



Local Control and Accountability Plan Parent Advisory Committee 2019-20 Priorities and Recommendations

Board Meeting
May 16, 2019
Agenda Item No. 9.2

Presented by:
Vincent Harris,
Chief Continuous Improvement and Accountability Officer
Cathy Morrison, LCAP/SPSA Coordinator
LCAP PAC members

Tonight's Presentation

1. LCAP PAC role and responsibilities
2. Members of the PAC
3. Overview of the process
4. Outline of the priorities and recommendations
5. Next steps

Role of the LCAP Parent Advisory Committee

- The district is expected to establish a parent advisory committee to provide advice to the governing board of the school district and the superintendent of the school district.
- Before the governing board adopts the LCAP or Annual Update, the Superintendent of the school district shall:
 - Present LCAP to PAC for review and comment
 - Respond, in writing, to comments received from the PAC

LCAP PAC Members

2018-20

Two Year Term

Name	Trustee Area	Appointed by
Cathy Horiuchi	Area 1	Jay Hansen
Susannah Cohen	Area 2	Ellen Cochrane
Christine Shelby	Area 3	Christina Pritchett
Cecile Nunley	Area 4	Michael Minnick
Chinua Rhodes	Area 5	Mai Vang
Renee Webster-Hawkins	Area 6	Darrel Woo
Katie Smith	Area 7	Jessie Ryan
Miguel Cordova	Superintendent	Jorge A. Aguilar

2018-19

One Year Term

Name	Trustee Area	Appointed by
Daisy Gonzales	Area 1	Lisa Murawski
LaShanya Breazell	Area 2	Ellen Cochrane
Andrew Maalouf	Area 3	Christina Pritchett
Oswaldo Hernández	Area 4	Michael Minnick
Frank DeYoung	Area 5	Mai Vang
Toni Tinker	Area 6	Darrel Woo
Vanessa Flores	Area 7	Jessie Ryan
Kae Saepanh	Superintendent	Jorge A. Aguilar

LCAP Goals Year 3 (2019-20)



College, Career, & Life-Ready Graduates

Increase the percent of students on track to graduate college-and-career ready.



Safe, Emotionally Healthy, & Engaged Students

Provide supports and opportunities to ensure that every student succeeds, with safe school environments that foster student engagement, promote daily attendance, and remove barriers to learning.



Family & Community Empowerment

Parents, family, and community members will become more fully engaged as partners in the education of students in SCUSD.



Operational Excellence

Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.

Process for Developing Recommendations

- Monthly meetings from September – April to understand student outcomes and gaps in performance
- Identified areas of need
- Reviewed priorities and updated. In teams, identified where each priority appears in the LCAP and wrote recommendations.

Support for Anti-Bullying

- * Shift to prevention from Reaction
- X Schools will have a bully prevention plan as a part of the school safety plan - Sections H & I & approved by school site council
- X Bully prevention specialist will meet w/ every school sometime during year to review bully plan & help address challenges

Performance of Students with Disabilities

- Implement MTSS in all Gen Ed & SDC classrooms
- Professional Development for all RFP teachers in instructional meth for dyslexia/LD in CDE Guidelines
 - K-6, Middle, & HS
- ← Increase graduation rate of SWD 3%/year
- ← Increase (measure) A-GI of SWD 3%/year
- PD for Gen Ed teachers in Trauma-Informed practices
- IEP's to include goals/services →

Suspension Rate Reduction

- Implement E-based PBIS plans ^{standardized} all sites
- Functional Behavioral Assessments
- quantify/specify activities that Assist Principals must implement & report on
- implicit bias training
 - teachers
 - site admin
- eliminate SRO's → decriminalize campus
- include action for K-6

2.4

quantify what approach

no program that stops the cycle of suspensions

the types of

Acres

Unacceptable Student Outcomes

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Orange	Green	Green	Orange	Orange
English Learners	Orange	Green	Orange	Yellow	Yellow	Orange
Foster Youth	Red	Red	Yellow	Red	Red	Red
Homeless	Red	Red	Orange	Orange	Orange	Orange
Socioeconomically Disadvantaged	Orange	Orange	Green	Green	Orange	Orange
Students with Disabilities	Orange	Orange	Red	Red	Red	Red
African American	Red	Red	Yellow	Orange	Red	Red
American Indian or Alaska Native	Red	Red	None	None	Orange	Orange
Asian	Orange	Green	Green	Green	Orange	Yellow
Filipino	Yellow	Orange	Yellow	Yellow	Green	Green
Hispanic	Orange	Yellow	Green	Yellow	Orange	Orange
Native Hawaiian or Pacific Islander	Red	Yellow	Orange	Yellow	Red	Red
White	Yellow	Green	Green	Green	Green	Green
Two or More Races	Orange	Orange	Green	Green	Green	Green

