

6.20.22 LCAP PAC Meeting
Shared Reflection and Drafting Space

PAC Recommendations and Superintendent Responses

References	Notes/Drafting
<ul style="list-style-type: none"> • 2021-22 PAC Recommendations • Superintendent Responses <p>Additional Statement: <i>We see an opportunity to fulfill an existing recommendation while addressing the current situation of lost instructional time. The PAC feels strongly that the additional time being added to make up for the instructional days lost during the strike be added to the start of the 2023-24 school year. This aligns to the PAC's recommendation that the district implement an earlier start date to maximize competitive advantage in hiring.</i></p>	<ul style="list-style-type: none"> • Superintendent and staff seem to agree with our recommendations, feel that we are on the right track. But how do we get there? How will they make these things a priority? • How much progress are we actually making in embodying what we want to do? • Ex: MTSS - If cohort 1 just finished their first cycle, what are some of the impacts? Where is data to show how we're doing before we encumber more funding? If we have a 5 year plan, why not do a checkpoint now? • Might we specify those types of benchmarks in our requests/questions? • In other spaces (B/AAAB) we are doing this. We get specific around student groups. • Months ago we did a chart that showed our priorities along with the other advisory committees. Might there be an effort to circle back around and synthesize those priorities? Show where everyone is in agreement. • That sounds like the crosswalk which we have had. Could be good to look back at that and see if it still happens that these groups are pushing for things in ways that we've never framed before. • Is there more power in numbers? We are working in silos - is there a way to synthesize our power and push for priorities? • Question about process: The Board spoke about possibly increasing investment in SROs This feels counter to what has been pushed in the LCAP and other spaces for years. Does the board look to the LCAP? Does it drive things? Are expenditures required to tie back to the LCAP? • Noted that there are funds that are spent by the district that aren't in the LCAP • *See Chat for specific comments about safety/SROs • This topic warrants conversation from this group and response • LCAP as a potential countermeasure to knee-jerk reactions. We are not in a zero sum situation. There is a whole spectrum of safety issues. We can be useful in presenting ideas. • LCAP is an opportunity to have a voice in the process. • Continued intent and sentiment has been to focus on counselors and programs to give kids opportunities to engage - aligned to desire to move toward community schools model.

Develop Proposed 2022-23 Schedule of Activities/ Topics

References	Notes/Drafting
<ul style="list-style-type: none"> • Draft 2022-23 Schedule of Meetings <p>Reflections on 2021-22 Events</p> <ul style="list-style-type: none"> • Summer onboarding meetings • Aug: Norms, LCAP Status Update, ESSER III Plan, Planning for 21-22 year • Sep: FACE presentation, 21-22 PD Overview, ESSER III Input, Outreach Disc. • Oct: Expanded Learning Outcomes, CCR/Credit Recovery Presentation, Outreach Disc. Continued • Nov: Rotations 1: Academic Office, Disc 11.4.21 Budget Presentation • Dec: Rotations 2: Student Support Services, Outreach Check-in • Jan: Discussion/Alignment of Priorities, Review of Data • Feb (A/B, C): Recommendation Drafting, Finalize recommendations, Prepare presentation, Mid-Year Report, One-Time Supplement • Mar: UTK Presentation, ELMP Draft and Presentation, Reflect on Board Presentation, LCAP Update • Apr (A, B): Review draft LCAP (more) and provide input, discuss educ.partner input, discuss meeting logistics, extended member check-in on surrounding context • May (hybrid): Enrollment deep dive, LCAP updates, revisit recommendations 	<ul style="list-style-type: none"> • A concern based on current status: We aren't going to be able to have new members meet with old members and take advantage of the transition. • We need to give the new members some space to tell us what they think is important and allow them to tell us what issues they want to see rather than us telling them where we are going to go. We need to be inclusive and give them a chance to get their viewpoint on the table. • New members need to be able to drive the car as well. • Have felt at times that when I have voiced viewpoints I've heard 'we talked about that before.' I agree that it is not fair to encumber someone's viewpoints. We are all advocates, but sometimes we can dig our feet in in a way that is not helpful. • We need to have a balance between sharing what has been done before and also leave the door open. • Definitely enjoyed the academic rotations, but there was too much presenting and not enough of a dialogue. Not enough time for questions/conversation. The student support presentations had a lot more time for conversations and discussion. • Next year we need to hear from Special Education. I don't recall hearing from them in any presentations/meetings with Admin from SpED department. • Would be willing to volunteer more time, possibly a few extra times, so we aren't flooded with info and then time is used up. • Need to go back to what Vanessa and Terrence shared: Some review and reflection to try and maintain consistency and through lines to what we have been talking about. Did things actually happen? Pursue asking more questions. Establish some benchmarks. Don't want to lose the work/through line. • Would like to get an update around Student Support Centers, especially around ones that have opened up recently. How they have been staffed, what are impacts at schools sites (e.g. what data can they provide us)? What are the tangible things we are seeing money turn into? Examples of changes on campus. • We've talked about the importance of SSCs to Social Emotional Learning, about being responsive rather than reactive. • Would prefer if documentation was provided beforehand so I can absorb it. Time to process and compare against other documents - respects time a lot more. Staff have limited time but so do we. • Getting documents at the point in time and then being read to, rather than getting it ahead and being ready for discussion. • Could returning members partner with new members a la mentors to make the process smoother for them? • Topics to address early on: What does the district look like? By areas (how many Elementary Schools, the demographic composition) to compare what the district looks like in pieces. Who is attending specialty programs, who is in GATE? • We need to hear from people closest to the students. Whether they are formal labor representatives

