

Meeting Notes

LCAP Parent Advisory Committee Virtual Meeting (Zoom)

March 22, 2021 6:00 – 8:00 p.m.



Members Present	Frank DeYoung, Katie Smith, Rich Vasquez, Alison French-Tubo, Scott Graves, Renee Webster-Hawkins, Maria Rodriguez, Vanessa Areiza King, Alison Alexander, Cathy Horiuchi, https://dr
Staff Present	Miguel Cordova, Gwynnae Byrd

3.11.21 Presentation: <https://drive.google.com/file/d/1V1R9hkr94DeBckCXXKLZu9LKSwojAQsfy/view?usp=sharing>

Meeting Slides: <https://drive.google.com/file/d/17jilA3AoXqdoNYMgM7HKATxqZJp7vqrf/view?usp=sharing>

Agenda Item	Notes
Member Report-out Report-out from parents district meetings with the district	Notes: I went to an SSC meeting for Luther Burbank. A key takeaway was the fact that the parents invo

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summer opportunities for my daughter - how do parents go through and do that? I want to expose my kid to things that she'll like and get that learning continued into the summer.

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those a year. We are teammates of our board members. We are liaisons. Don't want to end up at the end of the year with a whole bunch of stuff that doesn't happen. Not thinking of grades like A, B, C, D, or F. It is not about grading the board - it is about letting the parents know that the board is empowering them to be more aware of our goals and investments. So parents can become aware that the district is intentionally funneling money to the issues they are experiencing. We are then bringing qualitative data back to the board. These are common themes we are hearing for families and parents. Creating more intersection of communication between lots of groups. There is not enough inter-communication. It is not about saying whether the board is 'awful' or 'good' - it is about what we are committing money to.

Key Takeaways/Recommendations:

'Report Card

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evergreen list of priorities developed in advance to guide allocations when additional funding is received
Impact of opt-in culture and lack of monitoring on implementation of actions (such as MTSS)
Inclusion of all funding sources in the LCAP

there are things that can lead to changing this culture. When you are bringing in ethnic studies classes - people know that if you aren't opting in to this change, this isn't the place for you. For ELs - bringing in AP Spanish and AP Spanish Literature so they understand that they have a place. Places like GATE, language, biliteracy - those are ways you start changing that culture. It says these kids are not left out and are seen as having college potential. They have language and are learning too. You see that in a lot of districts - things that uplift a lot of communities. Understanding where kids are coming from. There is a lot that can be done. Saying 'We are going to implement these things. We are going to carve the way - people will understand that this is important.'

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harder to measure, but gaining a better understanding of it may help us know more about the barriers.

This is helpful - to know WHY. It is about the follow-up questions and digging deeper.

Key Takeaways/Recommendations:

Board needs to clearly communicate to staff that 'opt in' culture should not be part of any upcoming agreements.

Build in metrics/accountability that will provide more data on extent of training – who has been trained and who has not.

Increase our understanding of WHY staff are opting out of some trainings. Understand the nuances so that we can identify and address additional barriers.

Next Steps

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18:37:10 From Alison Tubo : Re: CTE pathways and A-G, SESHs offers this--but the tradeoff is, at least at this point, there are not any true electives, the classes that are electives for state credits are pre-selected for them.

18:37:33 From catherine horiuchi : Also tough, if a student has a "Z" code class, I don't think those can be used for A-G? And having more than one "elective" in 10th or 11th grade might prevent getting the correct mix for a California 4-year university.

18:41:38 From catherine horiuchi : Can I recommend that every college counseling office in SCUSD get a copy of the book "The Price You Pay For College"?

18:42:23 From Maria Rodriguez : Agree with Miguel....there needs to be a culture that celebrates career pathways as well as college pathways....

18:43:00 From Maria Rodriguez : when you walk down the hall of the JFK PACE program, you see banners from colleges that students went on to...how can we celebrate career path students in the same way?

18:51:35 From Katie Smith : I agree with Miguel. There needs to be increased effort to hear from those we often don't. There is an overwhelming group of voices that we always hear from, and a large proportion of the district that we don't.

18:52:03 From catherine horiuchi : We could use a distilled LCAP Infographic that is comprehensible to the public. Students, parents, community.

18:52:47 From Isa Sheikh : I absolutely agree, so much of this information is seen as inaccessible. The infographic idea is a great one

18:52:57 From Alison Tubo : Agree Katie and Miguel and Vanessa and it ties right b2.9(a)(4)(C) 3.5(

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- 19:16:24 From catherine horiuchi : It seems like right now, with such a small number of FY/Homeless, we could have data now, on how many FY/Homeless who are Seniors, have had the FAFSA filled out and/or have applied to colleges and/or have been accepted to college. These are very small numbers. And one of three groups named in the LCFF supplemental funding formula. And we should be able to see how much of the money has gone their way.
- 19:17:00 From catherine horiuchi : Yes, this new document is helpful.
- 19:18:28 From Alison Tubo : The opt-in culture leads to the same people volunteering again and again.
- 19:18:57 From catherine horiuchi : Can we pivot "Opt-in" to a defined contractual item? And ask the District to continue to negotiate to remove "opt in" clauses?
- 19:20:16 From catherine horiuchi : Frank's idea is great. If something is "opt out" that seems like it could be contractually valid, that is, people have the option to do or not do something... Behavior studies seem to support more will do something with an "opt out" choice.
- 19:22:51 From Maria Rodriguez : there is opt in for professional development ...and opt in for students into programs/classes/options.... two slightly different topics.
- 19:31:43 From Alison Tubo : Thinking of how "opt-in" culture becomes part of a labor agreement...seems like what underlies that is a reluctance/lack of ability of employer to evaluate employees and successfully move them through improvement or move them out. With a sense of not being able to improve the employees, comes an attitude that the stop-gap is to not require them to engage in something they don't want to do because they perhaps would not do it well and the outcome would be negative for students. Maybe that was ok as a band-aid but we can see it is not working long-term.
- 19:34:58 From Maria Rodriguez : Frank.....does that type of training work? Does it create meaningful outcomes?

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