

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

I. Introduction:

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF) requires that on or before July 1, 2014 every school district is expected to adopt an LCAP and budget.

The LCAP is the funding formula's vehicle for transparency and engagement. It must describe for each school district, and each school within the district, the annual goals and specific actions to achieve those goals for all students and each subgroup of students identified in Education Code 52052, including students with disabilities. Through the LCAP, districts must describe the specific actions that districts will take to achieve the goals it has identified with budget details that show the type of state expenditure 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. The State Board of Education adopted an LCAP template that groups the LCAP eight State Priorities in three areas: Pupil Outcomes, Engagement and Conditions of Learning.

Pupil Outcomes

- **Priority 1:** Student Achievement: Pupil achievement as measured by multiple indicators including, but not limited to, assessment data, college readiness and language proficiency.
- **Priority 3:** Other Student Outcomes: Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Engagement

- **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.
- **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 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.

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

Conditions of Learning

- **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. The LCAP requires school districts to describe specific annual goals and note actual progress towards those goals in its annual updates. Progress must be based on identified metrics, which may be either qualitative or quantitative.

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
- Special Education
- Significant Subgroups

IV. Outreach and Engagement Plan:

The district recognizes that 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 has used—and will continue to use – multiple approaches simultaneously:

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

LCAP Advisory Committee Meetings

These meetings, held on November 6, December 16, January 22 and February 13 served as a way to inform and educate stakeholders about the new LCAP law and its fundamental components.

District and site outreach efforts included e-mail invitations, ConnectEd phone messages to parents/guardians and media and social media messaging in the community. Staff also personally invited parents, Parents as Partners and Leadership Academy participants, district advisory committees, as well as other community partners and groups. Carpools, translators and childcare were made available to encourage participation. All Community meetings were facilitated by community partner Sam Starks from the Sacramento Municipal Utilities Department and followed a general format: formal informational presentation followed by small group discussion with input from participants recorded and facilitated by central office administrators with sharing out to the larger group.

November 6, 2013 LCAP Advisory Committee Meeting

The district's first LCAP Community meeting was held on November 6. WestEd's Director of Comprehensive School Assistance Programs, Jannelle Kubinec, explained the Local Control Funding Formula to an audience of 65, including parents, community members, school site and district staff. The focus of the small group discussion was LCAP's targeted student groups and funding parameters. At this meeting, our stakeholders' feedback was that they would like to have more direct input at the subsequent meetings.

December 16, 2013 LCAP Advisory Committee Meeting

At the December 16 meeting, Chief Business Officer Ken Forrest presented early funding predictions for SCUSD as well as provided the public with the opportunity to provide direct input. Following Mr. Forrest's presentation, the audience broke up into groups for introductory presentations and discussions around the state's eight priorities with examples of relevant work in SCUSD. Participant input was recorded. More than 160 attended the meeting, which included parents, students and staff representing 51 different school sites, central office administrators and 20 community partners. At this meeting, our stakeholders' feedback was to provide further time to discuss each priority as well as re-structure to maximize the amount of time facilitators had to discuss the State Priorities.

January 22, 2014 LCAP Advisory Committee Meeting

Feedback from the previous two meetings were implemented at the January 22nd meeting. Instead of discussing all eight priorities, this meeting focused on four of the eight State Priorities as well as had facilitators rotate to the different stations in order to provide more time to discuss each priority. During this meeting, Ken Forrest, the district's Chief Business Officer, presented information on the 2014-15 budget and the fiscal outlook, touching on rising costs, a decline in enrollment and the impact of the state's new Local Control Funding Formula

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

(LCFF). Attendees then broke into small groups to discuss four State Priorities: Student Achievement, School Climate, Course Access and Implementation of Common Core State Standards. A handout provided at the sign-in table detailed each priority area and sample SCUSD Data. The handout also included a list of required data (per the Legislative Analyst's Office) with examples of relevant work in the district. Facilitators asked guiding questions such as "What patterns and trends do you notice from the sample SCUSD data?" and "What resources and services do you recommend that would help support (the priority)?" with responses recorded. Over 165 attended this session, including representatives from community-based organizations, parents (including Title 1, non-Title 1 and non-English speaking), district staff and school-site staff. A Spanish-speaking administrator facilitated a table with a large group of Spanish speaking parents. At this meeting, our stakeholder feedback was to increase the time for break-out discussions, minimize noise level, as well as provide additional SCUSD data.