	or not - could be a teacher, aide, nutrition staff, etc. This could be as needed, if not a standing item.
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Additional 2022-23 Areas of Focus and Recommendations for 2022-23 PAC Processes

References	Notes/Drafting
<p>Potential topics and focus areas for 2022-23</p> <ul style="list-style-type: none"> Follow-up to enrollment process presentation/discussion Deep dive into Budget Development Process Keep tabs on process for making up lost instructional time Continue recurring Multilingual agenda item? District safety plan MTSS alignment and use of staffing at district and site Note: Interest in closer collaboration from SCTA <p>Propose process revisions/additions for 2022-23 including:</p> <ul style="list-style-type: none"> School Site Outreach Process Development of Tools for Outreach <ul style="list-style-type: none"> ‘2-pager’ Early draft tool from Comms Team Charts/Tables from recent BOE Item Example of Gobo Tool (Non-SCUSD) 	<ul style="list-style-type: none"> Revisit idea to hold meetings at school sites (COVID permitting) as an opportunity for greater outreach Efforts to attend different SSC/other meetings were very challenging when not connected to that school site. Would have been easier in person. The biggest opportunity to get more visibility is to tap into existing events such as the first day of school, Back to School Night. Make people aware that this group exists. The less people have to come to extra stuff, the more impactful. This comes from having a relationship with school sites and understanding their calendar. The more streamlined for school sites, the better. Biggest lift is to let people know what we do and why. Their unawareness is not due to apathy or unwillingness, but strains and demands on time. We should appreciate and accommodate that. Shout out to the comms team! There needs to be a marketing team more than a comms team - what is the LCAP in a few, quick ideas. Maybe a poster. Did you know...? Some quick punchlines - you too can be part of the PAC... People don't know that this exists. We see it come out, but it is not visible. Give people a sense that they can have a real say - in multiple languages. Use of the 'Chair' format - was once tried based on a desire for more visibility, collaboration. Desire to have the agenda reflect the whole body, not an individual. Had pros and cons. The recent small group meetings have also served the interest for some members to dig deeper. Would be helpful to align meeting discussions to key events in the district Makes sense to give the committee an outline of what happens over the year - what do we have to present/when, when do we need X, Y, Z? This would help conceptualize how all the moving pieces are happening at one time.

Priorities for future facilitation/staff support

Notes/Drafting

- Get **presenters to do more of a panel**. Have them commit well in advance and connect with them early. 'Here is what we've read and we want to know more about.' **Avoid a mismatch** between what questions we have and what they think we need to know.
- Is there a **district org chart** published anywhere? It would be helpful to know **how long principals have been at each school site**. Helps us to visualize how we are carrying out work on timelines. (ex. In a 5 year timeline for MTSS, how many principals are new or only 1 year in?)
- Would be helpful to see **the IAS school portfolios** (which schools are overseen by which IAS)
- Also a chart of schools by area (board member).
- I have been missing **data on where we are vs. where we wanted to be**. Coming out of the pandemic we don't have a lot of comparable data. We aren't seeing a lot of data. (e.g. where we are at with discipline (year to date, where we were last year, how are we on track, interventions we did and did they have impact?) We haven't dealt with much of that this year. Moving forward would like to see more of that - more data-driven response. And to **evaluate whether stuff is working**.
- Example: In a past SSC, we had high suspensions, some expulsions and the way we were spending money wasn't impacting that (based on a review of data). We changed course and introduced training that made a huge difference. That is something that is really valuable when seeing changes.
- Idea of **delegating tasks, including to new people, to allow voices to be uplifted and share the space**.
- With so many changes, **we need to know what things the district needs to get done at different points in time**. Helps us prioritize who we need to talk to by when. From August to August - here is what happens. That can help us make our decisions. (e.g. Budget, enrollment deadlines, LCAP landmarks)
- Note: Reorganization of the academic department based on MTSS - what data do we have to support this? Seems like a lot of things are happening and it is being said that MTSS is the solution. Show me that the strategy is fixing something. No wiggle room about this with regard to how this supports the students who need it most.