Portfolio and Defense of Learning
- District coordination for the Mayor's "1000 Strong" employment program
- Coordination of efforts to support regional workforce development, and higher education alignment
- Continue scaling the California College Guidance Initiative (CCGI) to full implementation

enhance and expand existing successful programs.

The CTEIG grant provides capital funding for these projects:

- Health Professions High School Hospital Simulation Lab
- John F. Kennedy High School Manufacturing and Design Pathway
- Luther Burbank High School Building Industry Technology Academy
- Rosemont High School Culinary Classroom
- School of Engineering and Sciences Engineering laboratory, engineering classroom, and a large workshop.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

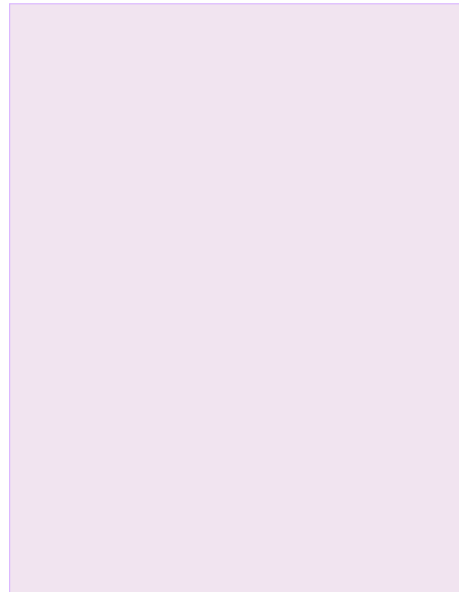
- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

Specific Grade Spans: High Schools and Middle Schools



Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>College Readiness Block Grant (CRBG) activities in grades 9 - 12. The purpose of this funding is to provide unduplicated students with additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years.</p> <p>The CRBG activities were determined after engaging with groups of stakeholders. One of the explicit uses for these funds is to replace state funding for AP and IB fee reimbursements for unduplicated students. Site-based expenditures support college ready activities such as covering transportation costs for college</p>	<p>While planned site-based expenditures continue (transportation costs for college visits, technology purchases, and after school tutoring/intervention strategies, an addition was made to the grant-funded program in the 2017-18 school year: all juniors in SCUSD are taking the SAT during the school day on April 10, 2018. Broadening access to the SAT aligns with the district's guiding principle to ensure that all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.</p>	<p>Reimbursement to schools for the cost of college readiness exams (AP / IB) to facilitate increased participation by students considered part of the unduplicated pupil count, aligned with the goals of the state's College and Career Readiness indicator.</p> <p>5000-5999: Services And Other Operating Expenditures Grant 131,267</p> <p>Transportation to ensure that all 10th grade students participate in at least one college visit to a local four-year institution. 5000-5999:</p>	<p>5000-5999: Services And Other Operating Expenditures Grant 351,266</p>

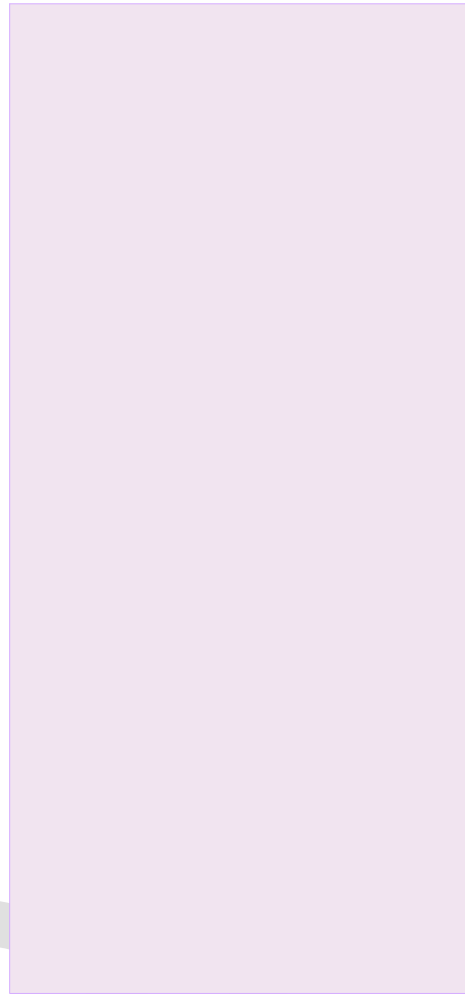
visits, technology purchases to give more students access to online college readiness resources, and stipends for teachers to provide after school tutoring, and other intervention strategies.

