



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 12.1

Meeting Date: October 16, 2014

Subject: Local Control Accountability Plan Community Engagement Update

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

Division: Communications Office

Recommendation: Receive updated information on the LCAP community engagement efforts.

Background/Rationale: By July 1, 2015, the governing board of each school district shall adopt a Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education. The LCAP must be aligned to the district's budget and will include the district's annual goals in each of the eight specified state priorities. The plans must include both district-wide goals and goals for each numerically significant subgroup in the district. This presentation will provide an overview on SCUSD's year-long engagement process on how the district intends to actively solicit input from various stakeholders in developing the plan. Specifically, this plan will address the district's plan to bring school site plans into alignment with the district LCAP.

Financial Considerations: None

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 15 Minutes</p> <p>Submitted by: Gabe Ross, Chief Communications Officer</p> <p>Approved by: José Banda, Superintendent</p>
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Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
October 16, 2014

I. Introduction:

Last year, the district embarked on an ambitious plan to engage the community in development of its first-ever Local Control and Accountability Plan (LCAP), a companion component to the then-new Local Control Funding Formula (LCFF). The district made tremendous progress in the design and development of its first LCAP in 2013-14 and was recognized regionally as a leader in this work. The framework used in the first year of LCAP implementation will provide a blueprint for the work moving forward with our Year Two Annual Update. Striving for improvement, we will use feedback gathered throughout the inaugural process to some modifications to the plan for the 2014-15 school year.

To recap: 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. Each year, all districts must adopt an LCAP along with their budget. The template for the LCAP has been provided by the state.

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.

II. Driving Governance:

According to Ed Code 52060 on or before July 1, 2015, 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. Goals, Objectives and Measures:

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. Outreach and Engagement Plan:

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:

NEW LCAP Advisory Committee

State law requires districts to convene a group of stakeholders to provide feedback and input into the development of their LCAP. The law dictates that this group be reflective of the subgroups specifically called out in LCFF – low income students, English learners and foster youth. In the inaugural LCAP process, the district used a variety of mechanisms to gather this input throughout our community, including broad community forums as the formal Advisory Committee. While this process met the letter of the law, feedback from stakeholders and the community during this process was that there is a need for a smaller working group that can provide detailed and thorough analysis and reflection throughout the development of the LCAP. As a result, we will convene a small group of stakeholders for this purpose. The group will be made up of invitees from our district advisory committees, labor partners, school administrators and parent leaders. Invitees also must be reflective of all student subgroups laid out in LCFF. This group will begin meeting in late October/early November.

LCAP Community Meetings

These meetings will continue to serve as a way to engage with a broad group of partners and stakeholders to solicit feedback and input at various stages throughout the LCAP development process. All in the community are invited to attend these meetings and provide their input. These meetings are critical to ensure that a diverse, representative cross-section of our district is represented in this process and that it is not driven by the voices of a select few. These meetings will begin in late October/early November.

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 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.

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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.

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.

The CPP/PEV process was very well received in 2013-14 and was a big reason that the district was able to engage with such a large and diverse group of stakeholders in this process. It will continue to be a critical piece of this effort moving forward.

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. SCUSD principals will be provided a toolkit for organizing and facilitating staff and parent meetings at each school throughout the development of the LCAP. 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.

