

**Meeting NOTES**

**LCAP Parent Advisory Committee Virtual Meeting (Zoom)**

**February 22, 2021 6:00 – 8:00 p.m.**



<b>Members Present</b>	Maria Rodriguez, Gwynnae Byrd, Rich Vasquez, Scott Graves, Vanessa Areiza King, Miguel Cordova, Frank DeYoung, Renee Webster-Hawkins, Angie Sutherland, Catherine Horiuchi, Alison Alexander, Katie Smith, Alison French-Tubo
<b>Staff Present</b>	Vincent Harris, Kelley Odipo, Kimberly Mackey, Jennifer Kretschman, Steven Fong

<b>Agenda Item</b>	<b>NOTES</b>
<p><b>Member Report-out</b></p> <ul style="list-style-type: none"> <li>Brief report-out from members who have attended meetings with other district groups</li> </ul>	<p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>RWH: Attended recent CAC meeting: Discussed status of the district’s plans to conduct evaluations that we know now are overdue. There are 800-900 evaluations that the district has not conducted since the beginning of the pandemic. Initially this was because we didn’t know how to conduct remotely. Now a stumbling block is the negotiations with SCTA. In the meeting staff initially couldn’t say what the district’s plans are. We were told to ‘wait for Thursday night.’ At Thursday night’s board meeting it was clear that there is not a plan. It is frustrating that Students with Disabilities (SWD) are again the pawns in the negotiation game. If you filled in the sentence frame and replaced SWD with any other group – there would be community outrage. It is not resolved and the district is not consulting with CAC on special education – by statute this is supposed to be an advisory group.</li> <li>AS: At CAC it was mentioned that they are developing a local plan and that they will be going to the board. We haven’t seen too much evidence that that is happening. There are only a couple committee members that do all of that – it never comes back to the CAC. I asked to be on the committee. There needs to be more people. Not just two.</li> <li>CH: CAC – they have 400 students who have not had annual reviews. Did not speak on how many who have not had triennial. There could be 800 potential lawsuits.</li> <li>CH: Gwynnae and I both met with our board member. Best thing we can do is simplify our recommendations and make them actionable.</li> <li>RV: Went to DELAC – they wanted membership to take a stand on ELPAC testing – but then realized they needed to also ask school sites. They wanted us to make a quick decision. Member shared some of their experiences from their own school sites. It was noted that they don’t talk enough about what they want for English Learners at the school site. A parent also noted that they were treated rudely at school. We need to understand that parents need to be treated respectfully.</li> </ul>
<p><b>Debrief Presentation of Recommendations to Board of Education</b>  <b>Purpose:</b> Share key takeaways from board questions and comments. Discuss any identified or proposed next steps.</p>	<p><b>NOTES (See shared doc for full notes):</b></p> <ul style="list-style-type: none"> <li>What I’ve been hearing the most about of late is the possibility of putting student members on the LCAP committee. Might help us get a better perspective from students.</li> <li>In the previous presentation slides – about helping PTA being more effective – we should change that to ‘PTO.’</li> <li>PTA is different than PTO - PTA pushes things that are different than PTOs.</li> <li>There was good overlap with the students – their PPT presentation was effective - graphics were understandable – after each point they had an arrow indicating what they were saying and what it looked like. We can learn from the students - they are more modern than we are.</li> <li>I was disappointed that the board didn’t have the stamina to engage with those of us that stayed up to engage with them. Felt initially like a little kicking of the can down the road. I hope that rather than waiting for a discussion to be sandwiched between</li> </ul>

