

Theme	Source(s)
Accountability	
<p>Is there a mandate that schools meet the goals? <i>LCAP goals will be reviewed annually for compliance.</i></p>	LCAP Meeting
<p>How do the priorities actually relate to the goal? <i>Priorities establish the broad areas (i.e. Student Achievement) of the most importance to the state and district. Goals relate to the priorities by establishing what we hope to achieve in that broad area.</i></p>	LCAP Meeting
<p>How are subgroups' progress measured? <i>Much of the student data outlined in the Final Draft LCAP is broken down by subgroups for monitoring. Annual reviews will include subgroup progress toward goals.</i></p>	LCAP Meeting
<p>Who will enforce the charters to follow LCAP? <i>Charters are responsible for writing their own LCAPs for review by the county and state.</i></p>	LCAP Meeting
<p>How are students identified at school sites to monitor progress and provided needed supports? <i>All SCUSD students are entered in our student information system and Data Director, systems that manage data in such areas as student demographics, test scores, etc. LCFF outlines specific subgroups of students that must receive allocations of new Supplemental and Concentration grant funds, and resources were allocated to school sites based on a formula accounting for the number of students at each school in each subgroup.</i></p>	DAC
<p>How do we measure the effectiveness of After School programs and partner programs? <i>Schools engage in a regular Request for Proposal (RFP) process to select after-school partners that best align with that school's goals and needs. Regular site visits conducted by both Youth Development and the Sacramento County Office of Education are an important part of quality assurance. Additional indicators include attendance and academic data, as well as data from the After School Program survey given to students in grades 4-12. An annual analysis of programs is done by district staff and factored in when making renewal decisions</i></p>	DAC
<p>What are the district goals around teacher effectiveness, Next Generation Science Standards implementation, EL reclassification rates, expulsion rates, chronic absenteeism, and student/parent/teacher surveys on school climate? <i>Under the district's current system, teachers are evaluated on six performance areas based on the California Standards for the Teaching Profession. Discussions are underway to create a new evaluation tool for that is focused on better supporting teachers in the classroom. Next Generation Science Standards were recently adopted by the state and implementation is scheduled to begin during the 2015-16 school year. Goals will be outlined in future LCAPs. EL reclassification rates, expulsion rates and chronic absenteeism are all included in the Final Draft LCAP. The district currently administers the California Healthy Kids Survey annually to students in the district and will be looking for a systemic way to expand that gathering of that data in the future.</i></p>	Survey

Is the district tracking “below standard teachers”? If so, how many are there?

Survey

Under the district’s current system, teachers are evaluated on six performance areas based on the California Standards for the Teaching Profession. In each area, teachers can be evaluated as “exceeds standards,” “consistent with standards,” “working to meeting standards,” or “does not meet standards.” Evaluations are shared with teachers and recorded with Human Resources. Discussions are underway to create a new evaluation tool for that is focused on better supporting teachers in the classroom.

Does the district expect that a certain percentage of these teachers will either improve or be recommended for dismissal each year? If so, will the district include these as indicators in the LCAP?

Survey

The district expects teachers who are not meeting performance standards to improve and works with teachers on improvement plans. Discussions are underway to create a new evaluation tool for that is focused on better supporting teachers in the classroom. These discussions may include using teacher evaluation data in the LCAP.

Has there been an evaluation of the after-school providers?

LCAP Meeting

Schools engage in a regular Request for Proposal (RFP) process to select after-school partners that best align with that school’s goals and needs. Regular site visits conducted by both Youth Development and the Sacramento County Office of Education are an important part of quality assurance. Additional indicators include attendance and academic data, as well as data from the After School Program survey given to students in grades 4-12. An annual analysis of programs is done by district staff and factored in when making renewal decisions.

What is the effectiveness of the Healthy Start program? Please list Healthy Start sites.

DAC

SCUSD operates 21 Youth and Family Resource Centers, formerly called Healthy Start centers, throughout the district. A list of locations can be found at www.scusd.edu/youth-and-family-resource-centers. Although the district has not conducted a cause-and-effect analysis, YFRCs support students by helping them to increase attendance and increase academic performance. Other outcomes include improving school climate, improving overall student mental health, and improving family engagement and stability. Some sites have analyzed the correlation between services provided and benchmark scores. These schools have shown a positive increase in scores.

Should SDIPs align with the LCAP and expenditures?

LCAP Meeting

Yes, the district is working on aligning the SDIP, Budget and LCAP timeline in the future to create a more systemic and cohesive approach to district and site budgeting and engagement. During the first year of LCAP implementation, a transition year, the district had already allocated some funds to sites before LCAP templates and regulations were even released by the State Board of Education.

What estimated impact does class size reduction have on student academic outcomes? How does this impact compare to other prevention and intervention strategies?

Survey

That data does not currently exist in SCUSD. While it is clear that while Class Size Reduction is a top priority for many SCUSD stakeholders, it is significantly more expensive than most school-site intervention strategies.

Assessment

3

What will we use to measure baseline data for district?

LCAP Meeting

Section 2 of the Final Draft LCAP includes all baseline data and metrics. With no data available for the Smarter Balanced Assessments, we will not have baseline data on student academic performance under the new testing system until 2015-16.

What assessments will be used at SCUSD to measure student achievement (esp. w/2 year gap)?

LCAP Meeting,
DAC

Section 2 of the Final Draft LCAP includes all baseline data and metrics. With no data available for the Smarter Balanced Assessments, we will not have baseline data on student academic performance under the new testing system until 2015-16.

Why are we not looking at early intervention (benchmarks) screeners?

LCAP Meeting

Benchmark data will continue to guide school improvement efforts. However, not all of our benchmarks are aligned to Common Core State Standards.

CCSS/Curriculum

3

What, if any, planning or implementation work will be conducted over the next three years related to California's new Next Generation Science Standards?

Survey

Next Generation Science Standards were recently adopted by the state and implementation is scheduled to begin during the 2015-16 school year. Implementation plans are in development.

How do we know which schools have these services/actions (i.e. which schools were provided CCSS-aligned instructional materials with embedded assessments to ensure a quality CCSS implementation)? How were these schools determined?

CAC

The site-level expenditures laid out in Section 3B of the Final Draft LCAP are aggregates of site expenditures under each Action. Individual site budgets and plans will be reviewed through the SDIP process. During the first year of LCAP implementation, a transition year, the district had already allocated some funds to sites before LCAP templates and regulations were even released by the State Board of Education.

Why are we spending additional funding for CCSS? What about Common Core grants?

LCAP Meeting

SCUSD has been fortunate to receive significant grant funding over the last few years to support the implementation of the Common Core State Standards. However, in order to effectively implement a transition of this magnitude and make it pervasive throughout every classroom in the district, more resources over a number of years will be needed along with ongoing support.

Data/ Metrics

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Can the data be broken into sub-groups (i.e. socio/economic; foster youth etc.)?

DAC; Survey

Much of the student data outlined in the Final Draft LCAP is broken down by subgroups. In some cases, specifically regarding foster youth, we have limited capacity to break down the data based on subgroup.

Is it possible to have data on where graduates "land"?

DAC

SCUSD collects data on students who continue on to two-year and four-year universities, though this data is not included in the Final Draft LCAP.

Can additional indicators of “college and career ready” be included?

DAC

The Final Draft LCAP includes such college-readiness indicators as scores on the CSU Early Assessment Program tests as well as the number of student that have completed a-g coursework prior to graduation. Data regarding the number of students enrolled in career-themed Linked Learning Pathways is included as an indicator of career readiness.

Can additional honors and advanced programs be indicated?

DAC

The Final Draft LCAP includes a metric on the number of students who complete AP courses.

Can the plan address/focus on chronic absenteeism rate as an additional metric? What is the baseline for chronic absenteeism by subgroup? Is that data provided in real time to schools/teachers to intervene?

DAC; Survey

The Final Draft LCAP includes metrics on Chronic Absenteeism by grade-level segment. Teachers take attendance daily and can track attendance and issue attendance reports with our student information system.

