

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The Superintendent notified the public that the LCAP draft was available for comment at the May 3, 2018 Board of Education meeting. Notice was also provided on the district website, eConnection newsletter and on social media.

The LCAP feedback survey was available from May 30 - June 15, 2018.

The LCAP and Budget Public Hearing was June 7, 2018.

The LCAP and Budget were adopted at the Board of Education meeting on June 21, 2018.

LCAP Parent Advisory Committee

SCUSD's LCAP Parent Advisory Committee (PAC) is comprised of 16 members. Each elected Board member appoints two members and the Superintendent appoints two. In the 2017-18 school year, there are two vacancies.

The PAC will present comments on the draft to the Superintendent and Board prior to June 7, 2018. The Superintendent responded in writing June 20, 2018.

2017-18 Meeting dates:

October 30 - LCAP Overview/Superintendent's Theory of Action

November 28 - California School Dashboard Local Indicators

December 12 - First Interim Budget; California School Dashboard

January 17 - Stakeholder Engagement Survey, CCEE workshop reports

February 21 - Uniform Complaints, Riverside COE Dashboard, Annual Update process

March 13 - Constituent Services department; SPSA process / LCAP Alignment

April 17 - LCAP Annual Update

May 14 - LCAP Draft - Comments

June - (Date TBA) Reflections and Lessons Learned

District English Learner Advisory Committee (DELAC)

The LCAP English Learner Parent Advisory Committee is the DELAC. Effort is made to create parity between the presentations at DELAC and the LCAP PAC.

The DELAC presented comments on the draft to the Superintendent and Board May 25, 2018. The Superintendent responded in writing June 20, 2018.

Meeting dates:

October 26 - LCAP Overview

December 14 - California School Dashboard

February 22 - Stakeholder Engagement Survey and LCAP Goal 3 - Parent Empowerment

March 22 - California School Dashboard report on status of EL students

April 26 - Annual Update

May 24 - LCAP Draft - Comments

Student Engagement

The district's Student Advisory Council coordinates student engagement on the LCAP.

May 9 - presentation of the LCAP Annual Update and Draft to Student Advisory Council.

May 30 - Presentation of the LCAP Annual Update and Draft to Youth Council (all high schools)

A broad set of student voices expressed opinions through the School Climate survey taken by over 12,000 students in grades 3-12 in April 2018.

District Staff: Classified, Certificated, Administrators

Staff presented information to the district's bargaining partners throughout the year. The district's website includes a permanent link to LCAP Resources on the home page.

Presentation of information on the LCAP draft and Annual Update:

- Teamsters - April 27
- Sacramento City Teachers Association (SCTA) - May 2
- Service Employees International Union - May 9
- United Professional Educators - May 15

School Site and Community Engagement

Principals and School Office Managers were notified via the Principals Bulletin Board of the district expectation that every district school hold a meeting in which the LCAP and the feedback survey are shared.

Members of the LCAP Parent Advisory Committee, and the DELAC are asked to support the district with outreach to their networks. Family and Community Empowerment staff, Foster Youth Services, Youth Development Support Services and the Community Advisory Committee assist in reaching out to school sites and other community venues.

Other district committees will be engaged on the draft LCAP and Annual Update.

- School Climate Collaborative - June 5
- Graduation Task Force - May 29

Listening sessions were held throughout the year with members of ethnic identity groups, including African American leaders, Hispanic/Latino leaders, SouthEast Asian leaders.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The overarching theme in community conversations during the 2017-18 school year was increasing equity and access in order to close achievement and opportunity gaps.

The LCAP Parent Advisory Committee (LCAP PAC) commented throughout the year on the district's need to close the achievement gap, improve Chronic Absenteeism, and better support counselors at the secondary level. The LCAP PAC stated in their letter to the Superintendent that the district should find a way to diversify criteria-based programs. The PAC was also highly concerned about the lack of progress for students with disabilities and foster youth, based on the state's accountability system. Finally, the LCAP PAC challenged the district to share metrics frequently, to share metrics that look at disproportionality, and to be more explicit about the implementation of LCAP-funded activities.

In 2017-18, PAC members spent significant time understanding the California School Dashboard and the Riverside County Office of Education dashboard. When Superintendent Aguilar shared a preview of his vision for real-time data in 8 priority elements, committee members showed appreciation for the project. This local data shows where there is great need, and identifies areas of focus (like redesignation rate). Superintendent Aguilar also informed the PAC of his commitment to establish indicators of grade level readiness. The Expanded Learning Summer Program addresses students who are not achieving grade level readiness, and also provides an opportunity for enrichment for students who show academic progress.

Establishing standard processes and procedures for counselors at the secondary level has been a concern for the LCAP PAC for several years. This year, the newly-hired Director of Guidance and Counseling implemented a set of business processes which would enable S&C-funded counselors to more quickly and efficiently identify students who required intervention in order to become on track to graduate and complete the a-g course sequence. In the 2018-19 LCAP, professional development for counselors is added to continue enhancing their knowledge base about college and career preparation.

The district's new process for the LCAP Annual Update provided more detail on implementation. District action "owners" reported progress on a Google document that then helped to populate the "actual" column of the Annual Update. The level of detail was appreciated by the PAC.

The Black Parallel School Board, in collaboration with over 25 African American Community Based Organizations, provided the district with a plan for raising the achievement of African American students. The plan they submitted to the district aligns to the eight state priorities, and includes over 50 recommendations for activities designed to improve the personal, social, and academic indicators for African American students who attend SCUSD schools.

Received in late spring, the recommendations have not been included in the 2018-19 LCAP but will be included in the cycle of planning for the 2019-20 LCAP.

These resources have been included in the LCAP with the intent of supporting African American students:

Men's Leadership Academy (MLA) and Women's Leadership Academy (WLA): M/WLA is a course offered at several school campuses. Our current regular day courses happen at McClatchy and American Legion. MLA and WLA are both A-G approved curriculum. The goal is to have these classes during the regular day then feed to providers in the after-school space. This would include programs like Blacks Making a Difference (BMAD), Brown Issues, Epic Bloom and EBAYC.

The district continues to phase in the implementation of an Ethnic Studies course in response to student and community voice. This year, the course was offered at George Washington Carver, Luther Burbank, Hiram Johnson, New Tech, CKM, Rosemont, and Kennedy high schools. This semester-long course will be a required course for graduation beginning in 2020. Although not specific to African American students, the course focuses on creating a learning environment that welcomes different voices and perspectives into the classroom while providing narratives to better understand the experiences of all students and communities, especially those who have been historically marginalized.

The College and Career Readiness department annually partners with UCAN to host the Historically Black Colleges and Universities (HBCU) college fair. This event features opportunities for students to apply on the spot for college entry and to speak to college counselors and learn more about pathways to college, college life, and financial aid opportunities at HBCUs. Students are provided with transportation to the event.

Finally, the district has convened a Graduation Task Force comprised of community members from various non-profit organizations, including the Black Parallel School Board and Blacks Making a Difference (BMAD). The committee began meeting in September and concluded their work in May. This group was tasked with making a set of recommendations to improve graduation rates with an emphasis on equity, access, and social justice. They reviewed data on African American student performance as well as that of Students with Disabilities and other student groups to address the variation in performance.