Total funds awarded to SCUSD: \$1,121,734 to be used over three years from 2016-17 to 2018-19. Much of this allocation was distributed during the 2016-17 school year and is not included in the 2017-20 LCAP.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
Specific Student Groups:
Unduplicated pupils

Location(s)
Specific Grade Spans: High school (grades 9-12)



Services And Other Operating Expenditures Grant 50,000

5000-5999: Services And Other Operating Expenditures Grant 50,000

Technology (computer carts) to support access to college resources and applications. 4000-4999: Books And Supplies Grant 61,100

4000-4999: Books And Supplies Grant 61,100

Professional learning to support Advanced Placement teachers; extended day for intervention. 1000-3000 Grant 33,158

1000-3000 Grant 33,158

Action 9

Planned Actions/Services
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

Actual Actions/Services
Foster Youth Services provide tutoring, counseling, and case management to the district's foster youth.

A contract with Total Education Solutions was implemented this year to provide academic

Budgeted Expenditures
Foster Youth Coordinator (1.0 FTE), Specialist (1.0 FTE), and Program Associates (3.0 FTE).

1000-4000 Suppl/Con 424,325

1000-4000 Title I 180,993

Estimated Actual Expenditures

1000-4000 Suppl/Con 424,325

1000-4000 Title I 264,228

mirror that of the general student population.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Foster Youth

Scope of Services

Limited to Unduplicated

Locations

All Schools

intervention and support to the district's foster youth. Total Education Solutions provides remediation for students at risk for not meeting grade level performance in Mathematics, English Language Arts, Science, and History.

1000-4000 Grant 99,999

1000-4000 Grant 99,999

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.</p>	<p>The emphasis on English learner redesignation across segments has given principals new impetus to seek out support for English learners. Coaching support from the department training specialists aligns with the Leading with Learning grant. The English Language development (ELD) professional learning implementation activities range from 6 days for Tier 3 schools to 2 days for Tier 2 schools to 2 hours for Tier 1 schools.</p> <p>Dual immersion language programs (Spanish, Mandarin, Cantonese, and Hmong) continue to operate at the elementary level. This year, the department</p>	<p>Director III, Staff, Resource Materials 1000-4000 Suppl/Con 260,700</p> <p>Staff 1000-4000 Title I 200,579</p> <p>Staffing above formula for Language Immersion programs (One time funding) 1000-3000 Title I 360,000</p>	<p>1000-4000 Suppl/Con 260,700</p> <p>1000-4000 Title I 200,579</p> <p>1000-3000 Title I 360,000</p>

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners

Scope of Services
Limited to Unduplicated

Locations
All Schools

implemented curriculum adoptions for each of these languages.

2017-18 was the first year with a full-time coordinator in place. The department has changed enrollment procedures to ensure intake is consistent, and initial language testing is administered correctly. To clean up data, a collaboration between Multilingual Literacy (ML) and Student Data Systems ensures through quarterly meetings that the annual language test was administered within the correct window. Additional communication with the Assessment Coordinator will verify the initial or summative test is administered.

Prior to the advent of the ELPAC test this spring, the district reclassified over 1,000 students. Additional students may be reclassified before the end of the year using the ELPAC summative test. Reclassifications done before July 1 will be reported within this school year.

Action 11

Planned Actions/Services

Expand access to programming to support students who are demonstrating beyond age level capacity for learning and creativity. Implement inclusive practices in the Gifted and Talented

Actual Actions/Services

Expanded access to programming has been limited by varying district assessment practices and loss of Interim Assessments (aka: Common Formative Assessments or Benchmarks). The GATE

Budgeted Expenditures

GATE Resource Teacher
1000-3000 LCFF 139,084

Estimated Actual Expenditures

1000-3000 LCFF 139,084

identification pathways that specifically support Low Income, English learners, students with disabilities, and culturally diverse learners.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Specific Student Groups:
Gifted and Talented, Advanced Learners

Location(s)

All Schools

department expects that this year's GATE ID and GATE participation rates will be similar to those observed in 2016-17.