Can more specific sub-groups be included – not just GATE?

DAC; Survey

The Final Draft LCAP includes data broken down by grade-level segments and by many demographic subgroups.

Can a data measurement on 9th grade “College and Career Ready” be provided?

DAC

The Final Draft LCAP includes such college-readiness indicators as scores on the CSU Early Assessment Program tests as well as the number of student that have completed a-g coursework prior to graduation. Data regarding the number of students enrolled in career-themed Linked Learning Pathways is included as an indicator of career readiness.

In addition to graduation rate, GATE, AP and a-g, can additional indicators be tracked, including: Kindergarten readiness, EL reclassification rates by entering CELDT scores, four-year dropout rate, the number and diversity of career pathways offered, career pathway enrollment and retention, with a particular focus on equitable access, CTE courses that are a-g aligned, matriculation rates to apprenticeships, military, community college, four-year colleges?

Survey

EL Reclassification rates, cohort dropout data, Linked Learning Career Pathway enrollment data, and a-g course completion data are all included in the Final Draft LCAP.

Are there specific schools where there is a high concentration of poor performance that should receive additional attention/support? If so, what is their baseline performance and what growth targets should be included in the LCAP?

Survey

By law, LCFF funds are allocated not by a school’s performance, but by the number of students in three specific subgroups: Low-Income, English-learner and Foster Youth. SCUSD’s LCFF funds were allocated based on the number of non-duplicated students at each school in these subgroups.

What has the district done to establish policies related to data sharing and to create the data infrastructure necessary to support and monitor the educational success of foster youth?

Survey

SCUSD Foster Youth Services (FYS) Program has an MOU with the Sacramento County Office of Education (SCOE) in order to share educational data for foster youth. SCOE’s database, Foster

Focus, securely holds educational information on all Sacramento County foster youth; permitted school district staff as well as child welfare/foster youth representatives currently have access to Foster Focus. In addition, FYS works with the district's student information system to ensure foster youth are identified, necessary to monitor their educational success. A new Foster Youth Board Policy has been drafted and is scheduled to be presented to Board in July 2014.

What measures will be used district wide to determine which reclassified students need additional support?

Survey

Data from the California Assessment of Student Performance and Progress (CAASPP), classroom assessments and grades will be used.

How will you determine they are receiving that support at each school site?

District and site LCAP Goals will be reviewed annually to measure progress.

What is the expulsion rate, by sub-group?

LCAP Meeting

The Final Draft LCAP does not include metrics on expulsions by subgroup. However that data can be found at <http://data1.cde.ca.gov/dataquest/>.

What is the suspension rate per school, by subgroup? Can this be reflected in the plan?

LCAP Meeting

The Final Draft LCAP includes metrics on suspensions by subgroup. More data is available at <http://data1.cde.ca.gov/dataquest/>.

In Section 2- Goals and Progress Indicators, District LCAP indicated goals for all pupils, but does not include specific goals for school sites and specific subgroups (Low Income, English Language Learner, Foster youth and race). Why? BPSB would like this section to include specific goals by subgroups and race.

BPSB

The Final Draft LCAP now contains this data disaggregated by LCFF subgroups where available. Specific goals for school sites will be created in the School Development and Improvement Plan process, not through the district LCAP. However, the district will be working to align the SDIP and LCAP processes in future years.

In Section 2, we are missing baseline data for academic proficiency, suspension rates, staffing per students by subgroups (LI, ELR & FY) and by race.

BPSB

The Final Draft LCAP now contains this data disaggregated by LCFF subgroups where available. While LCFF does not require districts to disaggregate data based on race, this data is available on the state's DataQuest website.

The reduction in suspension rates is far too low. Why?

BPSB

The Final Draft LCAP is a three-year plan that can (and likely will) be adjusted after each year based on progress and resources available. With proposed changes to Board Policies 5137 and 5144, as well as Board Resolution No. 2789 passed on March 20, 2014, SCUSD has made a public commitment to changing its culture regarding student discipline towards a "Whole Child" approach. Pending approval of these policy changes by the Board, the district expects to immediately begin work on new Administrative Regulations to outline their implementation. This implementation plan would drive resource allocation in future years and likely impact progress indicators in future LCAPs.

School Resource Officers data/metrics are absent in the plan. Why? Furthermore, the Black

Parallel School Board requests that additional funding for school resource officers not come from the LCFF at this time. BPSB

The staffing level of School Resource Officers (SROs) is based on the Board-approved contract with the Sacramento Police Department. It's important to note that the resources allocated for SROs in the Final Draft Plan do not result in an increase in SROs for the upcoming school year. Not all officers were budgeted for in the 2013-14 school year which must be rectified so the 2014-15 budget reflects accurate staffing numbers.

Early Childhood

What is the district going to do about preschools? How many schools sites will have preschools? DAC

In the 2014-2015 school year, Child Development plans to implement 92 preschool classrooms that will be dispersed throughout Sacramento City Unified School District. Forty-two elementary and K-8 elementary schools will serve as host sites for SCUSD's preschool classrooms. Child Development preschool classrooms are funded independently through State and Federal grants and are not included in the LCAP. More information can be found at www.scusd.edu/child-development.

I am wondering if 0-5 infant/toddler and district preschool programs are in mind when planning the future of our district? Survey

SCUSD's Child Development program currently provides comprehensive services to 147 infants and toddlers, children between the ages of 0 and 3 years. In the 2014-2015 year, the program will continue services to the same number of infants and toddlers in three program options: home-based, center-based and a combination option, which provides families both center- and home-based services. It is also important to note that the Child Development program is poised to increase the enrollment of infants and toddlers. Recently, SETA, which is the department's Head Start/Early Head Grantee, submitted a letter of interest on behalf of Child Development to apply for the Early Head Start Partnership Grant. The department is anticipating applying for an additional 40 infant/toddler slots and if awarded, this increase in available slots for infants and toddlers could be realized as early as January 2015. With regard to preschoolers, to date, SCUSD provides continuous, comprehensive and intensive services to approximately 2,300, annually. While the expansion of preschool slots may be a possible option in the future, it is important to note that SCUSD is committed to maintaining status quo with regard to its current preschool enrollment numbers in the meantime.

What are the districts existing investments in children 0-5? Survey

SCUSD is wholly committed to investing in children ages 0-5. Currently, there are approximately 3,300 children enrolled in SCUSD's Early Kindergarten and Kindergarten classrooms and approximately, 2,300 children are enrolled in SCUSD's infant/toddler and preschool programs. These children enter SCUSD's learning continuum at the very beginning, which results in their overall schooling success over time.

What about expanding preschool or all-day kindergarten for low-income students? Survey

Please refer to the information indicated above with regard to preschool and infant/toddler expansion.

English Learners

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How are students not in EL programs being supported for dual language programs district-wide?

LCAP Meeting

The district offers a variety of dual-language programs available for all students. Details can be found at www.scusd.edu/district-program/language-immersion-and-bilingual-programs.

Who is going to oversee the training and implementation of training EL parents?

LCAP Meeting

The district's Family and Community Engagement Office runs a variety of programs and trainings for all parents, including non-English speakers, to get involved in their children's education. For information, contact the SCUSD Parent Resource Center at (916) 643-7924.

Fiscal

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What formula was used to calculate how much is allocated to sites?

LCAP Meeting;
Survey

The Sacramento County Office of Education provided a formula for school districts in calculating the Minimum Proportionality Percentage, or the amount allocated to individual students within each LCFF subgroup. Each site received an allocation based on the number of students they have enrolled in each LCFF subgroup. The full summary of the allocation formula is located in the Final Draft LCAP in Sections 3C and 3D.

Can you show what funding is going to what school sites?

LCAP Meeting

The Final Draft LCAP has much greater detail with regards to site-level allocations (Section 3B). The LCAP is a companion document to the district's budget, but does not include specific expenditures by each department and site. Individual site expenditures are included in the final district budget and each school's SDIP.

Can you include other funding sources such as Title I in order to get the "big picture"?