V. Alignment with Site Plans:

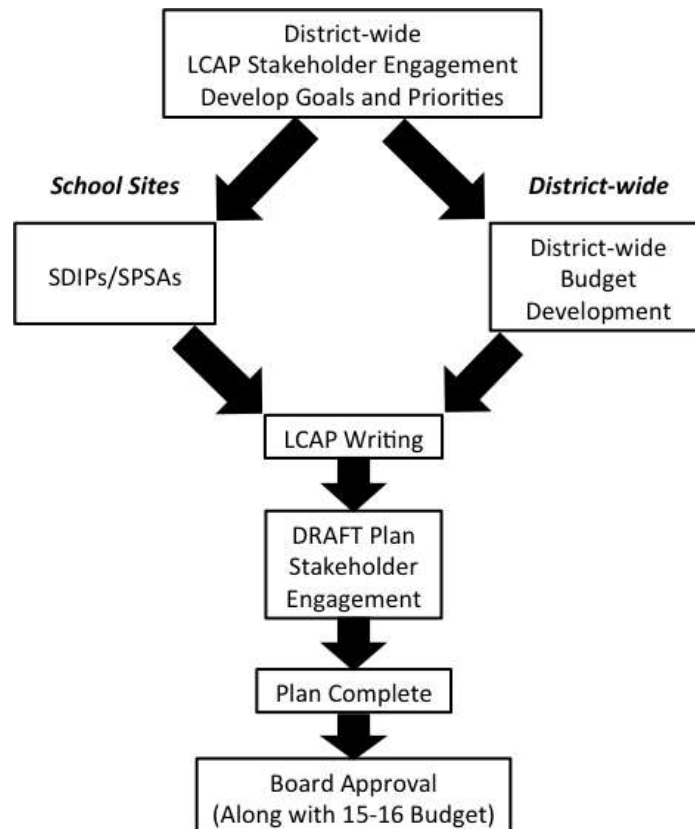
The clear intent of the LCAP is to create a more structured mechanism for stakeholder engagement throughout each district's budgeting process. During the inaugural LCAP process in 2013-14, it became clear that the district needed to create a system that aligned the site budgeting process – through School Development and Improvement Plans (SDIP) or Single Plans for Student Achievement (SPSA) – to the LCAP process.

In prior years, SCUSD's site plans were created in the fall of each year once academic data became available from the state. While access to data is a critical component of the plan, this

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structure and timeline is inherently flawed as funds had already been allocated and, in some cases, expenditures had already been made. In the spring of 2014, following the completion and approval of each school's 2013-14 SDIP, sites were asked to work with their School Site Councils to create a second plan – one that looks ahead to the 2014-15 school year and budget cycle. In doing so, the district is now on track for an aligned system where decisions about site expenditures are made after engagement at each school site. The data gathered in those site plans will then be aggregated to populate, in part, the district's LCAP. The below graphic illustrates this process:



VI. Engagement Timeline:

As a result of efforts to align the creation of site plans and the district's LCAP, the timeline for engaging with the community in this process is significantly different than in 2013-14:

October – December:

- **Engagement Phase One: Goals and Actions** – The first round of engagement will be focused on resetting the bigger discussion about the goals and priorities of the district and our community. Using last year's approved LCAP as a starting point, the district will solicit input on any changes or adjustments necessary to the goals and actions laid out in last year's plan.

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- *Engagement activities to include:* School site-level engagement, LCAP Advisory Committee meetings, LCAP Community meeting, meeting with various stakeholder groups and a survey tool to aggregate input.

December:

- **Data Dashboard** – LCAP-aligned Data Dashboard goes live on district website.
- **Site Plans** – Schools receive initial projected allocations, along with a new site template aligned to community feedback re: goals and actions.

January – February:

- **Engagement Phase Two: Annual Update** – The second round of engagement will be focused on preparing the LCAP Annual Update. The Annual Update, required by state law, is a separate document designed to look back on the previous year's approved LCAP and review if expenditures made the desired impact on district data.
 - *Engagement activities to include:* LCAP Advisory Committee meetings and LCAP Community meeting.

January:

- **Site Plans** – LCAP-aligned site plans completed.
- **Governor's Budget** – Released to districts.

April – May:

- **Engagement Phase Three: Draft Plan** – The third round of engagement will be the most robust and will be focused on reviewing and providing input into the draft plan.
 - *Engagement activities to include:* Community Planning Process (PEVs); school site-level engagement; LCAP Advisory Committee meetings; LCAP Community meetings; meetings with various stakeholder groups and a survey tool to aggregate input.

May:

- **May Revise** – Released to districts, necessary changes to plan.

June:

- **SCUSD Budget and LCAP** – adopted by Board of Education.

VII. Next Steps:

- Begin engagement activities (schedule meetings, invite attendees, etc.).
- Finalize survey on Goals and Actions.
- Provide toolkit to principals to assist in facilitating site discussions.
- Revise SDIP/SPSA template to align with LCAP.