



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 9.2

**Meeting Date:** May 16, 2019

**Subject:** Local Control and Accountability Plan Priorities and Recommendations

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Continuous Improvement and Accountability Office

**Recommendation:** None

**Background/Rationale:** The district's Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC) will provide their priorities and recommendations for the 2019-20 LCAP.

**Financial Considerations:** None

**LCAP Goal(s):** College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; Family and Community Empowerment; Operational Excellence

**Documents Attached:**

1. Executive Summary
2. PAC Priorities and Recommendations

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Vincent Harris, Chief Continuous Improvement and Accountability Officer

Cathy Morrison, LCAP/SPSA Coordinator

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

## Continuous Improvement and Accountability

Local Control Accountability Plan Parent Advisory Committee

Priorities and Recommendations

May 16, 2019



### I. Overview/History of Department or Program

In the 2014-15 school year, the district implemented a plan to create the Local Control and Accountability Plan (LCAP) Parent Advisory Committee (PAC). The process was patterned after models used in other urban school districts, and is similar to those used previously in the Sacramento City Unified School District (SCUSD) for other advisory committees. Board members and the Superintendent each appoint two representatives to the PAC.

### II. Driving Governance:

According to Education Code §52060, on or before July 1, annually, the governing board of each local educational agency shall adopt an LCAP using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

Education Code §52063 (a) (1) requires the establishment of a parent advisory committee, that shall include parents or legal guardians of unduplicated students (low income, English learner, foster youth and homeless). The SCUSD Board is committed to maintaining a strong majority of parents on the committee.

Before the governing board considers the adoption of an LCAP or Annual Update, the superintendent shall present the plan to the Parent Advisory Committee for review and comment. Per Education Code §52062 (a) (1), the superintendent shall respond in writing to comments received from the Parent Advisory Committee.

### III. Budget:

Not applicable.

### IV. Goals, Objectives and Measures:

The SCUSD LCAP PAC met monthly from September 2018 to May 2019. During this time, district staff introduced members of the committee to the goals and structure of the district LCAP, funding sources, and the state and federal accountability system. As per the PAC requests, other staff provided the PAC with presentations on district initiatives such as the Chronic Absenteeism work team, the Early Identification and Intervention System, and College and Career Readiness supports provided by counselors.

To produce their recommendations for the LCAP, the PAC reviewed the committee priorities from the previous year, reaffirmed them as a group, and added two new ones (Reduce Suspension Rate and Improve Outcomes for English Learners).

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The framework for organizing the narrative and justification for recommendations is outlined in the headings below. The most current draft of the recommendations is included with the packet.

Priority Description (1)	LCAP Goal / Metric (2)	LCAP Activities (3)	What would this look like done well? (4)	Recommendation for improvement (5)	Budget Impact? (6)
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1. Each priority is named in the first column. Priorities are not in order of importance.
2. The alignment (if any) to an LCAP goal or measure is listed, with proposed modifications.
3. Existing LCAP Actions are listed, with proposed modifications.
4. This is the aspirational experience that resolve the student needs described in each priority.
5. The long-term recommendation is described.
6. Recognizing the current fiscal climate, the committee acknowledged where there may be a budget impact for the recommendation(s).

### V. Major Initiatives:

To ensure equal access in communication, all materials (agendas, presentations, and meeting notes) for PAC meetings are housed in folders on Google Drive accessible and editable by all. The committee also engaged in self-reflection mid year, and will repeat the self-reflection at the end of the year.

The 2018-19 LCAP PAC has been conscientious in communicating with Board members. In addition to the monthly communication item at Board meetings, members have frequently checked in with their trustee. As the LCAP priorities and recommendations were being developed, the group made the request to present their work directly to the Board, rather than by email as has been done previously. The presentation on May 16 is the first time that the LCAP PAC is on the Board of Education agenda.

### VI. Results:

The review and comment phase is a critical part of LCAP stakeholder engagement. The LCAP PAC exemplifies LCAP Goal 3 (Family and Community Empowerment) as they partner with the district to make recommendations for improved student outcomes through LCAP actions and services.

## **Board of Education Executive Summary**

### **Continuous Improvement and Accountability**

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#### **VII. Lessons Learned/Next Steps:**

Lessons learned in the 2019-20 LCAP review and comment phase:

- LCAP PAC recommendations are provided well in advance of the LCAP Public Hearing, facilitating consideration before the next draft of the LCAP.
- Metrics added that tie to the Performance and Targeted Action Index (PTAI), permitting a midyear review of student progress.
- The LCAP PAC developed concrete and specific recommendations for Board and Cabinet consideration.