February 13, 2014 LCAP Advisory Committee Meeting

Feedback from the previous meeting was quickly implemented for the fourth LCAP meeting. In order to increase the time for each break-out discussion, we omitted a Budget presentation from the Chief Business Officer. We minimized the noise level by breaking out into smaller groups and re-structuring the meeting space. Lastly, we provided additional data for each of the priorities discussed. This fourth LCAP Advisory Meeting was held on February 13. It focused on continuing to learn about the state's eight educational priorities and how they align with the goals of SCUSD for all students. Small group discussions centered on the four State Priorities not covered at the last meeting: Student Engagement, Parent Engagement, Basic Services and Other Student Outcomes and participant input was recorded. In addition to a Spanish speaking table, Hmong speaking administrators facilitated a table providing support to a group of Hmong speaking parents and community members. Over 60 attended this session. Overall, the feedback for this fourth meeting was overwhelming positive.

"Buena información. Favor de seguir considerando para poder seguir apoyando la educación de nuestros hijos." ["Good information. Please continue considering us so that we can support our children's education."]

"It was much better. Thank you!"

"Nice organization into break-out groups with rotating facilitators."

"Thank you for providing more data."

"Smaller groups worked better to hear everyone's input. Would still like more data."

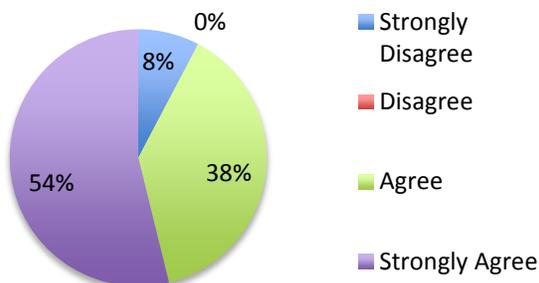
"Gracias. Mucha información educativa." ["Thank you. A lot of educational information."]

Board of Education Executive Summary

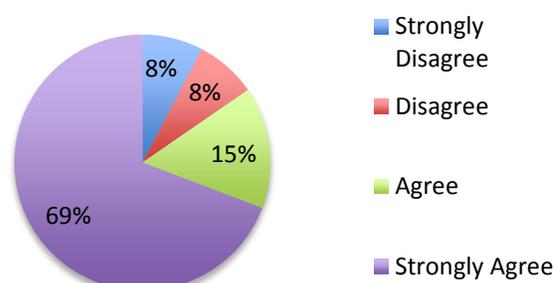
Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

“Better than last meeting, there was more time for participants’ feedback.”

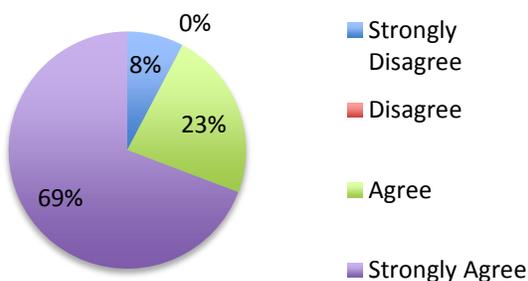
Today's meeting was a productive use of my time



I was provided opportunities to share my views



Today's meeting provided me with helpful information



92% of attendees strongly agreed/agreed with the statement *Today's meeting was a productive use of my time.*

82% of attendees strongly agreed/agreed with the statement *I was provided opportunities to share my views.*

