Local Control Accountability Plan (LCAP) Engagement Plan

Board Meeting
March 20, 2014
Agenda Item No. 9.4

Presented by: Gabe Ross, Tu Moua
Tonight’s Presentation

1. Background
2. Engagement/Outreach Efforts
3. Survey Results
4. Draft LCAP
5. Lessons Learned/Next Steps
Introduction

• July 1, 2013 Governor Brown signed historic school funding legislation

• As part of Local Control Funding Formula, districts are required to develop, adopt, and annually update a three year Local Control Accountability Plan (LCAP) beginning July 1, 2014. This plan connects districts’ goals and actions to plans for spending LCFF dollars

• LCAP is LCFF’s vehicle for transparency and engagement
January 16, 2014
State of Board Education adopted regulations

February 18, 2014 State Board of Education releases draft LCAP template

July 2013
July 1, 2013 Governor Brown signed the historic school funding legislation

Jan 2014
By July 1, 2014 SCUSD Governing Board shall adopt LCAP

Feb 2014

July 2014
Five days after SCUSD Board adoptions, SCOE shall approve LCAP

July 2014
October 1, 2015 State Board of Education adopt evaluation rubrics

Oct 2015
Engagement Strategy

- Broad and Diverse Stakeholder Engagement
  - LCAP Advisory Committee Meetings
  - School Site Engagement
  - Community Planning Process (PEVs)
LCAP Advisory Committee Meetings

• Four meetings to date
  • November 6
  • December 12
  • January 22
  • February 13

• Average attendance: approx. 120 per meeting
• Lessons Learned and Adjustments
LCAP Advisory Committee: What We’ve Heard

“Custodial services are essential and need to be high priority. It’s more costly to replace (facilities, equipment) than maintain them.”

“Student achievement will increase with better collaboration between schools, parents and teachers.”

“Character education and social-emotional learning need to be focused on – teach success in life, not just academics.”
LCAP Advisory Committee: What We’ve Heard

“Parents need more resources for Common Core readiness.”

“Can we have skill building workshops on self esteem/bullying prevention for students?”

“Buena información. Favor de seguir considerando para poder seguir apoyando la educación de nuestros hijos.”

All comments from are available online at www.scusd.edu/LCAP
School Site Engagement

• 100% of school sites held site level discussions
• Principals were provided with a facilitator tool-kit to lead site discussions
• Many sites used existing community gatherings (PTA meetings, School Site Council meetings, faculty meetings, etc.)
Examples:

**Susan B. Anthony:**
92 responses  
(6% of ES/K-8)

**Matsuyama:**
46 responses  
(3% of ES/K-8)
Middle School Site Engagement

- Will C. Wood, 136, 16%
- Sutter, 210, 25%
- Albert Einstein, 108, 13%
- California, 140, 17%
- Fern Bacon, 83, 10%
- Kit Carson, 58, 7%
- Sam Brannan, 103, 12%
High School Site Engagement

- The Met, 20, 2%
- Capital City School, 14, 1%
- School of Engineering and Sciences, 30, 3%
- Success Academy, 6, 0.5%
- American Legion, 32, 3%
- Arthur A. Benjamin Health Professions, 14, 1%
- Sacramento New Technology, 188, 17%
- West Campus, 145, 13%
- Sacramento Accelerated Academy, 11, 1%
- Rosemont, 112, 10%
- Luther Burbank, 113, 10%
- John F. Kennedy, 87, 8%
- Hiram Johnson, 88, 8%
- George Washington Carver, 8, 1%
Community Planning Process (CPP)

• 135 Public Education Volunteers (PEVs)
• Individual and Group Trainings
• Representatives from the following community partners were trained as PEVs:
  
  • District Advisory Committee (DAC)
  • District English Learner Advisory Committee (DELAC)
  • Community Advisory Committee (CAC)
  • Sacramento Council of PTA’s
  • Student Advisory Council (SAC)
  • Parent Teacher Home Visit Project
  • Asian Resource Center
  • La Familia
  • California Endowment/Building Healthy Communities
  • Sacramento Children’s Home
  • Child Protective Services (CPS)
  • City Year
  • Legal Services of Northern California
  • Area Congregations Together (ACT)
  • Black Parallel School Board
  • Hmong Women’s Heritage
  • Hmong Mien Laos Community Action Network (HML CAN)
  • And many others…
LCAP Survey Results

1,291 Survey Responses

Was available online, with printed versions available at LCAP Advisory Committee meetings and at school sites

Was available in English, Spanish, Hmong, Chinese, Vietnamese and Russian
Survey Data: Demographics

- White: 36%
- Hispanic/Latino: 29%
- Asian: 19%
- African American: 8%
- Hawaiian/Pacific Islander: 2%
- Other: 6%
Survey Data: Demographics

- Parent/Family: 45%
- Staff: 20%
- Student: 28%
- Community Member: 6%
- Community Partner: 1%

16
Survey Data: Demographics

Respondents who represent students who qualify for Free or Reduced Price Lunch (FRPL)

- FRPL: 62%
- Not FRPL: 35%
- Decline to State: 3%
Survey Data: Demographics

Respondents who represent English-learner (EL) students

- EL students: 46%
- Non-EL students: 49%
- Decline to State: 5%
State Priority 2: Student Engagement