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	<p>other business items – I have hopes that the board has a special meeting on LCAP for SAC and PAC recommendations. We deserve to see and hear from them. For our accountability to the principles of this process – we know that we need to dial in on the actions. Even if the exact amounts of money don’t come out until later – they can still prioritize now. They had a robust discussion after midnight on positions that were being cut – to me that is a disruptive way of making decisions unless you know that you need those positions to satisfy new activities that the LCAP will prioritize. Felt disjointed. Glad that we were heard. Hope that there is significant time very soon in a special meeting.</p> <ul style="list-style-type: none"> <li>• We are advisory – we hear them say that they are listening. But are they? I stay up late to understand. You talk about parent involvement - are we really important?</li> <li>• I want to comment on the lack of parent public comment time being designated. Seemed like SCTA dominated all written public comment time. It feels like the district is violating the Brown Act.</li> <li>• I wrote my board member today about how meetings are being conducted. There should also be a sign language interpreter and closed captioning.</li> <li>• Some structuring of way they are holding their meetings could help – including how they batch their public comments. When you get 20 people on one topic and then none on another, it doesn’t help.</li> <li>• It is about the time and how they come up with agenda. They made a comment on how they kept up the students. It is also about parents. What parent is up that is a working parent that has to go in to work in the morning? It is about wanting parents to be listening in if you think that is what they should be doing. Every time we do this – it is 11 or 12, 12:30. Seems crazy that it keeps going on. Is this for anyone to listen to? If they are not going to react to it, what is it for? This is not just an SCUSD problem. It is another part of the system where we are failing to address the needs. Over half of the people that tuned in aren’t even there by the time we are on.</li> <li>• The SAC presentation – when they get up there and say we need more career in college and career – then they get a pat on the back – so now how much money are we now spending on career? And how is it affecting our targeted communities? The LCAP PAC needs to hammer away on LCFF funds. Otherwise LCAP PAC becomes a checklist.</li> <li>• This has been going on for a long time. Before zoom, there would be three of us sitting in the room by the end. There does need to be more –when students are asking for career, I think about vocational programs. There needs to be more than just college after High School.</li> <li>• A takeaway from listening to the Assessment presentation - we’ve talked about broad goals – a next step is to talk about the actual activities that will achieve those goals. We need to talk about data management and use – it will strengthen the LCAP. Our Data repository – we are experiencing that there is not a cohesiveness across data buckets. Want to call on all of us going forward – question our recommendations around activities. We all were very moved by the staff presentation on how few literacy and math coaches there are. But we don’t have data on whether they work to move the needle. That is an example of how we can challenge ourselves to have data. Not just make recommendations because they feel good.</li> </ul>
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**Draft LCAP Goals and Plan Structure**  
**Purpose:** Review current draft of LCAP goal

NOTES (See [shared doc](#) for full notes):

- For Broad goals – it is not just about pouring money in – but establishing processes that help move us forward. If we are saying we are going to go from 12% to 13% and we don’t do it, then what is the point? We need to tie money to our goals. If there is

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structure, including draft goal statements, and provide input to inform revisions and continued development.

not money and decisions in it for the board, then we won't get a granular change for our 40,000 students.

- Feels like we are saying 'we will improve engagement' – but how much? Is 1% adequate? Or is it 10%? I get that goals are hard to meet. What we are tending to do is give ourselves very safe goals. 2% is an increase but not much. If we are trying to get everyone to a point, and we only improve 3%, then we aren't doing enough. Staff should feel bad. If the goal is just to allow everyone to chug along at a pace that is comfortable, then what is the point?
- Really struggling looking at these things. This district needs help. Not all things are equal. What is happening to inspire kids to think about college? What about at schools where a lot of the students' parents haven't been to college? There are other schools where students already have that. Feel that there are so many different strategies for how other districts have done it – from adopting a college at each classroom from second and third grade. Across the district this needs to be brought in from the beginning. How are we exposing these students so they can begin to think about this from early on? At early ages some of these kids aren't taking the math that will be needed. And some of these walls that confront the kids to that point come in at 5<sup>th</sup> and 6<sup>th</sup> grade. There has to be a broader discussion for how this happens. Otherwise we are just putting little things here. We have already started narrowing the options that kids have. We see this happening in these districts. Really struggling with this one. Not as easy as throwing some things at the high school. Has to have been a lot of work done at the earlier grades to change the outcome. I believe that SCUSD needs a lot more community partners. Talent search programs, upward bound programs. SCUSD needs as many as they can get into. Alone we can't make it.
- College and Career ready – how many kids are already set up for that path? We keep pushing all the programs that impact kids who are already ready. Other don't have it. At Hiram Johnson they just implemented an art pathway. How many of these kids are even interested or ready for this pathway if they haven't had art before? How can we push college and career on my kids when I haven't been? Our kids may not trust us if they don't think we know these things.
- Lot of work to do – way in the beginning, early elementary.
- The old LCAPs – that is what we did – they had the broad goal – under each are all the actions that would hopefully take place that would make the goal happen. And the funding. That was a 98-100 page document for four broad goals.
- It was the county that came to us having talked to staff – said to set goals that we thought we could reach. Why are we only asking for 2% when we thought we could hit 5%?
- I understand that this is a three-year process – but if we don't perform, the money should disappear. The more we shape the LCAP to focus on staff training and not on students, the more dissatisfied the parents will be.
- At Hiram Johnson – we had millions of dollars for The School Improvement Grant (SIG) and now what are we showing? How many of those kids are on the path to college after the actions? They aren't gathering the data.

Goals that are missing?