LCAP Meeting

The Final Draft LCAP includes additional expenditures from other funding sources that support each action and goal. In each case, the funding source is noted (as well as the SACS Object Code). Note that not ALL expenditures from other funding sources are included in the LCAP.

What about students that don't fall into one of the priority groups? What money will they get?

LCAP Meeting

All schools and students will receive additional funding as a result of LCFF. Because SCUSD is more than 55% Free and Reduced Lunch, LCFF Supplemental and Concentration Grant funds can be used on district-wide expenditures to support all students. Additionally, LCFF Base funds will support all schools and students.

Is Title I money being freed up? Can we be clear about where the money is coming from and what it's tied to?

LCAP Meeting

The Final Draft LCAP includes additional expenditures from other funding sources that support each action and goal, including Title I funds. Note that not ALL expenditures from other funding sources, such as Title I, are included in the LCAP.

Funding has no context – is this funding an increase from this year?

LCAP Meeting

It's important to remember that the LCAP, while a companion document to the budget, is not the budget. The LCAP template, provided by state and mandatory for districts to use, asks for details and justifications regarding upcoming expenditures and does not include historical

context. All LCFF Supplemental and Concentration Grant funds are new funds. However, SCUSD's new funds are offset by rising costs (the cost of health benefits and declining enrollment, chief among them). Detailed budget presentations, including comparisons to previous years, can be found at www.scusd.edu/financial-presentations-information.

Clarify where the money is attached?

LCAP Meeting

The Final Draft LCAP includes more specificity with regards to how much is being spent on each action.

Where is the funding coming from? Would budget codes be helpful?

LCAP Meeting

The Final Draft LCAP includes SACS Object Codes for each expenditure.

What is the cost estimate for class-size reduction by grade level?

DAC; Survey

The estimated cost of reducing K-3 classes by one student is \$1.6 million.

How much money remains after the LCAP allocations?

DAC

The Final Draft LCAP includes all LCFF Supplemental and Concentration Grant funds. The SCUSD Budget will include total allocations for all funding sources. Note that not ALL expenditures from other funding sources are included in the LCAP.

What funds are used for Student Resource Officers (SROs)?

DAC

School Resources Officers (based on a contract with the Sacramento Police Department) are funded through LCFF Base Funds. The SROs mentioned in Section 3A of the Final Draft LCAP are already in place, but were unfunded in previous years. These SROs are funded with LCFF Supplemental and Concentration Grant funds.

How does the \$3,000,000 for counselors break down per school site?

DAC

We are working to answer this question. Please check back.

The district has a very positive track record of providing public transparency around expenditures. Will the district continue this practice? Specifically, will the district use separate resource codes for base funding and supplemental/concentration funding? Will the district continue its practice of making site level expenditures available to the public? Will the district list SACS codes next to each expenditure in the LCAP?

Survey

SCUSD remains committed to full transparency in its budgeting process. All budget reports and presentations can be found online at www.scusd.edu/financial-presentations-information. As the district works to align the SDIP, Budget and LCAP timeline in the future, there will be a more systemic and cohesive approach to district and site budgeting and engagement (including site-level expenditures). The Final Draft LCAP includes SACS Object Codes for each expenditure. The district is working with the state to develop an appropriate account code structure for all LCFF funds moving forward.

How much money is being spent districtwide for each goal as opposed to school-wide? Shouldn't some of these expenditures be districtwide to ensure school site equity? Programs like SEL? Staff like nurses and social workers?

Survey

The Final Draft LCAP includes more detail with regards to district-wide and site level expenditures. Section 3A addresses district-wide expenditures and Section 3B addresses site-level expenditures focused on meeting the needs of LCFF subgroups. Because SCUSD is more

than 55% Free and Reduced Lunch, LCFF Supplemental and Concentration Grant funds can be used on district-wide expenditures to support all students

Are there concessions that can be made during the collective bargaining negotiations, especially related to benefits, that would allow the district to cover these costs out of the base funding, instead of supplemental/concentration dollars so those investments could more directly benefit high-need kids?

Survey

Any changes to contracted health benefit plans would have to be negotiated with our collective bargaining partners. Any savings as a result of such negotiations would impact LCFF Base funds, not Supplemental or Concentration Grant dollars.

Where does the new funding go for Foster Youth? Isn't the Program Associate already funded by another source?

Survey

The Program Associate listed in the LCAP is a new position, added to provide additional support for the approximately 500-600 Foster Youth in SCUSD. It's important to note that, because Supplemental and Concentration Grant dollars are allocated based on unduplicated student counts, and virtually all Foster Youth in SCUSD are also Low-Income, there are not specific dollars allocated for Foster Youth.

The LCAP states: "Provide instructional assistance to help engage and support teachers while teachers facilitate small group instruction." I am interested in knowing how many instructional assistants does \$1,423,577 equate to?

CAC

Most Special Education instructional aides are part-time. Based on a 5-hour day, \$1.423 million is equivalent to 32 instructional aides.

Why can't we pay all furlough days through the general fund?

CAC

LCFF Base funds and LCFF Supplemental and Concentration Grant funds are in the general fund.

How many social workers does \$105,000 buy?

LCAP Meeting

This allocation funds one social worker.

What is \$1,000,000 buying (Library Media Techs)

LCAP Meeting

The district's proposed 2014-15 budget (and per agreement with SCTA) includes an allocation of \$1,187,394 for 11.60 FTE librarians.

Will technology costs here be paid for, in part, by Common Core funding?

LCAP Meeting

While state Common Core funding does allow for expenditures on technology associated with the implementation of new online testing, SCUSD is using primarily bond funds (Measure I and Measure Q), as well as leveraging federal E-Rate grants, to fund improvements to the technology infrastructure.

Why isn't there money allocated for software?

LCAP Meeting

SCUSD is primarily using bond funds (Measure I and Measure Q), as well as leveraging federal E-Rate grants, to fund improvements to technology infrastructure, including a new Student Information System – software that supports all district employees and their interaction with student data.

Why are LCAP funds being used to support custodial services when this is a Base Program cost?

DAC

One of the eight priorities identified by the state for LCFF funds is "Basic Services," which includes custodial services. Stakeholders have consistently indicated additional custodial support as a funding priority for the district.

On page 7 of the Local Control Accountability Plan Template it states that "The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5." Also, in the guiding question No. 3 on the same page, it states, "Where can these expenditures be found in the LEA's budget." In other words, the SAC codes are absent on the District draft LCAP expenditures. Why?

The Final Draft LCAP includes Object Codes for each expenditure.

Foster Youth

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Why are we paying for the Foster Youth Program Association when it's funded by base money?

DAC

The Program Associate listed in the LCAP is a new position, added to provide additional support for the 500-600 Foster Youth in SCUSD. It's important to note that, because Supplemental and Concentration Grant dollars are allocated based on unduplicated student counts, and virtually all Foster Youth in SCUSD are also Low-Income, there are not specific dollars allocated for Foster Youth. The Final Draft LCAP includes additional expenditures from other funding sources that support each action and goal, including LCFF Base funds.

The LCAP mentions engaging foster youth agencies and specifically lists Foster Family Agencies (FFAs). Were any other foster youth stakeholders engaged? For example, were any of the following stakeholders engaged: county child welfare agencies; county office of education foster youth services program staff; court appointed special advocates; educational rights holders; foster youth organizations (e.g. CYC, Foster Club, etc.) foster parents and/or foster parent and kinship care organizations; and/or other foster care stakeholders (e.g. minor's counsel)? How were these stakeholders engaged?

Survey

Foster Youth stakeholders have been actively engaged in providing feedback throughout the LCAP process. The LCAP Advisory group included representatives from child welfare, foster family agencies, foster parents, group homes, minor's council, etc. In addition, the district made several presentations to students, child welfare and foster family agency staff, where stakeholders had an opportunity to ask questions and give direct feedback.

What feedback was did the district receive specific to foster youth? How was that feedback incorporated into the LCAP?

