



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.4

Meeting Date: May 19, 2022

Subject: Summary of Educational Partner Input to the LCAP

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion)

Public Hearing

Division: Continuous Improvement and Accountability Office

Recommendation: None

Background/Rationale: Annually, districts must develop a Local Control and Accountability Plan (LCAP). The LCAP provides details of goals, actions, and expenditures to support identified student outcomes and overall performance. Significant and purposeful engagement of educational partners is critical to the development of the LCAP and the budget process. This item provides a summary of key themes that have emerged during the engagement process for the 2022-23 LCAP.

Financial Considerations: None

LCAP Goals: Goal 5: Engagement and Empowerment

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 15 minutes Submitted by: Lisa Allen, Deputy Superintendent Steven Fong, Director of Special Initiatives</p>
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I. Overview/History of Department or Program

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, the Local Control Funding Formula (LCFF), requires that every Local Education Agency write a Local Control and Accountability Plan (LCAP).

Significant and purposeful engagement of educational partners is critical to the development of the LCAP and the budget process. Educational partner engagement is an ongoing, annual process and should support comprehensive planning, accountability, and improvement across the state and local priority areas.

II. Driving Governance:

According to Ed Code 52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and 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 significant subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals. Education Code §52063 (a) (1) requires the establishment of a parent advisory committee, that shall include parents or legal guardians of unduplicated students (low income, English learner, foster youth and homeless).

III. Budget:

Educational partner recommendations include actions that, if actualized, would result in additional costs.

IV. Goals, Objectives and Measures:

The Educational Partner Engagement section within the LCAP requires districts to provide descriptions in three key areas:

1. A summary of the engagement process
2. A summary of the input provided by specified educational partner groups
3. A description of the aspects of the LCAP that were influenced by specific educational partner input.

The annual and ongoing engagement of educational partners is a key part of SCUSD's LCAP development process. It is important that the goals, actions, expenditures, metrics, and targets within the LCAP be informed by the voices of students, families, staff, and community members. The educational partner engagement process for the 2022-

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Parents, families, community partners, and students will be engaged and empowered as partners in teaching and learning through effective communication, capacity building, and collaborative decision-making.

This goal continues the district's longstanding commitment to educational partner engagement. Educational partner input has continued to reaffirm the importance of engaging and empowering community members as partners in teaching and learning. In the previous year, the goal statement was expanded to include communication, capacity building, and collaborative decision-making as specific areas that can support increased engagement and empowerment. While these priorities existed prior to the pandemic, the experience of educational partners during school closures further highlighted their importance. The importance of regular and clear communication (including translation and interpretation where needed), structured opportunities for educational partners to build capacity, and authentic opportunities to provide input and engage in the decision-making process was more evident as the district faced disconnection and increased needs for support.

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Additionally, some overarching themes arose across multiple/all sections. Following is a brief summary of key input:

College and Career Readiness

- x The district should not focus exclusively on college as the sole or best option for students
- x Increased awareness and access to vocational training and career and technical education (CTE).
- x Expanded range and equitable access to extra and extracurricular opportunities
- x More course and enrichment options in the Arts
- x Curriculum focused on life skills (financial literacy)
- x Early Education (Preschool and early elementary) as a key lever for college and career readiness
- x Dual Immersion programs as key college readiness programs
- x Maintaining and increasing robust college preparatory offerings

Foundational Education Program (Tier 1)

- x Early Education as a foundational part of the district's core program
- x Assessment of student needs early and ongoing, especially screening for dyslexia
- x Differentiated program options that serve the individual needs of students
- x Lack of agreement or clarity on the definition of 'equity'

Integrated Supports (Tiers 2 and 3)

- x Importance of regular assessments with caution to not over-emphasize and emphasis that assessment does not only mean standardized assessments
- x Needs for increased mental health supports, with some concern about how this can be done effectively. Advocacy for more student support centers across the district
- x

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Resource Allocation, including Targeted Use and Community Partnerships

- x Provide school sites sufficient funds for core programs. Targeted funds can then be used for supplemental activities.
- x Utilize good, better, best plans which allow for easy pivoting when circumstances dictate. Leverage community based organization to provide services.
- x Target funding to specific student population

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x Improve Academic Achievement

- o Immediately identify, assess, monitor, and provide research-based, tiered intervention (remediation to acceleration) strategies to address the persistent learning gaps for its Black/African American student body.
- o Immediately address learning loss pre/during/after COVID with all available resources for B/AA students

Monitor Discipline and Suspension Rates

- x Monitor the established plans and provide quarterly progress updates to school sites with over 5% variance on suspension rate disproportionality

Mandatory Culturally Relevant Professional Development

- x B/AAAB will identify and recommend a list of vetted and qualified vendors able to provide professional development opportunities addressing inequitable disciplinary practices, college and career planning, and curricular and programmatic resources reflecting Black/African experiences. The list will be presented to SCUSD leadership to act and integrate into the professional learning calendar.