**2018-19 LCAP Parent Advisory Committee Priorities for 2019-20 Annual Update**  
Summary version

Priority Description	LCAP Goal / Metric	LCAP Actions and Services
<p><b>Close the achievement gap</b></p>	<p><b>All goals</b></p> <p>Equity, Access and Social Justice Guiding Principle</p>	<p><b>Goal 4, Action 1</b> <b>[Proposed modified action]</b></p> <p>Implement performance metrics in all program plans and contracts. Prepare an annual report and data analysis to discern which funding for staff, training, resource or other expenditures are effective in improving academic and social/emotional outcomes for targeted student groups.</p>
<p><b>Increase diversity of GATE &amp; specialty programs</b></p>	<p><b>Goal 1</b></p> <p>Current Goal: Enrollment in 9th-12th Grade Linked Learning Pathways/Career Academies -- Maintain a threshold of 35%</p> <p>Participation in Advanced Learning Opportunities: 2016-17 Baseline for GATE participation is: Elementary:13.2% Middle: 31.7% No stated metric or annual increase.</p> <p>GATE Professional Learning Certificate Classes: Maintain enrollment in GATE certificate classes at 20</p>	<p><b>Goal 1, Action 7</b> <b>[Proposed Modified Action]</b></p> <p>GATE Professional Learning: Measure GATE certification of teachers in all GATE and GATE-cluster classrooms and target annual training slots to existing GATE classroom teachers lacking certification.</p> <p><b>Goal 1 Action 11</b> <b>[Proposed Modified Action]</b></p> <p>Implement inclusive practices in the GATE pathways -- including assessments -- that specifically support Low Income, English learners, students with disabilities and culturally diverse learners.</p> <p>Differentiate assessments and instruction and resources until all student groups are equitably represented in all GATE, IB, AP and advanced courses of study in grades 2-12.</p>

**2018-19 LCAP Parent Advisory Committee Priorities for 2019-20 Annual Update**  
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<p><b>Improve Performance of Students with Disabilities</b></p>	<p><b>Goal 1</b> <b>[Add to Goal 1:]</b></p> <p>Implement MTSS including strategies for evidence-based academic and social emotional intervention and universal design for learning in all Gen Ed and SDC classes in K-12, to significantly improve the number of students with disabilities who graduate with a diploma, and who complete a-g requirements or a CTE program (Action 1.5). By 2025, the graduation rate of students with disabilities will achieve rough parity with the graduation rate of all students.</p>	<p><b>Goal 1 Action 5</b></p> <p>Current action: Increase access to Common Core instruction to assist Students with Disabilities. Include use of multi-tiered system of supports.</p> <p><b>[Proposed Modified Action]:</b> Increase access to Common Core instruction for students with disabilities. Develop and implement MTSS including strategies for evidenced-based academic and social emotional intervention and universal design for learning in all Gen Ed and SDC classes in K-12. Proposed implementation plan to be presented to the Board no later than October 30, 2019 and implementation commencing by January 1, 2020.</p> <p>Site capacity assessment tool will be validated and 100% of schools will have participated in the survey during 2019-20.</p> <p>Dyslexia Intervention Curriculum selected through pilot project will be implemented in all K-6 schools by RSP teachers for students with learning disabilities in reading by Spring 2020.</p>
<p><b>Reduce Chronic Absenteeism</b></p>	<p><b>Goal 2</b> <b><u>Current goal:</u></b> Reduce chronic absenteeism for all students by 1.5% annually and maintain at less than 10%.</p>	<p><b>Goal 2 Action 7</b> <b>[Proposed Modified Action]</b></p> <p>Programs and outcomes at 21 pilot schools -- including school attendance teams, home visits, and incentives -- will be documented and replicated at all sites in the district. Ensure that school site plans are in compliance with SPSA requirements and expenditures tied to SPSA objectives.</p>

