



# Sacramento City Unified School District

## Local Control and Accountability Plan Community Guide

The Local Control and Accountability Plan (LCAP) is an opportunity for everyone with a stake in the success of our schools – parents, students, teachers, staff, partners and neighbors – to join a conversation about district goals and resources.



LCAP is part of California’s larger shift toward improving schools for all students with a focus on those who need extra help:

- Low-income students
- Foster youth
- English language learners

With LCAP, a district engages stakeholders to help define goals for all students with special attention to the needs of these subgroups. Resources are then matched to goals.

SCUSD’s first LCAP was developed in 2014. The district engaged the community through surveys, forums, meetings at schools and the Community Planning Process used by grassroots organizing committees to educate the public on important issues.

Through this multi-faceted approach, SCUSD engaged a wide and diverse group in discussions about priorities and resources.

As a result of this community engagement, three big **district goals** were developed:

- College and Career-Ready Students
- Safe, Clean and Healthy Schools
- Family and Community Engagement



These goals were then broken down into specific actions. The state has a set of metrics that must be included in the plan and reviewed annually along with the expenditures.

The LCAP is a three-year plan. In the first year, more than 1,500 parents, teachers, staff and students participated in the LCAP surveys. Many more attended meetings at schools and at the Serna Center. In Year 2, the plan is being revisited. The job this year is to gather community feedback on the updated plan.

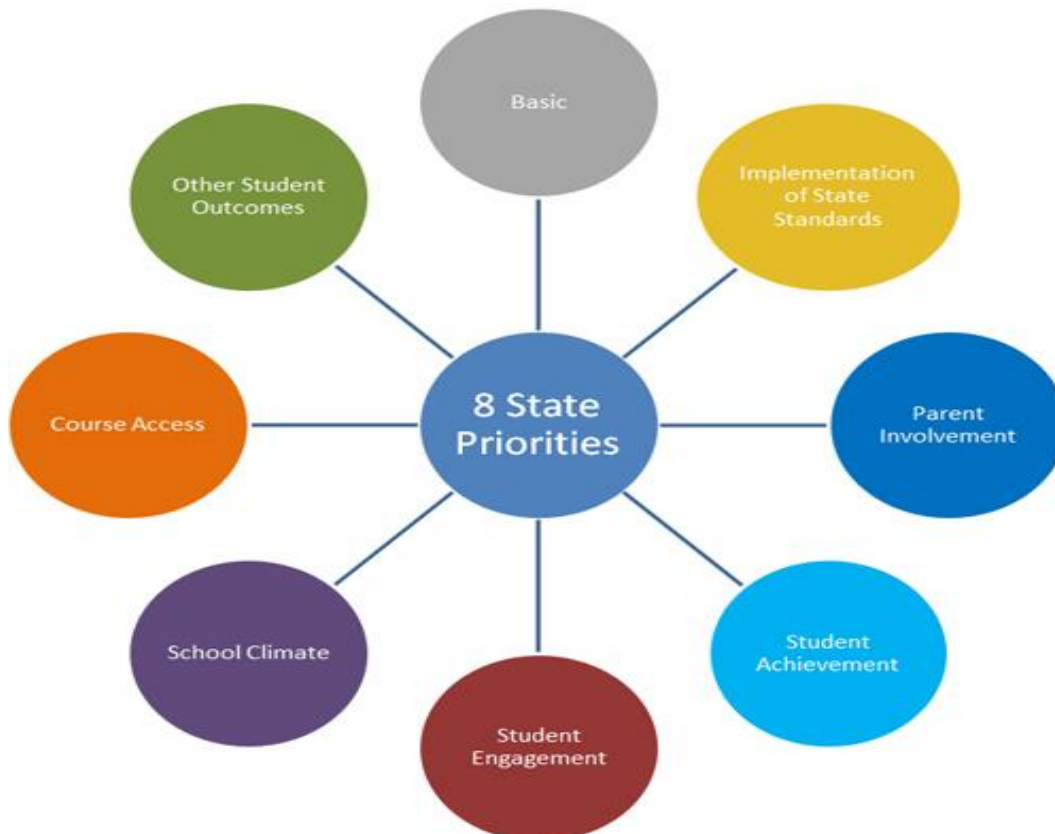
## LCAP and LCFF: Companions in Changing School Funding

California is a leader in changing school funding to address the needs of the state’s most disadvantaged students: Foster youth, low-income children and English language learners. Through the Local Control Funding Formula (LCFF), the state is providing local school districts **more flexibility** in using funds for these students in exchange for **more accountability** from districts.