Survey

Foster Youth stakeholders have been engaged in the LCAP planning process. Their feedback was used to identify and prioritize goals, develop progress indicators and determine the types of programming needed to ensure Foster Youth receive the necessary support. Goals and supports were amended based on feedback. Recommendations from foster youth and foster youth stakeholders included, but not limited to: More academic support, stronger academic programs, training for school site staff and administrators on trauma and the effects on children in foster care, extra-curricular activities, more expanded learning programs and opportunities, mentoring and connecting classroom learning to real-world experiences.

Were foster youth engaged as part of the process? Are any foster youth stakeholders represented on any parent advisory committees? Are there any foster youth stakeholders/representatives on the school site councils? Survey

Yes, foster youth were engaged in the feedback process. Student surveys were amended to include foster youth friendly language (for example "parent engagement" was replaced with "caregiver engagement"). FYS staff used the PEV surveys as a model to conduct focus groups for foster youth.

Have PEVs received any training as to the unique educational challenges facing foster youth? Survey

The Community Planning Process – utilizing Public Education Volunteers (PEVs) – is designed to maximize the expertise and personal professional networks of individual PEVs. The district engaged with representatives from the Foster Youth community with expertise in the unique educational challenges facing foster youth throughout the process. Focus groups were held with foster youth in addition to PEV feedback.

What percentage of foster youth in the district will receive educational counseling from a Foster Youth Services Department staff member? Survey

All (100%) interested high school foster youth receive educational counseling and support from a Foster Youth Services Program Associate. LCAP will allow these services to be extended to middle school foster youth.

How many foster youth are in the district? Survey

There are approximately 500-600 foster youth annually in SCUSD. During the 2013-14 school year, the district identified 616 foster youth.

Will one Foster Youth Services Program Associate be sufficient to meet the needs of all of the district's foster youth? Survey

The Program Associate listed in the LCAP is a new position, added to provide additional support for middle school foster youth. SCUSD already employs two Foster Youth Program Associates in addition to this position. Their focus currently is high school.

What are the specific responsibilities of the Youth Services Program Associate? What training will be provided to this staff regarding the unique educational needs of foster youth and the impact of trauma on these youth? Survey

The Foster Youth Services Program Associates provide case management and counseling services for foster youth. Their role is to connect foster youth to available resources, including academic supports, extra-curricular activities, community agencies, etc. All Foster Youth Program staff receive extensive training on issues related to foster youth, including the impact of trauma. Hiring preferences include advanced degrees and prior experience working with foster youth.

Prior to LCFF, school districts were required to have a foster youth liaison. What additional time, resources, or supports will be provided to the foster youth liaison beyond what was provided prior to LCFF? What are the specific responsibilities of the foster youth liaison(s)? Will the foster youth liaison be dedicated to providing full-time support to foster youth or will the liaison have job responsibilities related to other populations or subgroups? If the foster youth liaison will have other job responsibilities, what percentage of the foster youth liaison's time will be dedicated to foster youth?

Survey

Specific duties of the foster youth liaison are outlined in Ed Code and include, but are not limited to: educational placement and enrollment support; collaborating with child welfare and other foster youth stakeholders; supporting coordination of 504 plans or IEPs; providing training and developing protocols to support foster youth progress; monitoring the educational progress of foster youth; and connecting youth to resources, including counseling, health services, academic supports and expanded learning.

Where does the new funding go for Foster Youth? Isn't the Program Associate already funded by another source?

Survey

The Program Associate listed in the LCAP is a new position, added to provide additional support for the middle school foster youth in SCUSD. Average caseload for a Program Associate is approximately 60+ students. It's important to note that, because Supplemental and Concentration Grant dollars are allocated based on unduplicated student counts, and virtually all Foster Youth in SCUSD are also Low-Income, there are not specific dollars allocated for Foster Youth. The Final Draft LCAP includes additional expenditures from other funding sources that support each action and goal, including LCFF Base funds.

GATE/AP

Will district aggressively identify students for GATE placement?

LCAP Meeting

The district works with parents and school sites to identify students for GATE placement. SCUSD utilizes multiple measures to determine GATE eligibility including measures of intellectual capability, academic work and profiles of gifted characteristics. All first and third grade students are screened for further evaluation in the GATE identification process. Parents, teachers and principals may nominate students in grades 4-6 through the referral process.

Is there a strategy to provide GATE at more schools so students don't have to move?

LCAP Meeting

Yes, the district supports instructional approaches which address the unique needs of gifted students wherever they may attend school. Through professional learning provided by the GATE Department, teachers are able to build their understanding of the unique academic and emotional needs of gifted children. As a result, teachers are able to adjust teaching and learning to better serve these students and provide opportunities for learning at a pace and level of complexity which meets their individual needs. In addition, the district has increased GATE Program services to students in their home schools through expansion of the GATE Cluster Model. Within the GATE Cluster Model, gifted students are grouped in "clusters" in a mixed ability classroom. Teachers of GATE Cluster classes are trained in meeting the needs of gifted students and engage in ongoing professional learning to increase their capacity to deliver instruction which enhances learning for all students. The district has added GATE Cluster Model Programs at three schools in the past three years, with another starting implementation for the 2014-15 school year. The GATE Office works with school site administration and staff to provide appropriate support in the development of GATE Programs. Essential elements of a SCUSD GATE Program include: GATE Cluster Service Model,

ongoing, comprehensive professional learning for teachers and principals, the implementation of the William and Mary Language Arts Units and parent engagement through a school site GATE Advisory Committee and the District GATE Advisory Council.

Can GATE programs be identified at school sites?

DAC

SCUSD provides services to gifted students through three models within our educational programs: GATE Centers, GATE Cluster Model Programs and differentiation of instruction to meet the needs of gifted students. GATE Centers serve students coming from the neighborhood and beyond. GATE Cluster Model Programs serve only their neighborhood families. You may visit the GATE website to see a list of schools which provide GATE Center and GATE Cluster Model Programs (see below). Appropriate learning experiences which meet the needs of gifted students in schools which do not have formal GATE Programs are met through differentiation of instruction which is an instructional approach that is designed to engage all students in learning experiences which address individual student interests, learning styles and readiness levels. You are welcome to speak with your school site principal regarding differentiation for your gifted child. The Sacramento City Unified School District is committed to serving the needs of all gifted students through these various service models.
<http://www.scusd.edu/district-program/elementary-gifted-and-talented-gate-programs>

Goal 1

11

What are expanding learning contracts?

LCAP Meeting

Expanded Learning Contracts are contracts with after-school providers within SCUSD.

Are students asked if they feel supported in their learning?

LCAP Meeting

Student voice and engagement is a critical component to the success of our schools. The district works closely with students through a variety of programs, including the district-wide Student Advisory Council, to include student voice in district decisions.

Why is Goal 1 addressing Basic Services?

DAC

The LCFF Priority “Basic Services” includes not just facilities, but also teacher assignment and instructional materials. Teacher assignment and instructional materials are critical factors in our district’s ability to prepare students for college and career.

Clarify increases % source as a progress indicator –what is rational for 3%?

DAC

Before each progress indicator was proposed, the district looked at baseline data, historical trends and resources allocated. The progress indicators for years two and three can be adjusted during the annual review process.

Can there be clarification on the definition of “College and Career ready”?

DAC

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental coursework.

Is there a plan for class-size reduction?

DAC

The Final Draft LCAP does not include a specific plan for class-size reduction, though it is a top

priority for the district as more funding becomes available.

Where are specific cultural learnings identified?

DAC

Section 3B of the Final Draft LCAP includes a variety of expenditures at school sites that support the cultural diversity of our district and the students we serve.

Is there a program similar to PAR at SCUSD?

DAC

The district and the Sacramento City Teachers Association have begun discussions on creating a new evaluation tool for that is focused on supporting teachers in the classroom. A new evaluation tool and process could include a support such as a Peer Assistance Review (PAR) program.

Why can we not try the SJUSD model of an early release every Thursday every week?

Survey

The district is currently working with Sacramento City Teachers Association on a plan to allow for more collaborative time at sites, similar to what other districts utilize.

