

June 6th, 2018

Jorge Aguilar, Superintendent
Sacramento City Unified School District
5735 47th Avenue
Sacramento, CA 95824

Dear Superintendent Aguilar,

We, the members of the LCAP Parent Advisory Committee (LCAP PAC), thank you for the opportunity to comment on and make recommendations for the District's draft 2018-19 Local Control and Accountability Plan. It is an honor to represent the students, families, and communities of the Sacramento City Unified School District.

The 2018 LCAP Parent Advisory Committee represents a cross-section of Sacramento Unified School District's population comprised of fourteen parents, community members, youth service providers, and advocates; with diverse backgrounds and experiences. All members of our committee share the common goal of helping the District to prepare all of our students for college, career, and life. We are unified in working toward an equitable distribution of LCFF and other resources that will result in improved outcomes for all District students, especially those identified student groups with the highest needs.

This year's LCAP PAC looked towards the principles established in the Local Control Funding Formula law and regulation (including local control; stakeholder engagement; and proportionality for low-income, English Learner, homeless youth, and foster youth students) to develop the following recommendations in an effort towards a more complete continuous improvement cycle for LCFF funding and Sacramento Unified School Districts LCAP. The LCAP PAC's recommendations are aligned with the District's four strategic goals: College, Career and Life Ready Graduates; Safe, Emotionally Healthy, and Engaged Students; Family and Community Empowerment; and Operational Excellence. All of the comments were supported by at least three-fourths of members.

However, please note that these comments specifically refer to the text in the draft LCAP version released to the public on May 3, 2018. It is the hope of the PAC members that District staff may incorporate some of these suggestions into later drafts. We look forward to continuing to work with District staff, fellow parents, and the community to help all SCUSD students to succeed.

Sincerely,



Toni Bohannon-Tinker
Co-Facilitator
on behalf of LCAP Parent Advisory Committee Members

cc: Sacramento City Unified School District Board of Education members

2017-18 LCAP Parent Advisory Committee Comments to the Superintendent

The committee has prioritized top concerns for SCUSD students, and recommend these actions or modifications. While we have organized our comments and questions by the four goals in the LCAP, we are aware that some of these may not be an actual goal but reflect a single metric within the LCAP.

Goal 1 - College, Career, and Life Ready Graduates

Closing the Achievement Gap:

Continue to focus on the equity, access, and social justice guiding principle to close the achievement gap with the goal being that all students graduate with many post-secondary options.

Identify the high-risk and lower-performing students in need of additional support and implement targeted interventions to lessen disparities and performance gaps.

Increase the diversity of GATE in primary grades, HISP, PACE, and other specialty programs in secondary grades

Reduce the disparity (increase equity) in all District criterion and specialty programs.

Every student should be tested and offered opportunities to practice skills essential to success in the District's specialty programs. If this increases the total number of students prepared for criterion programs, increase the number and size, rather than excluding students.

Students with Disabilities performance: *Determine the degree to which the District's response to the 168-page Spring 2017 Special Education Audit Report can be included in*

the metrics and reporting on the LCAP/LCFF. Parents continue to state at School Board meeting concerns related to this population.

Decide on at least one metric for students with disabilities that relates to goals 1 through 4 for which we have reporting capability and that demonstrates where/how the District is responding to the Audit to “move the dial” on outcomes, especially to the degree that inclusion in general education courses is practiced in the District. It is insufficient to merely report year after year that students with disabilities are not meeting learning outcomes, especially when many of these disabilities are not cognitive. It is insufficient to merely report that we have hired certain staff or bought a particular curriculum.

Additional questions for Students with Disabilities: What changes of practice, supplemental activities or materials are provided to students with disabilities and/or their families that have a positive effect on learning? Maybe we should survey students with disabilities, and their families. Do District surveys have the potential to disaggregate responses from students with disabilities and their families? Do other measures offer specific reporting on students with disabilities? (Do parents of students with disabilities access Infinite Campus more or less than other parents, for instance? What supplemental information might be provided in IC or elsewhere for reference by families? What supplemental career pathways or college readiness resources are available to this community?)

Additional Comments for Goal 1: Include a metric to report the Achievement Gap which would report and compare each subgroup to the district average.

- How are the supplemental dollars applied, to what impact? We need to revisit the target goal, as it is too small to close the gap.

Goal 2 - Safe, Emotionally Healthy, and Engaged Students

Chronic Absenteeism:

Support for chronic absenteeism for students and also for teachers so they understand how to modify instruction and assignments.