Under LCFF, districts receive:

- **LCFF Base Funding** – Money for every student served for the year. This funding is based on the number of students in enrolled in a district and the daily attendance of those students.
- **LCFF Supplemental Funds** – Money based on the number of foster youth, low-income children and English language learners served
- **LCFF Concentration Grant** – Money for districts like SCUSD where more than 55 percent of the students qualify for a free or reduced-price lunch, the federal poverty threshold.

The LCAP is the state’s mechanism for ensuring that **supplemental and concentration grant funds for these targeted groups of students** are used in alignment with the district’s goals for all students and that the district’s goals are in alignment with **California’s Eight State Priority Areas** for public schools.



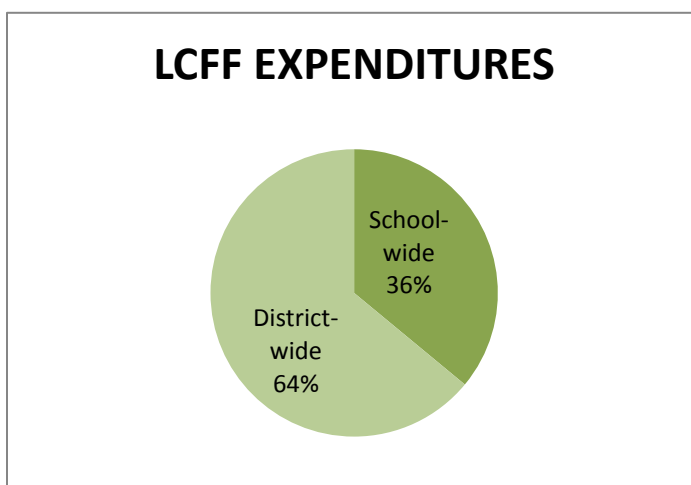
## LCAP and LCFF: Local Control for Districts *and* Schools

Before LCFF, state and federal categorical funds – money earmarked to support high-needs students – were allocated to schools that serve high concentrations of low-income students. That’s why SCUSD is also allocating LCFF’s supplemental and concentration grant funds to schools.

In essence, the district is giving “local control” to the principals, teachers, staff, parents and students to use funds to meet their school’s needs. LCFF funds are built into each school’s Single Plan for Student Achievement (SPSA).

These plans are created by School Site Councils made up of teachers, staff, parents, administrators and students (at the high school level). **SCUSD allocates \$9.8 million in LCFF funds to schools and \$17.5 million to district-wide programs and initiatives.**

In response to community feedback, much of the **district-wide funding is being used to restore programs and positions** eliminated over many years of budget cuts triggered by the state’s economic recession. The district is also reducing K-3 class sizes – a priority identified by both families and staff.



### School site activities and expenditures support the district goals

Schools use LCFF supplemental and concentration grant funds in some of the following ways:

- **College and Career-Ready Students:** Professional learning and Common Planning Time for teachers; instructional assistants; bilingual instructional assistants, classroom materials; library books; after-school interventions for struggling learners; resource teachers.
- **Safe, Clean and Healthy Schools:** Social workers; nurses; learning support specialists; Social-Emotional Learning materials; student engagement efforts (field trips, assemblies, computers, art programs, etc.).
- **Family and Community Engagement:** Parent workshops and trainings; supplies for parent meetings; school-based parent advisors; translators; School Community Liaisons and Parent Advisors

## How is the district focusing resources to address the LCAP goals?

(Programs/Initiatives below are not limited to those funded with LCFF resources)