The staff has indicated that they plan to include all strategies/expenditures related to the goal section in the subsequent draft, including any funded through base dollars and other resources (e.g. grants, federal funding). This is an important step in the right direction and provides needed additional transparency. Will this additional information also include the funding that supports the core program (e.g. salaries, raises, benefits, facilities), so the community has a full picture for how resources are being allocated in the district?

Survey

It's important to remember that the LCAP, while a companion document to the budget, is not the budget. The LCAP template, provided by state and mandatory for districts to use, asks for details and justifications regarding upcoming expenditures and does not include historical context. All LCFF Supplemental and Concentration Grant funds are new funds, however SCUSD's new funds are offset by rising costs (the cost of health benefits and declining enrollment, chief among them). Detailed budget presentations, including costs of salaries, benefits, facilities, etc., can be found at www.scusd.edu/financial-presentations-information. The 2014-15 proposed budget will be posted to this website when it is presented to the SCUSD Board of Education.

It is great to see summer learning programs included as a strategy to reduce summer learning loss. Could these outcomes be included in Goal 1?

Survey

The Final Draft LCAP does not include specific metrics/outcomes about summer learning, however this work – when done well – impacts the other measurements of student academic growth.

Goal 2

Where does the proposed number of custodians come from? What is the number in relation to?

LCAP Meeting

The staffing goals are based on a formula created by the district's Facilities Services Department and are designed to add staff back to sites in the most efficient way possible while meeting the custodial and facilities needs of each school. In this formula, each district elementary school will now receive the same baseline level of support (12 hours of coverage per day), and all district comprehensive high schools will receive an additional 2.0 custodial FTEs, while middle schools will receive an additional .5 or 1.0 FTE depending upon number of students served. The district will continue to operate deep cleaning teams at district middle and high

schools to support and supplement site staffing.

How will we arrive at a staffing formula moving on?

LCAP Meeting

A variety of factors can and will play into staffing formulas, including resource availability and collective bargaining agreements.

Can we make a “best formula” for custodian staffing by year 3?

LCAP Meeting

Because funding in years two and three of this plan is unknown – the state has yet to release any projections for the 2015-16 and 2016-17 budgets – the district is unable to project any further staffing increases beyond year one.

Why do we have LEA-wide SROs but not social workers?

LCAP Meeting

The district does have some LEA-wide social workers, but because many are funded using categorical funds (such as Title I or federal IDEA funds) they are limited in the specific sites/students they can support. School Resource Officers, however, are funded with unrestricted dollars, meaning they can be used throughout the district to support the safety of all district schools.

How do we know if three social workers are sufficient?

LCAP Meeting

While the 2014-15 budget marks a great step towards restoring some of the programs/services that were reduced over years of cuts, it is projected that it will take seven years to fully implement LCFF funding. Even at that time, SCUSD is projected to only be at 2007-08 funding levels (all the time, while costs continue to rise). As programs and services are reinstated, the district – with input from stakeholders via the LCAP process – will continue to evaluate the level of supports to identify where future resources need to be allocated.

Why does one school get supports that another may not (SEL assessment for low-income students)?

LCAP Meeting

While some expenditures are offered district-wide, sites do have some flexibility to fund programs and services to support their community’s unique needs. All site expenditures must align to the eight state priorities outlines in LCFF as well as the district’s LCAP.

Is it the same SART process that the other districts have been using (Learning Support Specialists)?

LCAP Meeting

In SCUSD, school sites hold a Student Attendance Review Team (SART) meeting. The team must consist of at least two people, of which one of those people must be a credentialed employee. This meeting is held once a student has received three letters of truancy. The meeting is designed to acknowledge current attempts by the school to inform and work with the parent regarding attendance concerns and to also come up with future interventions to aid the student and family in the hopes of alleviating the current attendance issues. The SART is a contract that lasts the remainder of the current school year plus one additional school year. If the contract is violated, the student’s information is then sent to the SCUSD Student Attendance Review Board (SARB).

We’ve always done Healthy Start, what is additional?

LCAP Meeting

Not all programs and services listed in the LCAP are incremental. In some cases, since LCFF funds are now being used to pay for services already in place. These existing programs are included in the LCAP. It’s important to remember that the LCAP, while a companion document

to the budget, is not the budget. The LCAP template, provided by state and mandatory for districts to use, asks for details and justifications regarding upcoming expenditures and does not include historical context. All LCFF Supplemental and Concentration Grant funds are new funds, however SCUSD's new funds are offset by rising costs (the cost of health benefits and declining enrollment, chief among them). Detailed budget presentations, including costs of salaries, benefits, facilities, etc., can be found at www.scusd.edu/financial-presentations-information. The 2014-15 proposed budget will be posted to this website when it is presented to the SCUSD Board of Education.

Why don't we have all day kinder?

LCAP Meeting

The district currently has a small number of extended-day kindergarten programs, but does not currently operate all-day kindergarten. Expanding that program to additional sites is a priority for the coming year(s). The cost of full-day kindergarten can be significant.

Attendance policy – can we look at it? Nothing is being done for kids who have numerous “excused” absences. Can we create intervention programs for this?

LCAP Meeting

The district has invested a significant amount of time in recent years into research regarding attendance, specifically Chronic Absenteeism (defined as students who miss 10 or more days of school per year, both excused and unexcused). The Final Draft LCAP includes Chronic Absenteeism as a progress indicator in Section 2.

Can the district use transportation money to keep students at the school site if he/she moves?

LCAP Meeting

Unfortunately, given the number of students in the district, the transiency of the SCUSD community and the cost of transportation, individual transportation plans for regular education students is not feasible.

Why are we hiring new techs if the kids can't use existing computers?

LCAP Meeting

SCUSD is using primarily Bond funds (Measure I and Measure Q), as well as leveraging federal E-Rate grants, to fund improvements to technology infrastructure, including internet connectivity and laptop carts for all SCUSD schools. The district also invested bond resources in district-wide Training Specialists to support the roll-out of these devices, in particular the preparation for new online state testing and their integration into daily classroom activities. In many cases, existing technology at school sites is insufficient to prepare students for the tools they will need to be successful in college and career.

What is specifically meant by culturally competent?

DAC

Cultural competence is having an awareness of one's own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families. It is the ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry. This understanding informs and expands teaching practices in the culturally competent educator's classroom (Source: National Education Association).

What schools have social workers? What is the percentage district-wide?

DAC

The following schools have social workers: Father Keith B. Kenny; Isador Cohen; Leataata Floyd; Oak Ridge; and John Still. Twenty-six percent of social workers are funded at the school level.

<p>Can the money identified to support the furlough days be used to fund nurses? <i>The district signed two-year agreements with each collective bargaining unit in 2012-13 that included furlough days to help offset the budget deficit. Those agreements expire after this year, and so the days must be reinstated. Nurses will also have those days reinstated.</i></p>	DAC
<p>Why is ending furlough days \$1,500,000? How does this help students? School climate, school safety and student engagement? <i>The ending of furlough days impacts students in a variety of ways. Ultimately, it will lead to more instructional time for students as our district moves back to the pre-deficit state instructional minute requirements. The ending of furlough days also allows for school site staff to spend more time collaborating on student learning, including spending more time on the implementation of the Common Core State Standards.</i></p>	DAC; Survey
<p>What furlough days does this refer to (i.e. teacher s only)? <i>All employee furlough days will be proposed to be reinstated. The district signed two-year agreements with each collective bargaining unit in 2012-13 that included furlough days to help offset the budget deficit. Those agreements expire after this year, and so the days must be reinstated. It's important to remember that the LCAP, while a companion document to the budget, is not the budget. Other expenditures, such as the restoration of other employee groups' furlough days, may not necessarily included in the LCAP. Detailed budget presentations, including costs of salaries, benefits, facilities, etc., can be found at www.scusd.edu/financial-presentations-information. The 2014-15 proposed budget will be posted to this website when it is presented to the SCUSD Board of Education.</i></p>	DAC
<p>Specify how the actions support Goal 2.2.? <i>The Final Draft LCAP includes expanded supports connected to Goal 2.2, including Attendance, Drop-Out Prevention staff, nurses, social workers, district Connect Center support staff, Bullying Prevention staff and Social-Emotional Learning professional development and staff. These expenditures, along with the work of the Safe Schools department and the district's partnership with the Sacramento Police Department, will support our schools become safer, more culturally competent environments.</i></p>	DAC
<p>How many nurses are being shared between sites? <i>The district's proposed budget for 2014-15 includes 17.9 FTE nurses. Of those, 12.4 FTE are dedicated to specific groups of students or school sites based on their funding sources (e.g. Special Education).</i></p>	DAC
<p>What are the resources for After School Programs? <i>After School programs are funded primarily through two large grants – the After School Education & Safety (ASES) Grant and 21st Century Community Learning Centers (CCLC) for elementary and middle schools, and the 21st Century After School Safety and Enrichment for Teens (ASSETS) Grant for High Schools.</i></p>	DAC
<p>Where are the arts? <i>Arts education is a top priority for the district. While the arts are not specifically called out in LCFF legislation, the district does work to invest in programs and partnerships that support students' arts education. These programs often look different at different sites. For example, SCUSD schools are engaged in partnerships with the Sacramento Theatre Company, the</i></p>	DAC