**2018-19 LCAP Parent Advisory Committee Priorities for 2019-20 Annual Update**  
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<p><b>Increase Counselors &amp; Social Workers Specializing in Trauma; add training for Teachers and School Psychologists</b></p>	<p><b>Goal 1</b> <b>Proposed metrics:</b> Increase graduation rate, <i>both aggregate and disaggregated across student groups</i>, to meet or exceed 90%</p> <p><b>Goal 2</b> <b>Proposed metrics:</b> Reduce suspension rate, both aggregate and disaggregated across disproportionately impacted student groups, to less than 2.1% districtwide.</p> <p><b>Proposed metrics:</b> Reduce chronic absenteeism for all students by 1.5% annually</p>	<p><b>Goal 1 Action 6</b> <b>[Proposed Modified Action]</b> Recruitment and professional learning of ___ counselors to support college and career readiness of student groups through a trauma-informed lens.</p> <p><b>Goal 1 Action 17</b> <b>[Proposed Modified Action]</b> Recruitment and professional learning of ___ School Psychologists to support college and career readiness of student groups through a trauma-informed lens.</p> <p><b>Goal 2 Action 8 &amp; 12</b> <b>[Proposed Modified Action]</b> Recruitment and professional learning of XX nurses and XX social workers to support the social emotional health of student groups through a trauma-informed lens.</p> <p><b>Goal 2 Action 10</b> <b>[Proposed Modified Action]</b> Connect Center The district shall monitor all school site plans for compliance with SPSA requirements, and to be sure expenditures for these actions are tied to SPSA objectives.</p>
<p><b>Reduce Bullying</b></p>	<p><b>Goal 2</b> <b>Proposed metric:</b> School Climate Survey: Improve percent of positive responses by 5% annually until 90% report feeling safe and belonging.</p> <p>Establish baseline for n = number of bullying complaints at each school site, and then reduce n</p>	<p><b>Goal 2 Action 6 [Proposed Modified Action]</b> No later than October 31 each school site will draft a school-level bully prevention plan, which shall include an evidence-based anti-bullying program, staff training, mediation and consultation as alternative strategies or responses.</p> <p>The district will provide additional bully prevention training for parents and staff upon request. The district will retain the Bully Prevention Specialist.</p> <p>The district will measure and monitor the number of informal and formal complaints of bullying at each school site, disaggregating by reports against students and teachers.</p>

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<p><b>Increase Civic Engagement</b></p>	<p><b>Goal 1</b> Proposed modified goal; Ensure that implementation of State Standards in Social Studies and Civics is aligned with the FAIR Act and includes effective strategies for civic engagement.</p> <p><b>Goal 3</b> Proposed modified metric: In addition to counting attendance at DELAC, SSC and CAC meetings, establish a baseline to measure parent's <i>awareness</i> of the role of these community engagement groups and how to effectively participate.</p>	<p><b>Goal 1 Metric</b> Ensure that implementation of Ethnic Studies curriculum is expanded to all high schools and extended as a semester-long graduation requirement.</p> <p>Civics and social studies curriculum to include strategies for effective civic engagement.</p> <p><b>Proposed New Action in Goal 3:</b> Develop new questions for LCAP survey assessing: parent's awareness of the purpose of the DELAC, SSC, CAC and other opportunities to engage with site and district leadership; how they can join and participate; whether their participation is meaningful; and whether adequate translation and other supports are available to facilitate participation.</p>
<p><b>Improved Performance of Foster Youth</b></p>	<p><b>Metrics</b> ELA -103.3 below standard Math -123.7 below standard Graduation rate 75.8% Suspension rate 20.5% Chronic absence 33.8%</p> <p>Suspension rate of foster youth will lower to 1.5%</p> <p>Graduation rate of foster youth will increase to 90%</p>	<p><b>Goal 1 Action 9</b> Retain staff in Foster Youth Services</p> <p>Foster Youth Services staff reach out and provide case management services to all foster youth.</p> <p><b>Proposed new metrics:</b> Measure and report involvement of foster youth in school activities</p> <p>Collect metrics of Kindergarten foster youth compared with other kindergarten students - prepared for school, at grade level, behavior incidents, etc.</p>



**2018-19 LCAP Parent Advisory Committee Priorities for 2019-20 Annual Update**  
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<b>Reduce Suspension Rate</b>	<p><b>Goal 2</b> <b>Proposed metrics:</b> Reduce suspension rate, both aggregate and disaggregated across disproportionately impacted student groups, to less than 2.1% districtwide.</p>	<p><b>Goal 2.4</b> Assistant Principals document site-based activities that improve climate including outreach to high need students and families.</p> <p><b>Goal 2.5</b> <b>Social Emotional Learning</b> Ensure all students with an actual or suspected disability have a functional behavior assessment plan prior to suspension in order to determine whether the behavior is a function of the disability.</p>
<p><b>To improve the outcomes of English learners, increase the number of bilingual Counselors (7-12) and Social Workers (K-12)</b></p>	<p>No action or goal in the LCAP to increase bilingual staff in these roles</p> <p><b>Goal 1</b> <b>Proposed metric:</b> Report baseline n of bilingual counselors and social workers in 2018-19, districtwide and by school site.</p>	<p><b>Goal 1</b> <b>Proposed new action</b> Recommend the district offer a stipend or incentive for staff who have a second language capability.</p>