

# 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

**Metric/Indicator**

Well maintained school campuses

Source(s):

School Accountability Report Card

Actual

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

### 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%

## Actual

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"> <li>• Initial UndocuAlly training,</li> <li>• Know Your Rights,</li> <li>• Family Preparedness,</li> <li>• UndocuAlly training for all Principals and Office Managers,</li> <li>• Train-the-Trainer (ToT) for the first three bullets above, and</li> </ul> <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

2000-3000 LCFF 108,773

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

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>	<p>Social Emotional Learning</p> <p>1000-4000 Suppl/Con 538,110</p>	1000-4000 Suppl/Con 1,047,785
		<p>Positive Behavior Intervention and Support (PBIS)</p> <p>1000-4000 Suppl/Con 329,830</p>	



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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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	Chronic Absence Intensive Case Management - Through the "Be Here" grant chronic absence	Learning Community for School Success Grant  Project Coordinator (1.0 FTE) Youth and Family Mental Health	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:

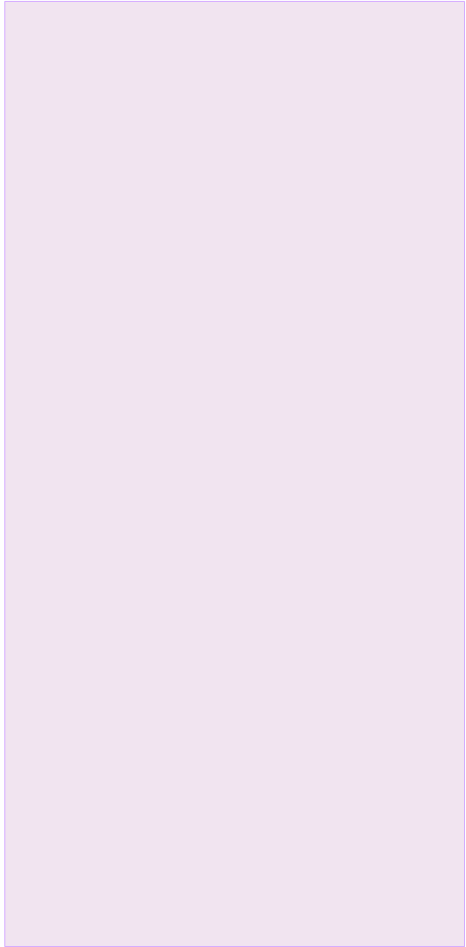
Student Support Services, consisting of Student Support Specialist II/Learning Support Coordinator I, School Social Workers, and other classified positions, offers a wide range of social, emotional, and health resources to help students thrive. We promote attendance and a positive school climate by focusing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