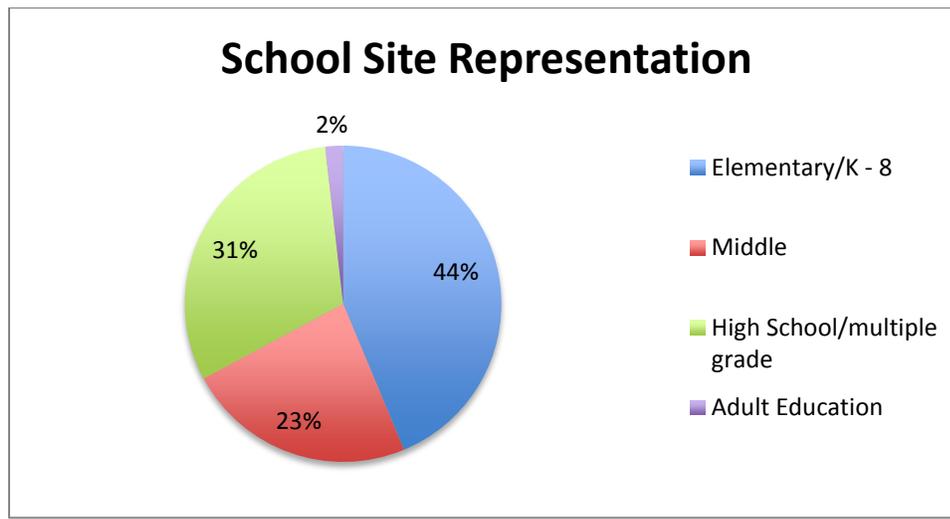
92% of attendees strongly agreed/agreed with the statement *Today's meeting provided me with helpful information.*

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. In January, SCUSD principals were given a toolkit (communication materials and templates) for organizing and facilitating staff and parent meetings at their respective sites. Throughout the month of February, principals began engaging 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. Principals collected input and information through surveys provided in the toolkit.

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014



Community Planning Process

The Community Planning Process (CPP) is a grass-roots model utilized to gather 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. The CPP process aims to authentically engage entire district communities in the design and implementation of 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.

PEVs are SCUSD community members who volunteered to engage their personal and professional networks to inform the design of district strategic work. Therefore, the district employed the PEV process as another, more intimate way to inform and receive input from stakeholders regarding LCFF and LCAP priorities. The PEVs were recruited by personal invitation, through the district’s online newsletter and website with this message: *As a Public Education Volunteer (you will be) helping to inform our community about important work in our schools and solicit broad input from your personal and professional networks. Your work will provide vital parent and community feedback that will inform the development of the new SCUSD Local Control Accountability Plan (LCAP).*

PEVs who had not been previously trained, attended a two-hour training session offered from February 5 through February 7 at SCUSD’s district office to learn about how to engage their community members in an LCAP survey. A total of 10 trainings were offered, in addition to one-on-one trainings where necessary. PEVs included staff, community members, parents, community partners (including, but not limited to, La Familia Counseling Center, Hmong

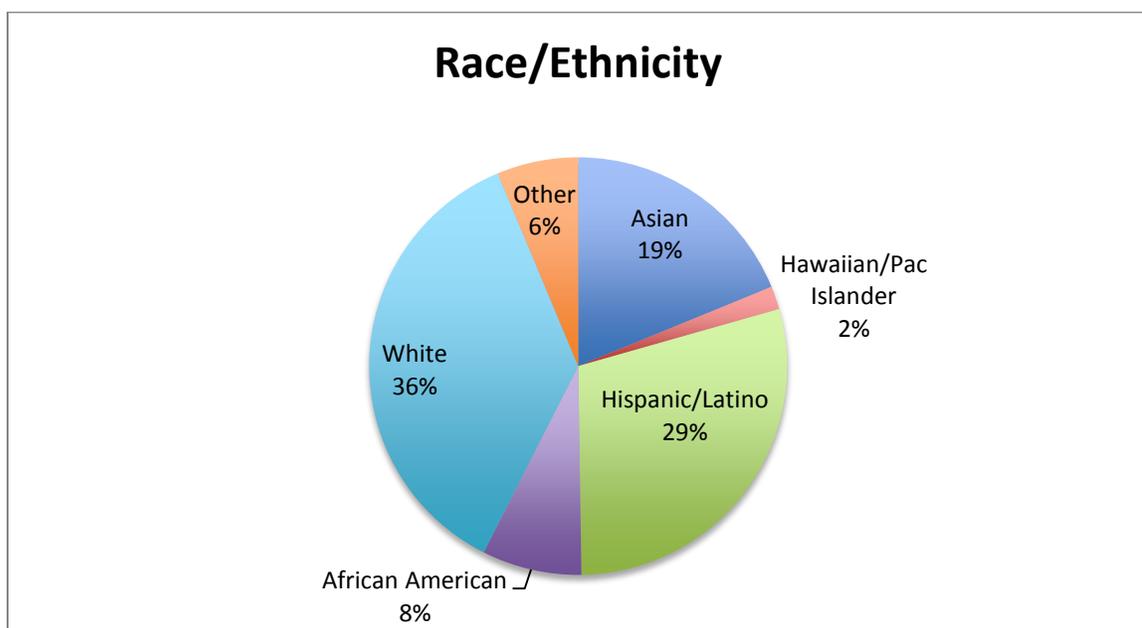
Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