LCAP PAC Concerns

- Foster youth
- Students with disabilities
- African American youth
- English learners
- Disproportionality
 - Academics
 - Chronic Absenteeism
 - Suspension
- Lack of access to specialty programs
- Opt-in culture for professional learning
- Fiscal crisis

① Diverse Individuals that are trained and can relate to scholars that are served @ their Community Schools.

② Mandatory trainings for cultural Sensitivity

Hold schools accountable and Compliant with LCAP dollars for these recommendations that should be Written in School Site Plan

Increase the number of bilingual Counselors⁽¹⁻¹²⁾ and Social Workers^(K-12)

• OFFER BILINGUAL INCENTIVE TO RECRUIT THE DESIRED STAFF

HELP FAMILIES:

- UNDERSTAND EXPECTATIONS (A-G)
- GRADUATION RATES (↑)
- TIES FAMILIES TO SERVICES PROVIDED

* ALL FOCUSED TOWARDS CLOSING THE ACHIEVEMENT GAP!

Budget Considerations

- Committee recommends district funding be developed with equity in mind, supporting the LCFF-identified students
- Many recommendations have minimal impact on budget (adjustment of resources, metrics)
- Professional learning in trauma-informed engagement is an evidence-based investment and likely to have a positive impact on attendance, student outcomes, mental health, suspension rates
- Certain activities are already underway or necessary to correct compliance findings.

Closing the Achievement Gap

- The narrowing of the achievement gap is woven through the LCAP PAC recommendations
 - Provide equal access to opportunities across the district
 - Align with the equity, access, and social justice guiding principle

2019-20 Recommendations

LCAP Goal Area	Description of Proposed Improvement
College, Career and Life-Ready Graduates	<ul style="list-style-type: none">• Increase the diversity of GATE and specialty programs• Improve performance of students with disabilities• Improve performance of foster youth• Improve the outcomes of English learners
Safe, Healthy, Engaged Students	<ul style="list-style-type: none">• Reduce suspension rate• Reduce chronic absenteeism• Increase training for staff specializing in trauma• Reduce bullying
Parent and Family Engagement	<ul style="list-style-type: none">• Increase civic engagement

Implementation Best Practices

- Evaluate programs for effectiveness in improving academic and social/emotional outcomes for targeted student groups
- Provide trauma-informed training for all staff members (priority for teachers and administrators)
- Expand civic engagement to include all stakeholders (parents, students, caregivers, and community)

Increase Counselors & Social Workers specializing in Trauma

(1.6) INCREASE COUNSELOR TRAINING TOWARDS CRISIS/TRAUMA
- ALL COUNSELORS AT "RISK" K-12

(2.10) INCREASE ACCESSIBILITY TO "CONNECT CENTER"
BY:
- UTILIZING MOBILE/TRAVELING STAFF
↳ SERVICES MORE SCHOOL SITES
SERVING MORE STUDENTS!

Increase Civic Engagement

- Define what civic engagement looks like
- Civic engagement around qualitative & quantitative data
- Name the groups & populations
- Parent engagement staff

Proposed Measurable Outcomes

Across the board: *challenge the status quo*

- Suspension Rate: reduce to 2.1% from 6.1% districtwide
- Chronic Absenteeism: reduce by 1.5% annually and maintain at less than 10% (current: 14.6%)
- Graduation rate for all student groups to achieve parity, especially:
 - Students with disabilities, Foster Youth, English learners
- Add Interim data from the PTAI*
 - Growth toward grade level readiness
 - Measure and report borderline or off track students moving to on track status in Graduation, A-G, or Chronic Absence
 - Suspension incidents

Next Steps

- Superintendent will respond in writing to the comments
- May Revise will provide more detail to the budget
- LCAP and Budget Public Hearing June 6, 2019
- LCAP and Budget adoption June 20, 2019

Questions