### ***GOAL 1: Increase the percent of students who are on-track to graduate college- and career-ready***

<b>ACTIONS:</b>	<b>2014-15</b>	<b>2015-16 (Proposed)</b>
Class Size Reduction K-3	K-3 class sizes reduced in high-needs schools by one student  <b>\$1.7 million</b>	K-3 class sizes reduced in high-needs schools by two students, for a total of three after two years  <b>\$3.4 million</b>
Implementation of the Common Core State Standards	Professional learning in the Common Core State Standards (CCSS) for teachers, principals and instructional aides; CCSS materials <b>\$4.5 million (one time state grant)</b>	Professional learning in the Common Core State Standards (CCSS) for teachers, principals and instructional aides; CCSS materials  <b>\$2.4 million (non-LCFF funds)</b>
Early Kinder/Transitional Kindergarten	Maintain Early Kinder programs at seven SCUSD schools  <b>\$700,000 (of total \$1.2 million budgeted)</b>	Maintain Early Kinder programs at seven SCUSD schools  <b>\$1.2 million (program fully funded with LCFF funds)</b>
High School and Middle School Counselors	Counseling positions stabilized by shifting from grant funding to district funding  <b>\$3 million</b>	Increase the number of counselors by four (three additional high school counselors and one additional middle school counselor)  <b>\$3.5 million</b>
Linked Learning and Career Technical Education	All grant funded	Support for staffing and materials to make up for the loss of grant funding <b>\$2.3 million</b>
Support for Students with Special Needs	Special Education staffing, professional learning for teachers and instructional aides not covered by federal funding <b>\$48.7 million (LCFF Base)</b>	Special Education staffing, professional learning for teachers and instructional aides not covered by federal funding  <b>\$60 million (LCFF Base)</b>
Foster Youth Services	A half time position to supplement two full-time positions <b>\$59,000</b>	One additional full-time position, for a total of three Foster Youth Program Associates  <b>\$88,000</b>
Before- and after-school Expanded Learning opportunities	After school programs are available at 61 sites. 11 sites also offer before-school programs. <b>\$7 million (grant-funded)</b>	Maintain expanded learning opportunities  <b>\$11.4 million (grant-funded)</b>

**GOAL 2: Students will be provided with a safe, clean, healthy and emotionally healthy school.**

<b>ACTIONS:</b>	<b>2014-15</b>	<b>2015-16 (Proposed)</b>
Provide sufficient staff to meet cleanliness standards	Restored full time plant managers, and custodian hours <b>\$2 million</b>	Maintain current staffing of plant managers and custodians <b>\$2 million</b>
Custodial Supplies	Allocated additional money to ensure schools had supplies necessary to maintain clean campuses <b>\$650,000</b>	Maintain funding for custodial supplies  <b>\$650,000</b>
School Resource Officers (SROs)	Fully funded existing contract with Sacramento police Department (no additional SROs)  <b>\$300,000 (of total \$1 million budgeted)</b>	Maintain existing contract with Sacramento Police Department and existing SRO staffing levels  <b>\$1 million (contract fully funded with LCFF funds)</b>
Central Office Drop Out and Attendance Support	Supported programs designed to increase attendance, improve graduate rates and reduce dropout rates district-wide <b>\$75,000</b>	Maintain programs and staffing levels  <b>\$75,000</b>
Social Workers, Nurses, School Psychologists	Sustained expiring grant-funded programs that provide needed wrap-around services for students <b>\$550,000</b>	Provide additional resources to offset additional expiring grants and maintain current staffing levels  <b>\$750,000</b>
Librarians	Increased staffing level of credentialed librarians  <b>\$1 million</b>	Maintain staffing level of credentialed librarians  <b>\$1 million</b>
Student Support and Health Services: Connect Center	All grant funded	Offset expiring grants to maintain programs at the Connect Center that provide coordinated services to address the social, emotional and health needs of all students  <b>\$200,000</b>
Enhance School Culture and Climate	Programs to enhance and support culture and climate, such as Social Emotional Learning (SEL), and Bullying Prevention <b>\$363,000 (base &amp; grant)</b>	Maintain programs and staffing levels  <b>\$363,000 (base &amp; grant)</b>
Restorative Practices	Allocated resources to support the implementation of new Board policies on student discipline and culture/climate (funds that were not expended will be carried-over to supplement allocation in 2015-16) <b>\$200,000</b>	Maintain investment in, and focus on, equity work throughout the district  <b>\$200,000</b>



# LCAP Community Guide

**GOAL 3: Parents, families and community members will become more fully engaged as partners in the education of students in SCUSD.**

<b>ACTIONS:</b>	<b>2014-15</b>	<b>2015-16 (Proposed)</b>
Parent outreach, education and training; establish Parent Resource Centers at school sites	Funded District Parent Engagement staff to support school site engagement and outreach efforts <b>\$150,000 (of \$650,000 total budgeted)</b>	Maintain staffing levels while increasing portion funded with LCFF resources  <b>\$315,000 (of \$650,000 total budgeted)</b>
Parent/Teacher Home Visit Program and Academic Parent-Teacher Teams	Supported innovative and award-winning programs that build positive relationships between home and school, and guide parents to support their child's education <b>\$235,000 (of \$275,000 total) (Title I)</b>	Maintain support for programs  <b>\$275,000 (Title I)</b>
Translation services throughout the district	Funded district translation staff at the Matriculation and Orientation Center (MOC) <b>\$675,000</b>	Maintain MOC staffing levels to assist with enrollment, student testing, and translation of district documents <b>\$675,000</b>

## LCAP/LCFF Funding FACTS

- The **LCAP is not the budget**; it outlines district-wide goals and how specific state funding for low-income students, foster youth and English learners are aligned to those goals.
- While LCFF provides some new money for districts, it also **replaces existing dollars** that have been used in the past to fund support for students.
- Much of SCUSD's 2015-16 LCFF funding — money for K-3 class size reduction in high-poverty schools and negotiated salary and benefit increases — has already been allocated.