Sacramento Philharmonic, Very Special Arts, among others.

This states that this is LEA Wide to restore custodians, plant managers. What does this look like at each site? CAC

The staffing goals are based on a formula created by the district's Facilities Services Department and designed to add staff back to sites in the most efficient way possible while meeting the custodial and facilities needs of each school. In this formula, each district elementary school will now receive the same baseline level of support (12 hours of coverage per day), and all district comprehensive high schools will receive an additional 2.0 custodial FTEs, while middle schools will receive an additional .5 or 1.0 FTE depending upon number of students served. The district will continue to operate deep cleaning teams at district middle and high schools to support and supplement site staffing.

How does this [plan] make schools safer? CAC

The Final Draft LCAP includes expanded supports connected to Goal 2.2, including Attendance, Drop-Out Prevention staff, nurses, social workers, district Connect Center support staff, Bullying Prevention staff and Social-Emotional Learning professional development and staff. These expenditures, along with the work of the Safe Schools department and the district's partnership with the Sacramento Police Department, will support our schools become safer, more culturally competent environments.

Some schools don't have social workers, how can we ensure that we have social workers at our specific school sites? CAC

We are working to answer this question. Please check back.

Goal 3

Why is the increase in APTT so modest? LCAP Meeting

The Academic Parent Teacher Team model is a highly effective parent engagement strategy that calls for voluntary participation from a school community. As such, the district seeks to honor and encourage that model of "buy in" from each local school community. The expansion of Academic Parent Teacher Teams is a priority for the district, though there are a variety of factors that must be considered, including the engagement of each school's parent community and available resources.

Where is the PTHVP in sub-goal 3? LCAP Meeting

Section 2 includes progress indicators for the number of home visits completed by SCUSD teachers in years one, two and three. Most teacher home visits in SCUSD are coordinated through the work of the Parent-Teacher Home Visit Project, a great partner of the district.

Increasing PRCs – why is the money not increasing? LCAP Meeting

There are a variety of ways that sites can use existing space and resources to create Parent Resource Centers for their communities.

Parent advisors – are these numbers money-wise set? LCAP Meeting

The proposed staffing levels for Parent Advisors in the Final Draft LCAP have been set based on needs at individual school sites to support parent engagement activities in those communities.

What is the function of the student outreach coordinator?

LCAP Meeting

Student Outreach Coordinators assist schools in working with students to alleviate at-risk behaviors, such as substance abuse, irregular attendance, drop out potential, and gang affiliation. They also support efforts to combat chronic absenteeism and truancy.

Section 3b – for all goals that don’t have specific actions, how will we get there in the following years?

LCAP Meeting

The Final Draft LCAP includes more detail with regards to district-wide and site level expenditures.

What does "Career Ready" mean? Does this term acknowledge that students may follow a career path that is not college?

Survey

College and career readiness refers to the content knowledge, skills, and habits that students must possess to be successful in postsecondary education or training that leads to a sustaining career. A student who is ready for college and career can qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial or developmental coursework.

Low Income

2

Which student outcomes will the district monitor related to these programs?

Survey

Section 2 of the Final Draft LCAP includes the specific student outcomes that will be measured in support of the goals outlined in this plan.

Do low-income students at all schools get funding allocation?

LCAP Meeting

Yes. LCFF funds were allocated to school sites based on an unduplicated count of the number of Low Income and English-Learner students at each school. The formula used is outlined in detail in Section 3C of the Final Draft LCAP.

Other

15

Is there a plan to lower class sizes soon?

LCAP Meeting

The Final Draft LCAP does not include a specific plan for class-size reduction, though it is a top priority for the district as more funding becomes available.

What does “school-wide” and “district-wide” mean?

LCAP Meeting

“District-wide” expenditures are programs/services that either serve all students or students at some schools throughout SCUSD based on a district-wide formula. “School-wide” expenditures are programs/services at specific school sites that utilize each school’s LCFF allocation.

Not every school needs support at the same level, why provide support district-wide?

LCAP Meeting

In many cases, like with custodians and counselors, there are significant needs district-wide. With district-wide staffing levels, sites are provided a more baseline level of equitable staffing that can be supplemented, if necessary, at the site level. The Final Draft LCAP seeks to find a balance between district-wide expenditures and site-level expenditures.

How does the district plan on implementing policies district-wide rather than just at certain sites?

LCAP Meeting

In many cases, there are significant needs district-wide that must be addressed with consistent staffing and resource allocation formulas. Distributing resources district-wide can be more equitable and more efficient. To supplement district-wide expenditures, sites have funds available for programs/services that support the unique needs of their school communities. The Final Draft LCAP seeks to find a balance between district-wide expenditures and site-level expenditures.

Can we have early intervention programs (earlier than summer school)?

LCAP Meeting

The Final Draft LCAP includes a number of intervention programs/expenditures, including expanded-learning contracts, Site Instructional Coordinators, contracts with partners such as Reading Partners, supplemental instructional materials and Instructional Assistants.

Clarify what you mean by school-wide, does that mean home visits would be open at all schools?

LCAP Meeting

“School-wide” expenditures are programs/services at specific school sites that utilize each school’s LCFF allocation. Not all schools currently utilize home visits for a variety of reasons, including available resources.

What is different on the LCAP from the way that SCUSD operates currently?

DAC

LCFF and the LCAP require districts to engage with the community in deeper way than in the past. While SCUSD has always strived to engage with the community in the budgeting process, LCFF provides a structure to be sure that a baseline level of engagement is occurring statewide. LCFF also embeds data into the budgeting process in a way that hasn’t been present in California before. It requires districts, over time, to tie expenditure to outcomes for students.

How are LCAP questions being answered?

DAC

All questions posed in regards to the First Draft LCAP will be answered and posted online on the district’s website prior to June 1, before the Public Hearing scheduled for June 5 and well before the scheduled adoption of the Final Draft LCAP on June 19.

Will the answers to the DAC questions be brought back to a DAC meeting? Can SCUSD staff return to the DAC with the answers to the DAC questions?

DAC

All questions posed in regards to the First Draft LCAP will be answered and posted online on the district’s website prior to June 1, before the Public Hearing scheduled for June 5 and well before the scheduled adoption of the Final Draft LCAP on June 19.

Could the district include specific outcome indicators around the LCAP development process (e.g. host community forums every 4 to 6 weeks starting in September; collect feedback and document how the process was refined after each meeting, as appropriate; increase the number and diversity of consistent participants in community forums from 120 to 250, PEVs from 115 to 250, survey responses from 1,300 to 3,000, etc.)?

Survey

Engagement efforts with regards to the LCAP have been aggressive and multi-faceted and the district will continue to look for ways to improve outreach efforts and strengthen the community’s voice in this process. The outcomes and indicators listed in the Final Draft LCAP are focused on students and individual schools rather than district processes.