Please drag and rank the following resources/services that best support the State Priority 2, Student Engagement. *Definition: Student Engagement as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.*

- Extracurricular activities (e.g. clubs, sports, band, etc.)
- More before, after, or summer school programs
- Academic supports that meet individual student needs (e.g. differentiated instruction)
- Connecting students to community resources (e.g. internships, resource centers, partnerships, mentors)
- Other

If you ranked "other" in the top three, please share what other might be.
Survey Data:

Priority I – Student Achievement

Most common options ranked #1 OR #2 by respondents
Survey Data:
Priority 2 – Student Engagement

Most common options ranked #1 OR #2 by respondents

- Extracurricular activities: 62%
- Academic supports that meet individual student needs: 55%
- More before, after, or summer school programs: 41%
Survey Data:
Priority 3 – Other Student Outcomes

Most common options ranked #1 OR #2 by respondents
Survey Data:
Priority 4 – School Climate

Most common options ranked #1 OR #2 by respondents

- Social-Emotional Learning: 56%
- Positive culture programs: 50%
- A safe school environment: 48%
Survey Data:
Priority 5 – Parental Involvement

Most common options ranked #1 OR #2 by respondents
Survey Data:
Priority 6 – Basic Services

Most common options ranked #1 OR #2 by respondents

- Custodians and clean schools: 56%
- Technology: 52%
- Access to teaching materials and textbooks: 44%
Survey Data:
Priority 7 – Implementing Common Core

Most common options ranked #1 OR #2 by respondents

- Professional Development for Common Core: 55%
- Academic supports for students: 36%
- Common Core instructional materials: 28%
Survey Data:
Priority 8 – Course Access

Most common options ranked #1 OR #2 by respondents
Survey Data:
“Other” Submissions

1. Class-size reduction
2. Arts education
3. Transportation
4. Sports/extracurriculars
Draft LCAP: Goals

- College and Career Ready Students
- Safe, Clean and Healthy Schools
- Family and Community Engagement
Draft LCAP: Goal #1

Goal #1: Increase the percent of students who are on track to graduate college and career ready.
Draft LCAP: Goal #1

**Goal #1.1:** Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

50% **Overall** listed *Stronger Academic Programs* as their first or second priority within Student Achievement

61% **Overall** listed *Graduation Requirements Consistent with California State University and University of California Entrance Criteria* as their first or second priority within Course Access
Draft LCAP: Goal #1

Goal #1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.

67% Overall listed Access to Specialized Programs as their first or second priority within Course Access

Quote from LCAP Advisory Committee Meetings: “Provide tutoring to support struggling students in specific content areas”
Draft LCAP: Goal #1

Goal #1.3: Develop an infrastructure for ongoing analysis of student performance and progress by providing teacher release time and collaborative learning time.

55% Overall listed Professional Development for Common Core as their first or second priority within Implementing Common Core
Goal #2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Draft LCAP: Goal #2

**Goal #2.1:** Students will be provided cleaner, better maintained learning environments.

56% Overall listed *Custodians and Clean Schools* as their first or second priority with Basic Services

**Quote from LCAP Advisory Committee Meetings:**
“Custodial services are essential and need to be a high priority”
Draft LCAP: Goal #2

Goal #2.2: 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.

57% Overall listed Social-Emotional Learning as their first or second priority within School Climate

Quote from LCAP Advisory Committee Meetings: “Focus on positive behavior and teaching citizenship”
Draft LCAP: Goal #2

**Goal #2.3:** Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project-based learning, extended extracurricular, and expanded learning program involvement.

*72% Overall* listed Connecting Classroom Learning to Real-World Experience as their first or second priority within Other Student Outcomes

*72% of students* listed Extracurricular Activities as their first or second priority within Student Engagement
Goal #3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.
Draft LCAP: Goal #3

**Goal #3.1:** Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

48% of parents listed *Academic Parent Teacher Teams (APTT)* as their first or second priority within Parental Involvement

*Quote from LCAP Advisory Committee Meetings:* “Home visits are very effective for teachers to connect with families. They overcome barriers at school sites and build relationships”
Draft LCAP: Goal #3

**Goal #3.2:** Stakeholders will receive improved district and site communications, including translation/interpretation services.

42% of parents listed School Family Communications as their first or second priority within Parental Involvement.

*Quote from LCAP Advisory Committee Meetings:*
“Strengthen communication with parents”
LCFF Subgroups

- Low-Income Students
- English-Learners
- Foster Youth
- Students with Disabilities
Lessons Learned

• Timing/Process
• Survey Implementation
• Engagement and Outreach
• Creation of Draft Plan
Next Steps

• Beginning March 20 - Draft plan distributed
• April 2 – Final LCAP Advisory Committee Meeting
• DAC, DELAC, SAC, CAC meetings (already scheduled)
• Respond to questions, comments and concerns in writing
• Another cycle of PEVs
• Draft plan, survey and more information available at www.scusd.edu/LCAP
• Public Hearing – May 15 (tentative)
• Board Approval – June 5 (tentative)
Questions?