



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: January 9, 2014

Subject: Local Control Accountability Plan Planning Process

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

Department: Communications Department

Recommendation: Review Local Control Accountability Planning Process.

Background/Rationale: Complementing the changes to state funding made by the Local Control Funding Formula is a newly required Local Control and Accountability Plan. The LCAP is LCFF's vehicle for transparency and engagement. It is the way that school districts are expected to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding. Before the start of the 2014-15 school year, all districts will need to have in place a Local Control and Accountability Plan prior to the adoption of their budget. State Board of Education approved templates will be available prior to March 2014.

According to Education Code section 52060, the LCAP must describe for each district and each school within the district the annual goals for all students including calling out details for low-income, English learners and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the district will take to achieve the goals it has identified with budget details that show the level and type of state expenditures made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes.

Financial Considerations: N/A

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 10 Minutes

Submitted by: Gabe Ross, Chief of Communications

Approved by: Sara Noguchi, Ed.D., Interim Superintendent

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I. Overview

Complementing the changes to state funding made by the Local Control Funding Formula is a newly required Local Control and Accountability Plan. The LCAP is LCFF's vehicle for transparency and engagement. It is the way that school districts are expected to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding. Before the start of the 2014-15 school year, all districts will need to have in place a Local Control and Accountability Plan prior to the adoption of their budget. State Board of Education approved templates will be available prior to March 2014.

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The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes. The State priorities include:

Priority 1: Student Achievement: Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Priority 2: Student Engagement: Pupil 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.

Priority 3: Other Student Outcomes: Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Priority 4: School Climate: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Priority 5: Parental Involvement: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

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Priority 6: Basic Services: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

Priority 7: Implementation of Common Core Standards: Implementation of the academic content and performance standards adopted by SBE, including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.

Priority 8: Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Source: WestEd

II. Driving Governance:

According to Ed Code 52060 on or before July 1, 2014, the Governing Board of each school district shall adopt a Local Control Accountability Plan ("LCAP") using a template adopted by the State Board of Education ("SBE"), effective for three years with annual updates. It will include the district's annual goals for all students and for each subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

III. Budget:

Districts will be required to show that they have increased and improved services for the three areas of targeted students:

- English Language Learners
- Pupils eligible for free and reduced price meals program
- Foster Youth

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IV. Goals, Objectives and Measures:

Effective outreach and stakeholder engagement must be dynamic and multi-faceted. In order to ensure broad and representative feedback throughout the LCAP process, the district will use multiple approaches simultaneously:

LCAP Advisory Committee Meetings

These meetings, which began in November 2013 have served – and will continue to serve – as a way to inform and educate stakeholders about the new LCAP law and its fundamental components. All in the community are invited to attend these meetings and provide their input. This collaborative process began in November with two meetings held to date. Two more meetings are scheduled for January and February.

Community Planning Process

The Community Planning Process (CPP) is a grass-roots model utilized to get authentic input and feedback on important topics such as the LCAP. It relies on key community-organizing strategies: empowering community members as Public Education Volunteers (PEVs) to engage with their personal and professional networks to share information and gather input. It is critical that the district's work needs to be owned by all stakeholders in the district. The CPP process aims to authentically engage entire district communities in the design and implementation strategic work. As a type of design, it follows the following key principles:

- Drafts are developed and shared with stakeholders early, before anything is "finalized."
- When drafts are shared, stakeholders are asked to give feedback. Then, that feedback is used to inform decisions.

What is a Public Education Volunteer (PEV) and how do we use PEVs in gathering stakeholder feedback for our work?

- A SCUSD community member who volunteers to engage their personal and professional networks to inform the design of District strategic work.
- SCUSD cannot engage the community alone! PEVs are absolutely necessary since we aim to drive change both from the district and the community.
- Informally meet with at least 10 members of their network (equal distribution of educators, students, parents, community members and partners).
- Record feedback in an online survey
- Generally advocate for the process – encourage others to be PEVs, to learn more, give feedback, review the website, attend meetings, etc.

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Through our online survey, we will immediately be provided information in regards to demographics of those who have been engaged. The District will be able to see in real time if a large group of stakeholders has not been engaged. Communication to the PEVs will be made to seek the stakeholders missing from the cycle of engagement, so that all voices are heard.

School Site Engagement

Authentic community engagement cannot just happen at the Serna Center or at district-level settings. Parents, staff and community members must be engaged at the school-site level as well. At January's Principal meeting, SCUSD principals will be provided a toolkit for organizing and facilitating staff and parent meetings at each school site. Principals will engage with parents and staff at their sites during standing School Site Council meetings, PTA meetings, English Learner Advisory Council (ELAC) meetings, Collaborative Planning Time (CPT), and Staff Meetings, as well as other site-level organizations and opportunities to work with groups of stakeholders. Principals will collect input and information through surveys provided in the toolkit.

