

LCAP Parent Advisory Committee Meeting Notes December 17, 2018

PAC members in attendance:

Cathy Horiuchi, Renee Webster-Hawkins, Andrew Maalouf, Katie Smith, Toni Tinker, Miguel Cordova, Cecile Nunley, Christine Shelby, Susannah Cohen, Oswaldo Hernandez

Staff:

Vincent Harris, Cathy Morrison

Guest Presenters:

Doug Huscher, Victoria Flores, Christina Espinosa, Danny Rolleri, Jennifer Kretschman, Onneil Sanchez

Fiscal Crisis Management Assistance Team (FCMAT) Report Update

Vincent Harris, Chief Continuous Improvement and Accountability Officer, addressed the committee about this report provided to the Board of Education on December 13. The district is working to make meaning of it and implement changes using an integrated approach. LCAP PAC members are asked to read the report (shared in Google Drive) in advance of the January meeting, as Chief Business Officer Dr. John Quinto will be invited to present an update on budget development at that time.

Comments and questions:

- Because the report noted misalignment between LCAP and budget, PAC members request an update at each meeting on the progress the district is making to resolve this.
- Are we doing to implement the Board policy on LCFF and LCAP that FCMAT recommends?
- Will SCUSD look for exemplar districts to model work? Riverside may be an exemplar.
- Recommend that the district not overlook the contribution to Special Education programs that support students in transition to independence.

California School Dashboard

Committee members were presented with a brief overview of the Fall 2018 release of the California School Dashboard. The slide deck is provided in Google Drive.

Early Identification and Intervention System (EIS)

Guests listed above presented information to the PAC on this new tool. The EIS is designed as an early warning system to identify students who will need intervention in order to be successful. Research-based, it identifies the “ABCs” of Attendance, Behavior and Course Performance as powerful predictors of success.

One in six students in Sacramento City Unified are chronically absent, defined as missing 10% of the school year whether excused, unexcused, or suspended. A student who is chronically absent for one year in high school is seven times more likely to drop out.

The EIS establishes a visualization using color zones: Green indicates a student on track (96% attendance, no suspensions or less than 2 behavior incidents, and grade level proficient). Yellow rating is for students who are starting to show risk (90.01 - 95.99% attendance, 1 suspension or 2-

3 behavior incidents). Red zone is a student who is between 80.01 and 90% attendance with 2 suspensions or 4 behavior incidents; and the most critical student need is identified with a Purple rating.

Staff in the district's Student Support Centers (Coordinators, Social Workers, Interns) are trained on the EIS, as are counselors, attendance clerks, and principals. The tool includes documentation of interventions, and it feeds into Infinite Campus. Interventions provided are through a business process detail.

Student Support Center staff and the district Connect Center are found in the LCAP Goal 2, Actions 10 and 12. Social workers are included in Goal 2, Action 8. Funding sources are: LCFF Supplemental and Concentration, Title I, and the School Improvement Grant (SIG).

The Learning Community for School Success (LCSS) grant funds are provided through Prop. 47. The district has branded the activity "Be Here" with the intent of improving attendance. The work is described in the LCAP under Goal 2, Action 7.

An attendance coordinator and specialist were hired using the grant funds. While all schools receive universal supports, the program is rolling out in phases, starting with the schools with the highest rates of chronic absence. Ten schools were included last year, another ten are included this year, and ten more will be added in 2019-20.

Comments/questions

- Oak Ridge also uses City Year to "check in-check out" with students
- African American parents may need another approach to home visits, phone calls, etc. Some feel over-identified and "picked on."
- There is a [new] study that reviews the success (or lack of success) of attendance interventions with African American parents/students. PAC members who are familiar with this report, please share.
- Not all students identified as chronically absent receive services because of capacity
- What are the measurable outcomes? Scaling the program
- Shift the thinking from truant to absent – strengths based
- Parents don't all have the same ability to advocate
- Is there trauma-informed practice to meet student needs?

January 28 Board Meeting:

Andrew Maalouf volunteered to speak as the LCAP PAC representative.

District priorities: What are the Board/district priorities? Vincent answered (based on the work groups/task forces):

- Graduation; Suspension; Disproportionality
- Special Education
- Grade level readiness
- African American achievement

LCAP PAC Priorities: Review last year's committee letter to the Superintendent. Did anything result from the letter?

Announcements:

Dr. John Quinto (Chief Business Officer) will present at the January PAC meeting. The agenda will allow one hour for a presentation and discussion. To frame the conversation, PAC members are asked to write questions for Dr. Quinto (see Google Drive document) by January 15 so that he can prepare.

The remaining time for the meeting will be devoted to a discussion of PAC priorities.

Parking Lot:

Has any of the absenteeism findings shown alternative calendar options? (i.e. longer winter break, earlier August start?)

Public Comment:

None.