Women Heritage, San Juan Unified School District, area charter schools, California Rural Legal Assistance Foundation, RGH4 Vets/Neighborhood Watch, PTA, Public Advocates, Inc.), and SCUSD Board members. Additional trainings were held in February at elementary, middle and high school sites with the District English Language Advisory Council (DELAC) and District Advisory Council (DAC) members, Black Parallel School Board, Hmong Mien Laos Community Action Network (HMLCAN), Sacramento Food Bank, Foster Services, Child Protective Services and the Department of Social Services. PEVs were asked to informally meet with at least 10 members of their network and record feedback online on the Local Control and Accountability Plan survey. The survey was also available on paper and was translated into all five district threshold languages of our student population: Spanish, Chinese, Hmong, Vietnamese and Russian. More than 115 PEVs have been trained in SCUSD of which a total of 35 PEVs were trained for the LCAP Community Planning Process.

Through our online survey, the district was able to see in real time if a large group of stakeholders had not been engaged. This allowed for targeted outreach to specific segments of our community. The survey contained questions about the respondent's gender and ethnicity, community role (parent, teacher, etc.), and if he/she is the parent of a foster child, English learner or student participating in the free/reduced lunch program, and the respondent's affiliation with a school site (if any). The survey contained questions about the respondent's knowledge of the LCFF and how school districts are funded. The bulk of the survey outlined the eight State Priorities and asked respondents to "drag and rank" a list of resources that best support each priority. An "other" category allowed respondents to input other resources as well.

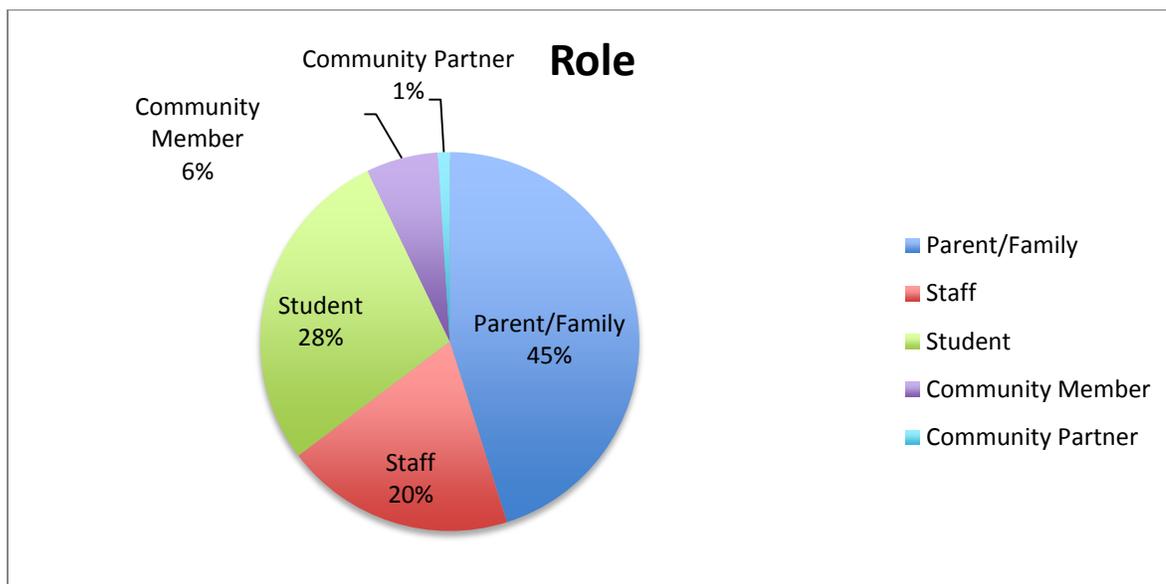
Demographics of Respondents



Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement

March 20, 2014



Survey Results

A full report containing all survey respondent demographics and survey results is attached as an appendix to this Executive Summary.

LCAP DRAFT

The LCAP template adopted by the State calls for districts to focus their work on specific goals with measurable outcomes tied to actions and expenditures.