## Measuring Outcomes: Annual Update of 2014-15 Plan

As part of the LCAP, districts must use key data points to evaluate progress toward meeting the goals laid out in the plan. *(NOTE: As of publication of this guide, not all updated data points below were available. This data will continue to be updated up until the final plan is approved in June.)*

### GOAL 1 METRICS

2014-15 Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
Increase cohort graduation rate: <b>ALL from 85.3% to 88%; EL from 78.3% to 81%; Low Income from 83.7% to 87%</b>	Cohort graduation rate 2013-14: ALL 85%, EL 77.2%, Low Income 82.9%
Establish math and ELA proficiency, and below proficiency baselines as measured by the CAASPP.	To be advised Spring 2015
API remains frozen at 2013 levels: <b>ALL: 770. EL: 709. Low Income: 731.</b>	API same as 2013; no new calculations from CDE
Continue Common Core Professional Learning <b>Additional Participants: Leadership: 110; Teachers: 788; Parents: 566; Support Staff: 276.</b>	Common Core Professional Learning (4/13/15) Additional Participants: Leadership: 103; Teachers: 869; Parents: 310; Support Staff: 258
Continue implementation of ELD Standards Professional Learning: Cohort 1 of 25 teachers Cohort 2 of 25 added at 6 additional schools	To be updated after 2014-15 school year
Develop the New Generation Science Standards implementation plan and build stakeholder awareness.	Starting to develop the plan. Will be updated at the end of the year.
Maintain textbook sufficiency (100%).	Textbook sufficiency: 100%.
Complete Course Access for graduation: 100%	Course Access for graduation: 100%.
Increase % of students prepared for college as indicated on the Early Assessment Program (EAP): <b>ELA from 19% to 20%; Math from 13% to 14%</b>	EAP: 2012: ELA 17%, Math 10% 2013: ELA 17%, Math 10% 2014: ELA 19%, Math 7%
Increase participation in GATE <b>Elem.: from 11% to 14%; Middle: from 34% to 37%</b>	Percent of students participating in GATE: Elementary: 12%; Middle: 33%
Increase student a-g completion from 39% to 44%	Student a-g completion: 2013-14: 41%
Increase percent of students scoring 3 or above on AP tests from 54.3% to 56.3%	Percent scoring 3 or above on AP tests: 2013-14: 59.8%
Increase # of Linked Learning Pathways/Career Academy students from 4,578 to 5,062.	To be advised.
Reach Federal 2014-2015 AMAO Targets: <b>AMA0 #1 from 55.3% to 59% AMA0 #2 Cohort 1 from 20.8% to 22.8% Cohort 2 from 47.5% to 49% AMA0 #3 Grad Rate from 78.9% to 81% ELA% Prof. from 33% to 36%, Math% Prof. from 49.8% to 52%.</b>	2013-14: AMA0 #1 53.1%, AMA0 #2 Cohort 1 16.8% Cohort 2 44.3% AMA0 #3 Grad Rate 79% ELA & Math Part. and Prof. not calculated by CDE
Increase Reclassification rate from 9.2 to 10%.	2013-14 Reclassification rate: 11.1%.
Decrease Teacher mis-assignment rate to 2.75%.	Teacher mis-assignment rate: to be advised.