How will the district ensure that the staffing/investments that are made are in line with the school site plans for 2014-15 and moving forward?

Survey

The district is working on aligning the SDIP, Budget and LCAP timelines in the future to create a more systemic and cohesive approach to district and site budgeting and engagement. During the first year of LCAP implementation, a transition year, the district had already allocated some funds to sites before LCAP templates and regulations were even released by the State Board of Education.

Are YFRCs funded at the same as this year, lesser, or at a greater level when looking at all district and site resources? Do you have a pipeline with CSUS and UC Davis for student social workers, nurses, and counselors to provide more supports to our students?

Survey

Youth and Family Resource Centers (YFRCs) are receiving the same funding as the previous year. Sites have the option to using school site funds to increase services. It's important to remember that the LCAP, while a companion document to the budget, is not the budget. Detailed budget presentations, including comparisons to previous years, can be found at www.scusd.edu/financial-presentations-information.

Where are the extra-curriculars?

CAC

Extra-curricular activities, such as sports, debate and drama, are funded through site allocations for stipends for coaches/advisors. These programs are often supplemented through grant funds. The Final Draft LCAP includes all LCFF Supplemental and Concentration Grant funds. The SCUSD Budget will include total allocations for all funding sources. Note that not ALL expenditures from other funding sources are included in the LCAP. It's important to remember that the LCAP, while a companion document to the budget, is not the budget. Detailed budget presentations, including comparisons to previous years, can be found at www.scusd.edu/financial-presentations-information.

Where are the expanded learning programs?

CAC

The Final Draft LCAP includes Expanded Learning Programs.

The District goals do not reflect what the District will do differently, but appears to rearticulate current goals. Why?

BPSB

The goals laid out in the Final Draft LCAP reflect input from a diverse group of stakeholders around the district, including parents, students, teachers, staff and community partners. They are consistent with the district's Strategic Plan, which was based on substantial input from the community.

It appears that the draft LCAP was crafted around the February 10, 2014 District staff recommendations presented by Ken Forrest. Why the draft plan was not premises on the District surveys and the various community advisory meetings results?

BPSB

The Final Draft LCAP was created based on significant input from the voices of many stakeholders throughout the district. This includes parents, community members, students and staff who all participated in the LCAP engagement effort. Some of the "recommendations" made by Chief Business Officer Ken Forrest in his February 20, 2014 presentation are indeed contractually obligated through Collective Bargaining Agreements (such as increases to step-and-column and employee benefit costs). Others, such as the recommended increase in custodial support, were overwhelmingly validated by stakeholders who participated in the survey process. It's important to point out that the Final Draft LCAP contains many proposed expenditures not included in Mr. Forrest's February 20 recommendations.

Parent engagement

How are parents engaged in supporting students?

DAC

Parent engagement is integral to the success of our students and our schools, and that engagement occurs in a variety of capacities throughout the district. The SCUSD Office of Family and Community Engagement supports district-wide programs to help schools engage with parents in their children's education. Each school site also works with parents to engage in the educational efforts of all students.

How do parents know what is available per site? How are we ensuring equitable access?

DAC; Survey

SCUSD remains committed to full transparency in its budgeting process. All budget reports and presentations can be found online at www.scusd.edu/financial-presentations-information. As the district works to align the SDIP, Budget and LCAP timeline in the future, there will be a more systemic and cohesive approach to district and site budgeting and engagement (including site-level expenditures). The Final Draft LCAP includes SACS Object Codes for each expenditure. The district is working with the state to develop an appropriate account code structure for all LCFF funds moving forward.

Are there additional stakeholder engagement outcome indicators that can be included in this section [goal 3]? For example, would the district be willing to implement parent/stakeholder surveys (e.g. both response rates and ratings) to assess the quality of the strategies identified (e.g. parent/teacher home visits, resource centers, etc.)?

Survey

Additional stakeholder engagement outcomes, such as parent/stakeholder surveys, can be added over time. Many schools survey their parents currently, but the data is not gathered consistently throughout the district. The district currently administers the California Healthy Kids Survey annually to students in the district and will be looking for a systemic way to expand that gathering of that data in the future. As the first year of LCFF implementation, this is a transition year for districts all over the state. Goals and Outcomes can (and will) be adjusted in future years.

Is it possible to create a classified position for a Parent Advocate in every school site in order to truly engage an increased percentage of the parent population?

Survey

Many schools have staff that provide this service, though there is not currently a district-wide staffing requirement for a Parent Advocate. This is something that can be considered in future years.

It is great to see the school sites investing in services like parent advisors, parent trainings, school community liaisons, and translation services. Will the district have some way to monitor these approaches for impact on parent engagement outcomes?

Survey

Additional stakeholder engagement outcomes, such as parent/stakeholder surveys, can be added over time. Many schools survey their parents currently, but the data is not gathered consistently throughout the district. The district currently administers the California Healthy Kids Survey annually to students in the district and will be looking for a system way to expand that gathering of that data in the future. As the first year of LCFF implementation, this is a transition year for districts all over the state. Goals and Outcomes can (and will) be adjusted in future years.

How many [parent advisors] are there? Who trains the parent advisors? Who is in charge of parent advisors? Does this mean that only schools that have resource centers would get parent advisors? CAC

There are currently four Family Partnership Facilitators in SCUSD's Parent Resource Center who report to the director of School, Family and Community Partnerships. Some school sites also have parent advisors (also called school community liaisons) who report to the principals. Whether a school has a Parent Resource Center or a school community liaison often depends on the needs identified by the site and whether there are site funds for the position.

Parent trainings: What can this money be spent on? Can they bring in speakers? Do computer trainings? Who decides on the training? Is there a protocol for parent centers? Who oversees parent advisors so that we can guarantee that we are getting a consistent message? CAC

Parent trainings at school sites can take a variety of forms and serve a variety of purposes. Parents interested in learning more should reach out to their school site to see what kinds of programs are offered and make any specific requests. Parent Advisors work closely with the site administration and are supported by both the administration and the district Family and Community Engagement Office (CONFIRM W TU). Generally, the site principal oversees their work.

What is a school community liaison? How can we get these at our sites? CAC

School Community Liaisons work with staff, parents/guardians, and students to promote and strengthen home-school relationships, improve the attendance, performance, and the general well-being of students. They also help to create a better understanding on the part of the parents/guardians of district goals and special programs. There is currently no district-wide formula for staffing School Community Liaisons. Individual school sites utilize these positions to support the needs of their school communities.

Please describe in more detail what the parent training means? LCAP Meeting

Parent trainings at school sites are designed to support parents in effectively participating in their children's education. Trainings can take a variety of forms and serve a variety of purposes. Parents interested in learning more should reach out to their school site to see what kinds of programs are offered and make any specific requests.

Parent resource centers: What has been the impact? Clarify: What is different, what is new? LCAP Meeting

Parent Resource Centers (PRCs) provide parents with a consistent place to meet and work at school sites. In many cases, PRCs provide internet access for families who may not have access at home. They also offer a venue for parents to gather information that is important to their child's education, such as district policies or programs. Each school uses their PRC differently based on the needs of parents at that school.

Regarding parent advisors – is that a full money amount district-wide; how many already exist? LCAP Meeting

There are currently four Family Partnership Facilitators in SCUSD's Parent Resource Center who report to the director of School, Family and Community Partnerships. Some school sites also have parent advisors (also called school community liaisons) who report to the principals. Whether a school has a Parent Resource Center or a school community liaison often depends on the needs identified by the site and whether there are site funds for the position.

Professional Development

7

Are there ways to better connect the existing support systems for this student population (e.g. district or community run) and the district's elementary schools (e.g. extending the home visitation program down to younger children, allowing Pre-K staff to join in professional development opportunities with kindergarten teachers, analyzing data on how ready students are when they enter kindergarten)? Survey

The district is working to be as efficient as possible with existing structures to support all of the work being done in our schools. For example, SCUSD works closely with the Parent/Teacher Home Visit Project to align home visits with the work happening throughout the district. The district will continue to seek out opportunities to be more efficient in this manner

Can teachers be required to attend SEL, 21st century skills and experiential learning trainings in exchange for adding back furlough days? Survey

The ending of furlough days could allow for school site staff to spend more time collaborating on student learning, including spending more time on the implementation of the Common Core State Standards. Teachers' work and professional development calendar are the focus of discussions between the district and the Sacramento City Teachers Association.