Implementation of curriculum embedded Interim Assessments in 2018-19 will positively impact GATE ID rates.

Progress has been made in terms of the following:

- Increased numbers of teachers attending GATE Professional Learning from non-GATE sites and non-GATE classrooms
- Expanded AP course offerings at high schools
- Refined processes for supporting schools/families considering acceleration by grade skipping.

Action 12

Planned Actions/Services

Expand access to the International Baccalaureate (IB) program by providing ongoing professional learning, providing curricular resources, and community outreach to ensure that low income, English learners, and under-represented student groups are enrolled.

Actual Actions/Services

The International Baccalaureate (IB) program is found at three district schools: Luther Burbank High School, Kit Carson International Academy and Caleb Greenwood Elementary School. Supporting the district's IB students are a 1.0 FTE teacher at Luther Burbank, 2.8 FTE teachers at Kit Carson, and 1.0 FTE training specialist at Caleb Greenwood. Additional staff include a .845 bilingual instructional assistant at Caleb Greenwood. Annual school

Budgeted Expenditures

IB Site Instruction Coordinator and Resource Teachers at Kit Carson and Luther Burbank. Professional learning and supplemental instructional materials.

1000-4000 Suppl/Con 776,399

Estimated Actual Expenditures

1000-4000 Suppl/Con 867,087

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

Specific Schools: Luther
 Burbank High School, Kit
 Carson School, Caleb
 Greenwood Elementary School

fees and IB testing is included in this action.

Action 13

**Planned
Actions/Services**

Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.1:

- Curriculum, assessments, and professional learning
- Substitutes for professional learning
- Supplemental materials and instructional technology

**Actual
Actions/Services**

School site actions and expenditures will not be available until late April.

**Budgeted
Expenditures**

1000-4000 Suppl/Con 2,875,842

**Estimated Actual
Expenditures**

1000-4000 Suppl/Con 2,875,842

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

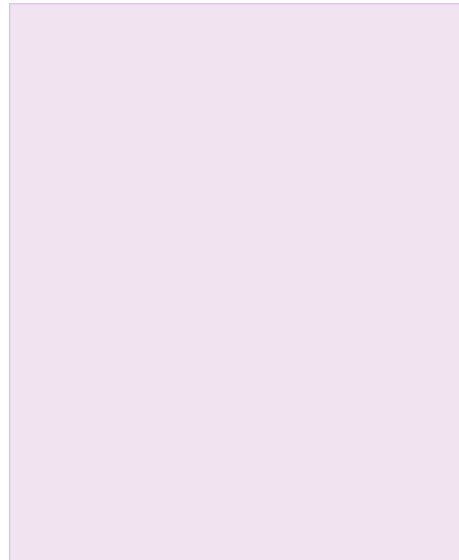
- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

All Schools



Action 14

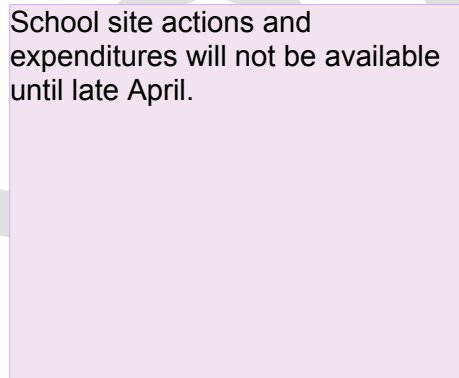
**Planned
Actions/Services**

Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.2:

- Intervention Supports such as Resource Teachers
- Instructional Assistants

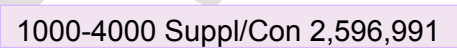
**Actual
Actions/Services**

School site actions and expenditures will not be available until late April.