The presentation can be viewed in full https://www.scusd.edu/sites/main/files/file_attachments/8.3_ppt_b_aaab_scusd_board_presentationupdatev22_17_22.pptx_.pdf

The American Indian Education Program Parent Committee (AIEPPC), over the course of their engagement throughout the year, highlighted several key issues. These included:

- x Support for the creation of the position supporting the programs and expansion of services to include students who self-identify.
- x Desire to see the new position and expanded services result in increased graduation rates and reduce suspension rates.
- x Interest in developing and implementing a process for an official land acknowledgement for the district.
- x Concern about the lack of progress on the planned renaming of specified school sites.
- x Increased focus on recruitment for 12th grade students at the school sites.
- x Reduce turnaround time to providing students tutoring services by the contracted tutoring agency.
- x Develop partnership agreements with California Community Colleges.

The Student Advisory Council (SAC) focused efforts in the areas of sexual health education and college access. Key recommendations that emerged from their work included:

- x More uniformity and standardization in sex ed curriculum across the district
- x Improve instruction that addresses gender identity and sexual orientation
- x Encourage the hosting of speakers from Planned Parenthood about specific topics
- x Raise awareness about sex ed (including a resolution about National Sex Ed for All Month)

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- x Develop a structure for student representatives to serve as sexual health peer supports in addition to the existing staff resources
- x SCUSD should offer support for or cover completely the payment of one college application to a California State University (CSU) and/or a University of California (UC) campus for all seniors who are eligible to apply

Key input provided during the spring 2022 Expanded Learning Opportunities Plan (ELOP) engagement process included:

- x Focus on arts-based programming including visual, music, theatre, and dance programming
- x Provide students access to the necessary materials to participate (e.g. musical instruments)
- x More professional development opportunities for all staff, including front-line staff such as instructional aids and team leaders
- x More technology-based programming (that is compatible for chromebooks) such as coding, gaming, and Math/Language
- x Field trip opportunities for students
- x Address transportation needs for students
- x Dedicated facilities to implement expanded learning programs

Feedback provided by educational partners during the ESSER III Fall 2021 engagement process served as foundational input for the year. Key themes from this process included:

- x Increased mental health and general health staff/supports at each school site (e.g. social workers, counselors, nurses, health aides)
- x Maintain access to nutrition resources for students/families including free school meals
- x Increased access to enrichment and extracurricular opportunities (e.g. gardening, sports, VAPA, field trips)
- x Maintain and expand access to before and after school programs
- x Provide more individualized supports (e.g. individual learning plans, individual tutoring/intervention supports, and more instructional aides/specialists)
- x Increase efforts to recruit, retain, and support staff including compensation for efforts
- x Partner with Community-Based Organizations (CBOs) and other community groups to expand offerings to students that the district cannot provide alone
- x Expand Social Emotional Learning (SEL) programs and resources
- x Provide instructional supports for teachers including planning time, resources to purchase supplies, access to software programs, and a reimagined vision of instruction that fits our new educational context.

Additionally, community members emphasized the following for consideration in the ESSER III planning process:

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- x Invest in actions that build long-term capacity beyond the life of the funds (e.g. develop in-house trainers to maintain/expand specific professional learning)
- x Provide seed money/invest in Community Based Organizations (CBOs) that can implement actions more effectively than we can. (e.g. A \$100,000 dollar investment into a CBO could yield far greater impact than a single employee for a single year)
- x Provide funding that

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Revisions to existing goals, measurable outcomes, and actions is annually influenced by educational partner input. Notable examples from this year's engagement cycle include:

- x Increased disaggregation: A significant growth from the previous ~~year~~ LCAP to the current cycle was the increased disaggregation of student group data across the wide range of measurable outcomes in the LCAP. In response to input from Multilingual Literacy, who works in partnership with the DELAC

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Ombudspersons to expand their expertise in providing information and supports to digital requests for assistance in achieving resolution.

VII. Lessons Learned/Next Steps:

Remaining checkpoints in the LCAP development and adoption process include:

- x June 9, 2022: LCAP/Budget Public Hearing
- x June 23, 2022: LCAP/Budget Adoption
- x June 30, 2022: Deadline to Submit LCAP to Sacramento County Office of Education (SCOE)
- x Summer 2021: (If needed) SCOE Feedback, SCOE Revisions, SCOE Approval



Key Terms:

Local Control and Accountability Plan (LCAP)

A three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes.

Local Control Funding Formula (LCFF)

The state's method for funding school districts

LCFF Base Funding

Uniform base grant based on grade span and average daily attendance

LCFF Base Funding

Uniform base grant based on grade span and average daily attendance