The feedback provided to staff at the LCAP Advisory Committee Meetings, as well as through the 1,291 responses through LCAP surveys, were utilized to develop three overarching themes: College and Career Readiness, Clean and Safe Schools and Stakeholder Engagement.

Below is a summary of the goals laid out in the draft LCAP along with sample data from community engagement efforts that underscore an alignment between stakeholders' voices and each goal.

Goal 1: Increase the percent of students who are on track to graduate college and career ready

Sub-goal 1.1: Provide standards aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.

50% Overall listed *Stronger Academic Programs* as their first or second priority within Student Achievement

44% Overall listed *Access to Teaching Materials and Textbooks* as their first or second priority within Basic Services

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

61% Overall listed *Graduation Requirements Consistent with California State University and University of California Entrance Criteria* as their first or second priority within Course Access

45% of staff listed *More Counselors* as their first or second priority within Course Access

Quote from LCAP Advisory Committee Meetings: “Align testing to what is being taught in class”

Sub-goal 1.2: Provide a variety of learning support including differentiated instruction and interventions for all students as needed.

41% Overall listed *More Before, After or Summer School Programs* as their first or second priority within Student Engagement

36% Overall listed *More Before, After or Summer School Programs* as their first or second priority within Student Achievement

67% Overall listed *Access to Specialized Programs* as their first or second priority within Course Access

Quote from LCAP Advisory Committee Meetings: “Provide tutoring to support struggling students in specific content areas”

Sub-goal 1.3: Develop an infrastructure for on-going analysis of student progress by providing teacher release time and collaborative learning time.

55% Overall listed *Professional Development for Common Core* as their first or second priority within Implementing Common Core

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.

Sub-goal 2.1: Students will be provided cleaner, better maintained learning environments.

56% Overall listed *Custodians and Clean Schools* as their first or second priority with Basic Services

Quote from LCAP Advisory Committee Meetings: “Custodial services are essential and need to be a high priority”

Sub-goal 2.2: All schools will be safe, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.

57% Overall listed *Social-Emotional Learning* as their first or second priority within School Climate

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

48% Overall listed *Safe School Environment* as their first or second priority within School Climate

Quote from LCAP Advisory Committee Meetings: "Focus on positive behavior and teaching citizenship"

Sub-goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology-based activities, project based learning, extended extracurricular and expanded learning program involvement.

72% Overall listed *Connecting Classroom Learning to Real-World Experiences* as their first or second priority within Other Student Outcomes

72% of students listed *Extracurricular Activities* as their first or second priority within Student Engagement

52% Overall listed *Technology* as their first or second priority within Basic Services

Quote from LCAP Advisory Committee Meetings: "We need to identify students at risk and refer them to after-school programs"

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Sub-goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.

40% Overall listed *Home Visits/Parent Teaching Home Visits* as their first or second priority within Parental Involvement

48% of parents listed *Academic Parent Teacher Teams (APTT)* as their first or second priority within Parental Involvement

Quote from LCAP Advisory Committee Meetings: "Home visits are very effective for teachers to connect with families. They overcome barriers at school sites and build relationships"

Sub-goal 3.2: Stakeholders will be provided improved district and site communications, including translation/interpretation services

42% of parents listed *School Family Communications* as their first or second priority within Parental Involvement

Quote from LCAP Advisory Committee Meetings: "Strengthen communication with parents"

NOTE: A significant number of respondents in each priority area listed Class-Size Reduction as a top priority.

Board of Education Executive Summary

Local Control Accountability Plan (LCAP) Engagement
March 20, 2014

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.

VII. Next Steps:

- Share draft LCAP broadly with community to gather stakeholder comments, feedback and concerns.
- Superintendent will respond to stakeholder questions and comments and post publicly.
- Meetings scheduled with District Advisory Groups:
 - Community Advisory Committee (CAC) – March 24
 - District Advisory Committee (DAC) – April 8
 - District English Learner Advisory Committee (DELAC) – April 9
 - Student Advisory Committee (SAC) – TBD
 - Other meetings with groups and partners will be scheduled based on their availability.
- Revise and update draft LCAP based on feedback and input as well as new budget information (May Revise).
- Present LCAP to SCUSD Board of Education for approval along with 2014-15 budget.