

# 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 Saephanh	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.



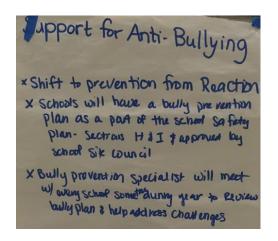
#### Operational Excellence

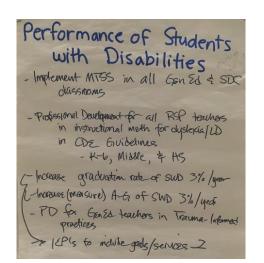
Maximize the leadership, structure, and processes of the organization to execute our mission as effectively and efficiently as possible.

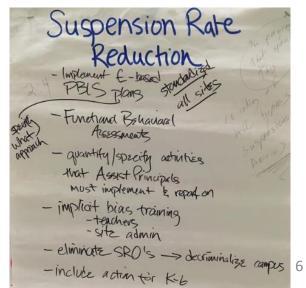
## Process for Developing Recommendations

- 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.







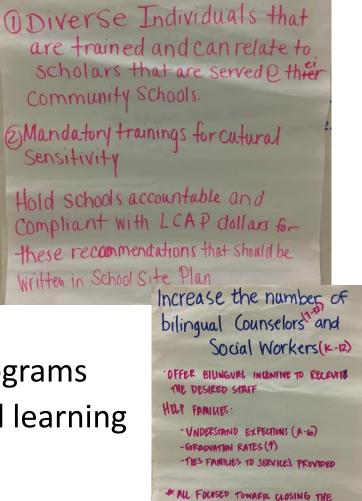
## Unacceptable Student Outcomes

#### **Student Group Report for 2018**

Student Group	Chronic Absenteeism	Suspension Rate	<b>Graduation Rate</b>	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



#### **Budget Considerations**

- Committee recommends district funding be developed with equity in mind, supporting the LCFFidentified 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

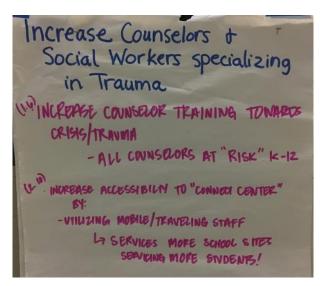
- The narrowing of the achievement gap is woven through the LCAP PAC recommendations
  - Provide equal access to opportunities across the district
  - Align with the equity, access, and social justice guiding principle

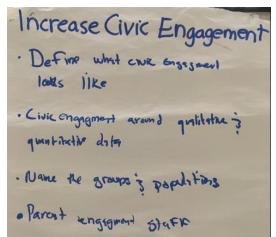
#### 2019-20 Recommendations

LCAP Goal Area	Description of Proposed Improvement
College, Career and Life-Ready Graduates	<ul> <li>Increase the diversity of GATE and specialty programs</li> <li>Improve performance of students with disabilities</li> <li>Improve performance of foster youth</li> <li>Improve the outcomes of English learners</li> </ul>
Safe, Healthy, Engaged Students	<ul> <li>Reduce suspension rate</li> <li>Reduce chronic absenteeism</li> <li>Increase training for staff specializing in trauma</li> <li>Reduce bullying</li> </ul>
Parent and Family Engagement	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)





#### 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