Is it possible to obtain funds to put on trainings for teachers, parents, etc.? Survey

The Final Draft LCAP includes funding for professional development for teachers and support for parent trainings at school sites.

Can we mandate teachers to get training? Often, the teachers that need the most training are usually the ones that do not attend. CAC

The ending of furlough days could allow for school site staff to spend more time collaborating on student learning, including spending more time on the implementation of the Common Core State Standards. Teachers' work and professional development calendar are the focus of discussions between the district and the Sacramento City Teachers Association.

Are we being guaranteed that these days will be for training teachers on SEL? (Goal 2) CAC

There is currently no mandated training for teachers in Social-Emotional Learning. However, the district is continuing to expand its implementation of the SEL work and is moving towards district-wide implementation. The ending of furlough days could allow for school site staffs to spend more time collaborating on student learning.

How is the district handling school-wide programs? Everyone on the school site should be trained. LCAP Meeting

Some workshops occur district-wide and are mandated for all employees. In some instances, the district utilizes a "train-the-trainer" approach, where a select number of representatives from each school are trained to support their colleagues. This can be a more efficient and cost-effective method of applying training to all employees.

Secondary

4

Is there an action that would be less punitive than more SROs on campus? DAC

The Final Draft LCAP includes expanded supports connected to Goal 2.2, including Attendance,

Drop-Out Prevention staff, nurses, social workers, district Connect Center support staff, Bullying Prevention staff and Social-Emotional Learning professional development and staff. These expenditures, along with the work of the Safe Schools department and the district's partnership with the Sacramento Police Department, will support our schools become safer, more culturally competent environments.

Why can we not respect students who choose a vocational path? Why are there few vocational opportunities at our high schools - like McClatchy High School? Survey

SCUSD offers 24 Linked Learning Pathways in district high schools, currently serving approximately 4,500 students. Linked Learning Pathways offer many of the same benefits as vocational programs and allow students who choose to pursue post-secondary education. The Linked Learning work is fundamental to the district's goal of preparing all students to be college and career ready.

Why are we not partnering with local businesses to show students opportunities for future career paths that do and do not require college? Survey

SCUSD offers 24 Linked Learning Pathways in district high schools, currently serving approximately 4,500 students. Many of these pathways include partnerships with local businesses to provide real-world experiences for students. Linked Learning Pathways offer many of the same benefits as vocational programs and allow students who choose to pursue post-secondary education. The Linked Learning work is fundamental to the district's goal of preparing all students to be college and career ready.

Are there restorative justice approaches that can be invested in instead of hiring more school resource officers?
The Final Draft LCAP includes expanded supports connected to Goal 2.2, including Attendance, Drop-Out Prevention staff, nurses, social workers, district Connect Center support staff, Bullying Prevention staff and Social-Emotional Learning professional development and staff. These expenditures, along with the work of the Safe Schools department and the district's partnership with the Sacramento Police Department, will support our schools become safer, more culturally competent environments.

SEL

Is it possible to track SEL skills – continue parent/student/community surveys? DAC

The district is developing an SEL assessment that would track students' progression in developing SEL skills. The district currently administers the California Healthy Kids Survey annually to students in the district and will be looking for a system way to expand that gathering of that data in the future.

Will the district opt to participate in the Social-Emotional Learning student, parent and teacher surveys being developed by the Gardner Center when those go live? Survey

The district is developing an SEL assessment that would track students' progression in developing SEL skills. The district continues to explore other resources as well. The district currently administers the California Healthy Kids Survey annually to students in the district and will be looking for a system way to expand that gathering of that data in the future.

Will the district use CHKS surveys to track school climate? If not, how will the district quantitatively track the “student engagement” and “social and emotional skills” portions of this goal? Survey

The district currently administers the California Healthy Kids Survey annually to students in the district and will be looking for a system way to expand that gathering of that data in the future.

Social/Emotional assessments are referenced in this [low income] section. Are there specific annual indicators that can be included in Goal 2? Survey

The district is developing an SEL assessment that would track students' progression in developing SEL skills. The district currently administers the California Healthy Kids Survey annually to students in the district and will be looking for a system way to expand that gathering of that data in the future.

Has there been an effort to reach out to all schools/staff for SEL training? LCAP Meeting

There is currently no mandated training for teachers in Social-Emotional Learning. However, the district is continuing to expand its implementation of the SEL work and is moving towards district-wide implementation. The ending of furlough days could allow for school site staff to spend more time collaborating on student learning.

How do we get the parents onboard for SEL? LCAP Meeting

There are a variety of ways for parents to get engaged in Social-Emotional Learning. Because implementation looks different at different school sites, parents should speak to their school administration to inquire if they are piloting SEL programs and for more information.

What about SEL for preschool, adult education? LCAP Meeting

Because they work with our youngest learners, Child Development Department teachers use Social-Emotional Learning strategies in their classrooms. Currently, there are no plans to extend SEL to adult education programs. In general, the district is continuing to expand its implementation of the SEL work and is moving towards district-wide implementation.

What does this [SEL] look like? What does this look like at the school site? What is the process for oversight and implementation of SEL? Where is the district monitoring and assessing suspensions, bullying, etc.? What is the district's role in oversight? LCAP Meeting

The district is continuing to expand its implementation of the SEL work and is moving towards district-wide implementation. This will include implementing consistent practices throughout the district, while allowing for some customization at individual school sites.

What do end of furlough days have to do with SEL? LCAP Meeting

There is currently no mandated training for teachers in Social-Emotional Learning, however the district is continuing to expand its implementation of the SEL work and is moving towards district-wide implementation. The ending of furlough days could allow for school site staff to spend more time collaborating on student learning. The district is developing an SEL assessment that would track students' progression in developing SEL skills.

Where are the programs to support SEL? DAC

There are several SEL curriculums that allow for the explicit instruction around SEL. The following curriculums are currently being used in SCUSD: Second Step, Incredible Years, Caring School Communities, the Leader In Me, and 180 Degrees.

Site-related questions

3

Can there be additional sub-goals for school sites?

DAC

The district is working on aligning the SDIP, Budget and LCAP timeline in the future to create a more systemic and cohesive approach to district and site budgeting and engagement. During the first year of LCAP implementation, a transition year, the district had already allocated some funds to sites before LCAP templates and regulations were even released by the State Board of Education. Once these systems are in alignment, SDIPs could allow for the development of site-specific goals.

Are school sites able to select actions based on site needs?

LCAP Meeting

School sites actions and expenditures (those funded with LCFF funds) are based on site needs and must align with the goals and actions laid out in the Final Draft LCAP.

How do we know what schools are getting what services?

LCAP Meeting

The site-level expenditures laid out in Section 3B of the Final Draft LCAP are aggregates of site expenditures under each Action. Individual site budgets and plans will be reviewed through the SDIP process. During the first year of LCAP implementation, a transition year, the district had already allocated some funds to sites before LCAP templates and regulations were even released by the State Board of Education.

Special Education

2

"Total allocation of LCFF base funds towards Special Education \$33,300,000" - What is base funds?

CAC

LCFF Funding is broken down into two main categories: "LCFF Base Funds" – money allocated to every district in the state based on a consistent formula – and "Supplemental and Concentration Grant Funds" – money allocated to districts based on their unduplicated number of low income students, English-learners and foster youth.

A parent wants to know if there is a balanced representation of SPED students in expanded learning opportunities. Often times tutoring, etc., are not offered to special education students and parents since they are told that they already have services.

CAC

ALL students are eligible to access expanded learning opportunities. Specific enrollment and wait-list processes vary from school-to-school. If a parent has any questions about availability or has concerns about their student's ability to access programs, contact the SCUSD Youth Development Department at (916) 643-7994.