

Local Control Funding Formula (LCFF)/ Local Control and Accountability Plan (LCAP)
Sacramento City Unified School District
Advisory Committee Meeting #3
January 22, 2014

This document contains language and information from WestEd and the Legislative Analyst’s Office (LAO). Links to the full reports—in addition to other helpful resources on LCFF and LCAP can be found at www.scusd.edu/LCFF. For more SCUSD data please visit <http://dq.cde.ca.gov/dataquest/> and <http://www.scusd.edu/data-dashboard>

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

- Priority 1: Student Achievement
- Priority 2: Student Engagement
- Priority 3: Other Student Outcomes
- Priority 4: School Climate
- Priority 5: Parental Involvement
- Priority 6: Basic Services
- Priority 7: Implementation of Common Core Standards
- Priority 8: Course Access

Priorities to be discussed at LCAP Advisory Committee Meeting: January 22, 2014

- Priority 1: Student Achievement
- Priority 4: School Climate
- Priority 7: Implementation of Common Core Standards
- Priority 8: Course Access

Priorities to be discussed at LCAP Advisory Committee Meeting: February 13, 2014

- Priority 2: Student Engagement
- Priority 3: Other Student Outcomes
- Priority 5: Parental Involvement
- Priority 6: Basic Services

I. Priority 1: Student Achievement

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

| <i>Required Data per Legislative Analyst’s Office</i> | <i>Examples Relevant work in SCUSD</i> |
|--|---|
| <ul style="list-style-type: none"> • Performance on standardized tests • Score on Academic Performance Index • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share of the students that pass Advanced Placement exams with 3 or higher • Share of students determined prepared for college by the Early Assessment Program | <ul style="list-style-type: none"> • Grade level proficiency & student academic growth information • California Measure of Academic Progress and Proficiency (CalMAPP) • High school graduation rates & college acceptance rates • Information on English-learner success & bilingual student achievement |

Sample SCUSD Data: Academic Performance Index (API)

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|------------------|------------------|------------------|
| SCUSD | 760 | 767 | 770 |
| English Language Learners | 723 | 739 | 709 |
| Low Income | 728 | 737 | 731 |

Guiding Questions:

- *What patterns and trends do you notice from the sample SCUSD data?*
- *What resources and services do you recommend that would help support Student Achievement?*

II. Priority 4: School Climate

Definition: 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.

| Required Data per Legislative Analyst's Office | Examples Relevant work in SCUSD |
|---|---|
| <ul style="list-style-type: none"> • Student suspension rates • Student expulsion rates • Other local measures | <ul style="list-style-type: none"> • School climate practices and curriculum • Restorative justice practices • Bullying prevention • School climate data collection and analysis • Comprehensive safety plans • Student Behavior Review processes • Climate task forces/advisories |

Sample SCUSD Data: Suspension Rates 2011-2012 & 2012-2013

| Suspension Summary 2011-2012 | | | Suspension Summary 2012-2013 | | |
|--|------|--------|--|------|--------|
| Total Number of Suspensions: 4868 | | | Total Number of Suspensions: 4884 | | |
| Total # by Gender | | | Total # by Gender | | |
| Male | 3535 | 72.62% | Male | 3552 | 72.73% |
| Female | 1333 | 27.38% | Female | 1332 | 27.27% |
| By Segment | | | By Segment | | |
| Total Elementary School Suspensions | 1499 | 30.79% | Total Elementary School Suspensions | 1499 | 30.69% |
| Total Middle School Suspensions | 1287 | 26.44% | Total Middle School Suspensions | 1167 | 23.89% |
| Total HS Suspensions | 2082 | 42.77% | Total HS Suspensions | 2218 | 45.41% |

Guiding Questions:

- *What patterns and trends do you notice?*
- *What resources and services do you recommend that would help support School Climate?*

III. Priority 8: Course Access

Definition: 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.

