

Sacramento ACT Education Platform

Sacramento City Unified School District 2016 Budget

Goal: to find the best avenue to help students to succeed by expanding student supports. The following 5Ps platform will help us achieve our goal:

1. **People** – Increase student support capacity - number of staff and hours of support in student support centers - by hiring of 10 clinical social workers and 10 student support coordinators that represent the diversity of the community, including English language learners and their families. They will be responsible for supporting social emotional learning (SEL) and restorative justice program development along with advocating for parents and students.
2. **Policies** – District must ensure transparency and inclusion by releasing policies to the public before a board vote; get administrative regulations done; align with board approved policies on restorative practices, social emotional learning, and suspensions reduction; reflect effective and proven practices; measure and respond to data; ensure each school site includes parents and community input; and reduce disproportionate expulsions and suspensions of students of color, particularly Black and Latino students.
3. **Professional Development** – District to invest additional \$2 million in funding for on-going school-site level professional development and teacher planning time around social emotional learning, restorative justice, cultural competency, and parent engagement. Buy-in of principals, principal evaluations, and other school-site administration is crucial to change the culture in school-sites. Principal evaluation includes implementing specific policies, administrative regulations, and reducing the disproportionate discipline impacts on students of color.
4. **Parent Engagement** – Require schools to have bilingual staff members on school sites who reflect the languages of the parent-student population, who are trained in processes, in student needs, and are available to 1) support parents and student support centers and 2) facilitate school site councils that engage parents (including ELL parents), students, and communities in real ways; provide more bilingual counselors at high schools.
5. **Parcel Tax** – We want the district to establish a permanent funding stream that will support the above student supports, professional development, and parent engagement so that these programs are not cut when budgets dip. We believe that a parcel tax – one clearly focused on improving school climate and expanding support services for students who are most at risk for dropping out, and with adequate community oversight – will attract the community support needed to sustainably fund these efforts.