## GOAL 2 METRICS

2014-15 Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
<b>Maintain FIT (Facilities Inspection Tool) inspection rating at 100%.</b>	2014-15 FIT inspection rating: 100%
<b>Custodians will be increased by 21.5 FTE.</b>	Custodians increased by > 21.5 FTE. Every site has at least 12 hours of custodial.
<b>Plant Managers will be increased by 11 FTE.</b>	Plant managers increased by >11 FTE. Every school site has a plant manager.
<b>District-wide attendance rates will increase from 95.37% to 96%.</b> Low income: from 95.2% to 96% ELs: from 96.12% to 97% Foster Youth from 92.99% to 94%	To be updated at end of academic year. YTD (from Enrollment & Absence Report Month 5 1/23/15) District-wide 95.46%
<b>Decrease chronic absence rates (absence of 10% or higher)</b> Elementary: from 11.8% to 11.3% K-8: from 10.3% to 10.9% Middle: from 13.2% to 12.6% High: from 22.1% to 21.5% Low income: from 14.7% to 14.2% ELs: from 11% to 10.5% Foster Youth: from 31.1% to 29.6%	To be updated at end of academic year.
<b>Decrease number of Suspensions (2012-13 out of school):</b> Elementary: 1,055 K-8: 209 Middle: 992 High 1,896 <b>(2012-13 in School):</b> Elementary: 18 K-8: 15 Middle:36 High: 14	Suspension Rate: 2013-14: 5.6% (2013-14 out of school): Elementary: 664 K-8: 381 Middle: 500 High: 1,100 (2013-14 in School): Elementary: 23 K-8: 6 Middle: 41 High: 16
<b>Maintain low expulsion rates of less than 0.1% in MS &amp; HS</b>	Expulsion Rate: 2013-14: 0%
<b>Decrease 2012-13 HS Cohort Drop Out rate from</b> ALL: 5.9% to 5%; EL: from 9.2% to 8.5%; Low income: from 5.9% to 5%	HS Cohort Drop Out Rate (2013-14): ALL 5.2% EL 9.6% Low Income 6.0%
<b>Maintain an MS Drop Out rate of less than 5%.</b>	MS Drop Out Rate: 2012-13: .08%.
<b>Increase percentage of students reporting all positive school climate factors on California Healthy Kids Survey: Elementary: +1%; Secondary: +1%</b>	Data expected Fall 2015.



## GOAL 3 METRICS

2014-15 Expected Annual Measurable Outcomes	Actual Annual Measurable Outcomes
Parent Resource Centers will increase from 47 to 56 schools.	Parent Resource Centers are in 54 schools.
Parent/Teacher Home Visits will increase from 3,300 to 3,500.	Parent/Teacher Home Visits number 2,300 (as of 1/30/15)
Academic Parent Teacher Team school participation will increase to 15 schools.	Academic Parent Teacher Team school participation is 12 schools. Three sites needed to postpone implementation. 1300 families have participated to date.
Increase percentage of schools with active parent groups (PTA, PTO, PTSA, etc.) from 75% to 77%.	Schools with active parent groups: 75%
Increase school sites and parent participation in Parents As Partners to: School Site Participation: 22 Total Participants: 300 EL Participants: 215	Parent Leadership Pathway (as of 3/31/15) School Site Participation: 22 (29%) Total Participants: 250 EL Participants: 207 (83%)
LCAP Survey Result Increases: Total Responses: 1,500 Low Income: 64% English Learner: 47%	LCAP Survey Results (3/9/15): Total Responses: 353 Low Income: 53% English Learner: 35%
Maintain percentages: Parent/Family: 45% Students: 28% Staff: 20% Community Members: 6% Community Partners: 1%	Percentages of 3/9/15: Parent/Family: 66.5% Students: 5.2% Staff: 16.1% Community Members: 10.2% Community Partners: 2%

Guide to Terms	
AMAO Annual Measurable Achievement Objective	CAC Community Advisory Committee for Special Education
CCSS Common Core State Standards	CTE Career Technical Education
DAC District Advisory Committee (one member from each School Site Council)	DELAC District English Learners Advisory Committee
ELAC English Learners Advisory Committee	GTS Guide to Success
IEP Individual Education Plan	LCAP Local Control and Accountability Plan
LCFF Local Control Funding Formula	LEA Local Education Agency (the school district)
Metric A method of measuring something	PEV Public Education Volunteer (SCUSD term)
PTA Parent Teacher Association	SCOE Sacramento County Office of Education
SEL Social Emotional Learning	SPSA Single Plan for Student Achievement



## STAKEHOLDER INPUT TIMELINE

ACTION	METHOD/VENUE	DATES
Draft LCAP presentation	Board of Education meeting	April 23, 2015
Draft LCAP shared with community	<i>At Serna Center:</i> <ul style="list-style-type: none"> <li>• LCAP Advisory Committee 5/13 &amp; 5/27</li> <li>• DELAC 5/13</li> <li>• Community Meeting 5/14</li> </ul> SCUSD website ( <a href="http://www.scusd.edu/LCAP">www.scusd.edu/LCAP</a> ) School site meetings	April 23-May 27, 2015
Draft LCAP Survey	Online and paper format	April 24-May 27, 2015
Final Plan first reading	Board of Education meeting	June 4, 2015
Adoption of LCAP	Board of Education meeting	June 18, 2015

### Sacramento City Unified School District

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