| Required Data per Legislative Analyst’s Office | Examples Relevant work in SCUSD |
|--|---|
| <ul style="list-style-type: none"> Student access and enrollment in all required areas of study | <ul style="list-style-type: none"> SCUSD students are offered coursework that exceeds what is required for graduation (225 units). All students are given the required courses for graduation and may select to take more than the required coursework for graduation. All students have access to the A – G entrance requirements for entrance to college. SCUSD offers 128 sections of Advanced Placement courses district-wide. All high schools offer some level of career and technical coursework, most often in conjunction with a Linked Learning Pathway. SCUSD is a Linked Learning District and has 22 CTE/College Prep Pathways to offer students |

Sample SCUSD Data: Graduates who Met UC/CSU A-G Requirements

| | 2011-2012 |
|---------------------------|-----------|
| SCUSD | 42.39% |
| English Language Learners | 25.44% |
| Low Income | 40.69% |

Guiding Questions:

- What patterns and trends do you notice?
- What resources and services do you recommend that would help support Student Achievement?

IV. Priority 7: Implementation of Common Core Standards

Definition: 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.

| Required Data per Legislative Analyst’s Office | Examples Relevant work in SCUSD |
|---|---|
| <ul style="list-style-type: none"> Implementation of CCSS for all students, including EL | <ul style="list-style-type: none"> Building staff capacity for implementing the CCSS through a professional learning series for principals, teachers, instructional aides and staff. Developing and supporting new CCSS-aligned instructional materials. Piloting CCSS-aligned assessments within existing benchmark assessments and developing CCSS-aligned K-6 standards-based report cards outlining grade- |

| | |
|--|---|
| | <p>specific expectations.</p> <ul style="list-style-type: none"> • Ensuring equity and access for students with disabilities, English learners, and low performing students with specific strategies embedded within professional learning sessions. • Engaging with stakeholders through informational sessions and interactive workshops for parents, parent brochures, and a CCSS section on the district website. |
|--|---|

Sample SCUUSD Qualitative Data: CCSS Professional Learning and Parent Workshop Sessions

Principals

One Step I Can Take Tomorrow Is...

- The homework gives me something to take back
- Re-plan my Common Planning Time (CPT) to implement some of the new tasks ideas
- I appreciate the tools and real opportunities for practice

Teachers

Math

What I Learned...

- Common Core Math is going deep with fewer concepts. It provides an opportunity to spend time on concepts rather than skating through for exposure. CC lets us teach several concepts to reach the whole. The precision will help with CC-ELA because students will be writing in math. The number line is an awesome teaching tool! More so than usual 😊
- I am so glad to see the emphasis turn to the quest of knowledge rather than scores!
- Core standards are definitely more in-depth. There are fewer of them than we have now, so we can go deeper into standards and clusters.

English Language Arts

I Used to Think...

Now I Think...

Common Core was similar to the current State Standards.

Common Core Standards delve deeper & allow students to develop strategies to become critical thinkers & more self-sufficient readers & writers.

This is complicated. If I'm confused, how will I teach my students effectively?

CC is an approach to teaching that includes specific, goal oriented outcomes and provides for my own creativity and craft.

Common Core was a little overwhelming.

I can begin the process of teaching my students how to "think" as they learn.

Instructional Aides

One Step I can Take Tomorrow Is...

- I am excited to use the "Art of Questioning" in mathematics questions to help support children
- I will slow down and ask the students to show me and to explain how they did a math problem
- Have students give evidence of their answers

Parents and Community Members

- It was very helpful to practice going through a text how our children would be going through it.
- Stay faithful, supportive, and hopeful
- More focus on process and critical thinking. Better articulation of understanding. Deeper, longer lasting knowledge. Ability for students to see the connections between the content items.
- With this kind of teaching, it needs more time from the teachers to help kids think.
- Will there be extra support for students who are not understanding at the speed of the rest of the classroom?