Below is a DRAFT timeline outlining the tactics listed above and noting specific benchmarks and timelines:

January			
Stakeholder	Deliverable	Who	Timeline
Governing Board Engagement	Board Meeting	Staff presents to Governing Board DRAFT LCAP Community Planning Process for input and feedback.	January 9
Governing Board Engagement	Board Workshop	Train Board on PEV process	January 13- 31
School Site Engagement	Principal Meeting	SCUSD principals will be provided a toolkit for organizing and facilitating staff and parent meetings at each school site	January 22
Community Engagement	LCAP Advisory Committee Meeting #3	Budget Update and Data presentation	January 22 (tentative)
	<i>District and Site Outreach Efforts: Email invitations, ConnectEd, media and social media outreach, parent outreach, community partners. Staff will personally invite parent participants, Parents as Partners, leadership academies, and advisory committees (as well as other community partners and groups). Carpools, translators and childcare will be arranged.</i>		

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School Site Engagement	Site Meetings	SCUSD principals will present at varying school site meetings (SSC, ELAC, PTA, staff meetings, CPT, etc)	Varies by school site, January – February
Collective Bargaining Partner Engagement	Regular meeting with district staff	Update and gather feedback	Ongoing
Community Engagement	Community Planning Process	Survey finalized, train and engage PEVs. Train a minimum of 50 people that will each engage at least 10 people in their professional and personal network (for a total of at least 500 people representative of district demographics and key groups called out in LCFF). Specifically engage with all district stakeholders groups (PTA, DAC, SAC, CAC, DELAC) as well as community stakeholder groups.	January 21 – March 4
February			
Stakeholder	Deliverable	Who	Timeline
Community Engagement	Community Planning Process	Continue engaging PEVs. Train a minimum of 50 people that will each engage at least 10 people in their professional and personal network (for a total of at least 500 people representative of district demographics and key groups called out in LCFF). Specifically engage with all district stakeholders groups (PTA, DAC, SAC, CAC, DELAC) as well as community stakeholder groups.	January 21 – March 4
School Site Engagement	Site Meetings	SCUSD principals will present at varying school site meetings using tool kit (SSC, ELAC, PTA, Staff Meetings, CPT)	Varies by school site, January – February
Community Engagement	LCAP Advisory Committee Meeting #4	Funding Priorities Recommendations	February 13 (tentative)
<i>District and Site Outreach Efforts: Email invitations, ConnectEd, media and social media outreach, parent outreach, community partners. Staff will personally invite parent participants, Parents as Partners, leadership academies, and advisory committees (as well as other community partners and groups). Carpools, translators and childcare will be arranged.</i>			

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Collective Bargaining Partner Engagement	Regular meeting with district staff	Update and gather feedback	Ongoing
March, April, May			
Stakeholder	Deliverable	Who	Timeline
Community Engagement	Draft LCAP	Data Analysis of all input gathered to draft LCAP	March 4- 10
Community Engagement	Community Planning Process	Finalized Survey, Draft LCAP, Train PEVs. Aim for 75 people that will each engage at least 10 people in their professional and personal network (for a total of at least 750 people representative of district demographics and key groups called out in LCFF).	March 10-April 21
Community Engagement	Specifically engage with stakeholder groups at standing meetings	District staff will attend and gather further input from District Advisory group meetings.	March 10- April 21
Collective Bargaining Partner Engagement	Regular meeting with district staff	Update and gather feedback	Ongoing
Governing Board Engagement	Board Meeting	Public Hearing on LCAP and Budget	April 24 (aligned to Board-approved Budget Calendar)
Governing Board Engagement	Board Meeting	Board Action on LCAP and Budget	May 1 (aligned to Board-approved Budget Calendar)

V. Major Initiatives:

Budget forums, community meetings, and development of LCAP. Simultaneously working with Budget team to receive budget updates.

VI. Results:

Update the Governing Board on the LCAP Engagement Plan.

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VII. Lessons Learned/Next Steps:

- State Board Deadlines:
- January 1, 2014 State Board of Education Adopts Budget Standards and Criteria
- January 31, 2014 State Board of Education Adopts Spending Regulations
- March 31, 2014 State Board of Education Adopts Budget LCAP Plan Templates
- October 1, 2015 State Board of Education Adopts Technical Assistance Plan and Intervention Rubric