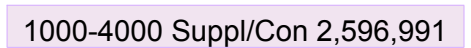
**Budgeted
Expenditures**

1000-4000 Suppl/Con 2,596,991



**Estimated Actual
Expenditures**

1000-4000 Suppl/Con 2,596,991



For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

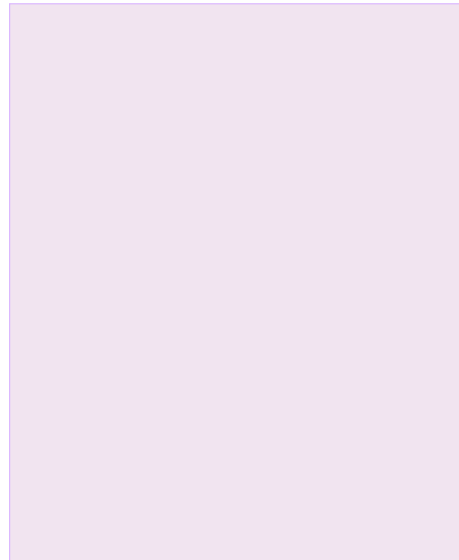
- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

All Schools



Action 15

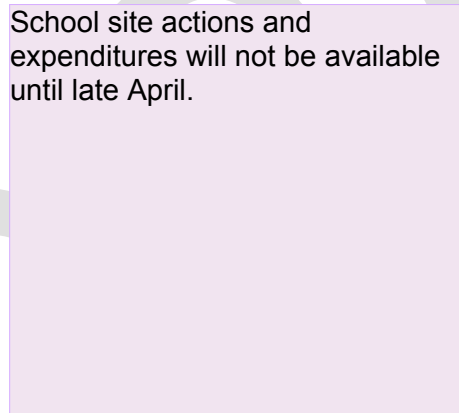
Planned Actions/Services

Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.3:

- Additional collaborative time for data analysis, planning and monitoring of student progress
- Academic Conferences

Actual Actions/Services

School site actions and expenditures will not be available until late April.



Budgeted Expenditures

1000-3000 Suppl/Con 339,421

Estimated Actual Expenditures

1000-4000 Suppl/Con 339,421

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

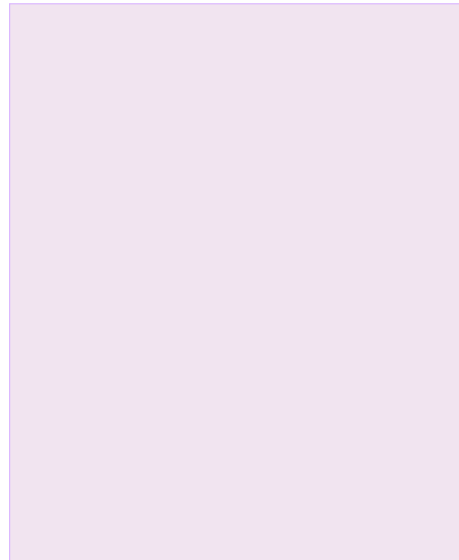
- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

All Schools



Action 16

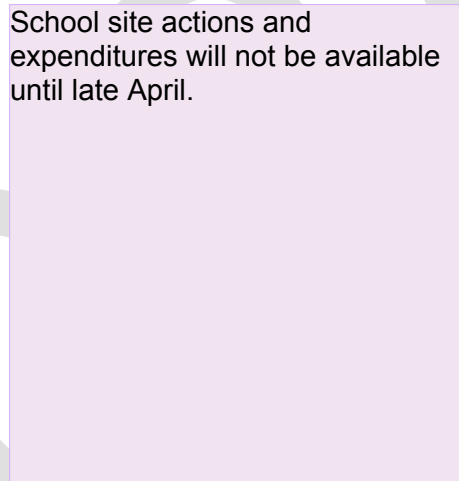
Planned Actions/Services

Actions identified by each School's Leadership team and School Site Council to be principally directed to support unduplicated students and reflected in the SPSA, in service of local decision making to support Action 1.4:

- Supplemental materials for English Language Development
- Bilingual Instructional Assistants
- Books

Actual Actions/Services

School site actions and expenditures will not be available until late April.