We need to better identify those students/subgroups experiencing chronic absenteeism, and intervene much sooner. Why are they missing school? To the degree that the chronic absentee students are those in designated groups getting supplemental funding, what funding has been identified and how can we get meaningful reporting on how that funding is making a difference in school attendance. Get behind a targeted set of actions to be successful AND report back on actions taken and how successful actions were and assess success multiple times throughout the academic year.

Counselors and Social Workers Specializing in Trauma

In the LCAP, add language to provide training for counselors, teachers, and social workers on trauma-informed education, expanding on Social Emotional Learning (SEL). Recognize that many students are currently or have in the past experienced multiple

adverse childhood experiences (ACEs) and prepare more schools to assist students with SEL.

Keep kids safe: *Provide anti-bullying activities and a safe space for LGBTQ kids and kids of color.*

Establish a District-wide and school-level campus climate clearinghouse of best practices, materials and links to resources for students, parents, and school staff. Though there is a “uniform process” for reporting bullying, a mismatch exists between District “Report of Suspected Bullying (E5145.4)” reports received and the 1 in 5 students reporting being bullied per the National Center for Education Statistics (NCES 2017-015). It is possible that the SCUSD is legally-oriented rather than problem-solving in its approach.

Civic Engagement: *Teach kids about civic engagement.*

Where in the primary and secondary curriculum do students learn about community, civics, rules, norms, laws, hearings, processes, elections, etc.? Where do they learn how to participate in local government? It doesn’t seem to be required in any part of the curriculum but is essential to a successful school climate.

Foster Youth: *Details of what we spend money on for Foster Youth.*

Decide on at least one metric for foster youth that relates to goals 1 - 4 for which we have reporting capability and that demonstrates where/how the supplemental spending is “moving the dial” on outcomes. Insufficient to merely report year after year that foster

youth are not meeting learning outcomes. Insufficient to merely report that we have hired a foster coordinator.

Additional Questions: What supplemental activities or materials are provided to foster youth and/or their foster families that have a positive effect on learning? Maybe we should survey foster youth, and their families. Do District surveys have the potential to disaggregate responses from foster youth and their families? Do other measures offer specific reporting on foster youth? (Do foster parents even have access to Infinite Campus, for instance? What % of foster parents use IC, if they have access? If they don't, what supportive persons in the lives of foster youth have access to IC? What supplemental college readiness resources are available to this community that is notorious for very low entry into, and graduation from, college?)

Expanded Learning: *Ensure time is enrichment and not drill and kill for students "...who are not meeting grade level readiness". Continue support for the typical summer school programs. Make clear to parents what the criteria were/are for students to be included in "enrichment" or other summer programs.*

How were incoming 7th graders selected? For incoming 7th graders who were not selected, what is the content/purpose for those who wish to give their children similar summer enrichment? For instance, District website states incoming 7th and 8th grade "...students who are exceeding grade level readiness..." were selected. But at one 6th grade GATE class, only 3 students received ELSP letters. Another 6th grade GATE

program parent thought the idea that her child needs help to be ready to apply for a criterion-based high school program was erroneous, and that another child from the regular classes ought to have been selected. The SCUSD website should have a chart or some other sort of explanation of the differences between “Summer Matters” program that requires pre-registration and the opt-out ELSP program.

English Learner low reclassification

This metric is a high priority to the LCAP PAC, however this metric is currently being addressed by the District. As a committee, we would like for this metric to be continually monitored and periodic reporting done throughout the year.

LCAP PAC Additional Comments and Questions

These ten unedited comments were submitted through a Google Form and were not discussed, however the PAC would like them to be addressed.

1. An explanation of the connection from the action in the plan to how that improves a goal with evidence from research.
2. Do more to provide outreach to the communities in the district.
3. Low graduation rates.
4. Metrics other than test scores for demographic groups not showing movement in scores.
5. Mid and end of the year projections for entire LCAP.
6. More program outcome listed and explicit actions taken.
7. Preparing the survey by the group did not think was productive for this group.
8. Teacher diversity- correlated by student groups and ratios.
9. Training and support to equity coaches for robust implementation of equity activities for all sites.
10. Ethnic Studies: Will Ethnic Studies be able to be fully implemented next year given that the target goal for this year was 45 sections and only 37 were implemented? The LCAP goal for 2018-19 is full implementation.