Budgeted Expenditures

1000-4000 Suppl/Con 1,567,332

Estimated Actual Expenditures

1000-4000 Suppl/Con 1,567,332

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

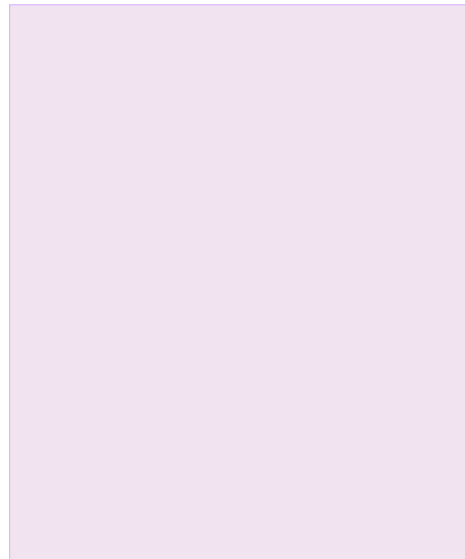
- English Learners
- Foster Youth
- Low Income

Scope of Services

Schoolwide

Locations

All Schools



Action 17

**Planned
Actions/Services**

School Psychologists provide screening and early identification of learning disabilities and other challenges students face. Attend student study team meetings and recommend appropriate interventions or modifications as needed, especially for low income, English learner, foster youth and homeless students.

**Actual
Actions/Services**

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. School psychologists are able to assess children and give recommendations to teachers that explain how individual children learn, based on the outcome of the assessment.

**Budgeted
Expenditures**

25 FTE School Psychologists above the allocation provided to Special Education 1000-3000 Suppl/Con 3,641,779

**Estimated Actual
Expenditures**

1000-3000 Suppl/Con 3,676,639

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

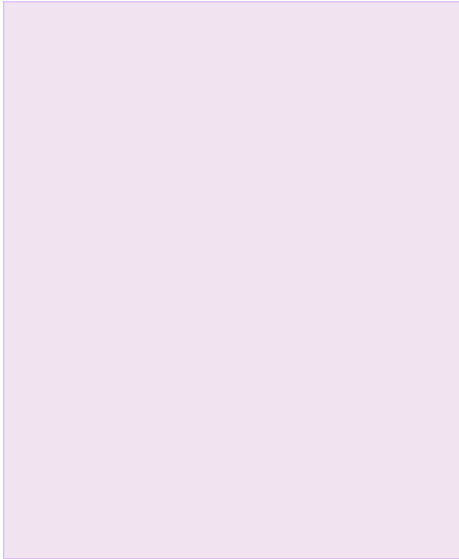
- English Learners
- Foster Youth
- Low Income

Scope of Services

- LEA-wide

Locations

- All Schools



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 is making some progress toward the goal of increasing college and career readiness. Superintendent Aguilar's first priority when he joined SCUSD in July 2017 was to improve the district's graduation rate and ensure that graduates were better prepared for the greatest number of postsecondary choices from the widest array of options. Consequently, the Equity, Access, and Social Justice Guiding Principle has guided district work since July and is actively being integrated into the district's professional learning and other processes. The identification of eight districtwide Priority Elements for student achievement has brought greater focus to district work.

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

Hiring a first-ever Director of Guidance and Counseling, in addition to implementing a tool to identify students subject borderline for graduation and A-G completion, has resulted in (as of midyear) 218 more students being on track for A-G. This targeted and systematic approach allows Counselors to more strategically support and monitor the progress of students. The California College Guidance Initiative (CCGI) was also adopted as the tool by which students would be presented college and career related information. As we near the end of the academic school year, the measures of success will be denoted by an increase in graduation, increase in A-G rates, an increase in the number of students who move towards a status of subject borderline in both A-G/Graduation and lastly by an increase in the number of students who complete/receive a CCGI lesson.

Another action that has shown immediate impact is the addition of a full-time coordinator in the multilingual literacy department. The coordinator has ensured that intake of English learners is consistent and initial language testing is administered correctly. There are far fewer students without the CELDT test and see far fewer kids reported as contradictory English only and English learner.

The use of a real-time district dashboard to measure student progress across the eight priority elements has helped to identify students for intervention.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Details to be provided prior to the final draft LCAP.

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.

Action 18, the Expanded Learning Summer Program, is added to Goal 1 to provide targeted support to students who are performing below grade level or not on track to graduate. Support for new teachers through the induction.