- These broad goals are not much different than what we've had in the past LCAP from a broad view in terms of what we want. What is missing for me is sense of urgency. This is a three-year plan. It needs to convey the areas in which we are demonstrably not serving our students. I am very anxious to get to the activities – not only what they are and the accountability. We know that conditions and outcomes can't

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	<p>change overnight – we need some early warning systems so we can change and not wait for three years if activities aren't having a palpable influence.</p> <ul style="list-style-type: none"><li>• To broaden this out – I looked at the draft 2019-20 annual update narratives. We are now starting a new cycle now for the next three years. Should we be carrying over what was happening before? I've heard comments about how there weren't a lot of successes in the past – where are we with respect to continuity? We were in one place two years ago and now we are revamping.</li><li>• And in a three year plan it would make sense to have specific benchmarks in each year. Should we have interim goals about what we expect each year? And be really specific with that so we know what we are looking at? And wouldn't it be nice if all board actions related back to the LCAP and they were required to show us every time they were spending money?</li><li>• How do we identify and replicate programs that are working? There are examples of success – principals findings ways to work on attendance. Identify programs that are working and replicate them so they are consistent for all students.</li><li>• Remember that we were looking at data – it was a poignant moment in a past meeting where Vincent shared information about how the gaps are really hard to overcome – we have to identify where biggest gaps are.</li><li>• VH: This may have been our discussion where we talked about adjust for the 'at risk' measures and still seeing gaps.</li><li>• There was a heaviness in recognizing that.</li><li>• We want to see what we are investing and the outcomes. The committee should be able to see that. We are not getting the mid-year adjustments. We were supposed to see the mid-year adjustments – if the district is moving off of one action to another.</li><li>• To what degree can the priorities of the LCAP also help in leveraging targets for general funding – for bond-funded facilities and expenditures? To the extent that our facilities also demonstrate inequity to provide a safe and environmentally healthy learning environment. Why couldn't we drive the prioritization of general fund expenditures as well by ensuring that those funds were similarly used?</li><li>• This does go back to facilities – we have a new football field, but we don't have lights. We didn't have a field before. Now we have a field, but no lights. Engagement – there are kids playing those sports. Some of those kids may to college, may not. Recruiters don't want to come to a beat up facility.</li></ul>
<p><b>Draft Annual Update for 2019-20 LCAP Annual Update</b> <b>Purpose:</b> Review and provide input on draft 2019-20 Annual Update. Discuss how the connection between 19-20 and 21-22 planning can be communicated in the overall analysis narrative to be drafted for the joint 19-20/20-21 annual update prompt.</p>	<p>NOTES (See <a href="#">shared doc</a> for notes to be added ongoing):</p> <ul style="list-style-type: none"><li>• We should note the progress on UC/CSU A-G – The superintendent forced every counselor to meet with every student and talk about where they were with A-G. And the graduation task force was also involved in this area. You can see the needle move in an area where money has been spent and put on things that can make a difference. Where do we want to put our energy?</li><li>• I am struck by this example – it is a good example of something that may not have been a big investment but can have a big impact. The district paid for students to do SAT and AP tests – curious if there is data on that.</li><li>• My wish is to see if MTSS is having any efficacy? Is it having the effect? How do we know if teachers are doing the work? This has to be something meaningful to parents as well as staff? Even if parents may not have known about it at the beginning, it does need to be something that parents can understand. We need to see assessments used to evaluate progress of students K-3.</li><li>• I recently learned the phrase 'testing enthusiast' – it was used to refer to people like us and perceived as a 'meanness' - when we talk about kids who are learning</li></ul>

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	<p>something, we use assessment. We use something to understand if the kid is making progress. Assessments aren't a meanness inflicted upon students. We need to have a snapshot so that everybody is moving in a direction.</p>
<p><b>Next Steps and Process Check</b></p>	<p>3.4.21 Board Speaker: Vanessa</p> <p>NOTES:</p> <ul style="list-style-type: none"> <li>• Question about process – What is the relationship of the '21-22 LCAP' to the overall three-year plan?</li> <li>• Recommendation: Share our overview graphic at the beginning of each meeting.</li> </ul>
<p>Public Comment</p>	<p>No Public Comment</p>
<p>Chat Comments</p>	<p>18:00:50 From Kelley Odipo : Welcome Alison!</p> <p>18:04:00 From Steven Fong : In the chat, share your Name, Area, and the school or schools at which you currently or most recently have had students.</p> <p>18:04:21 From Maria Rodriguez : Maria Rodriguez - Area 3 - 2 JFK High School grads.</p> <p>18:04:25 From Gwynnae Byrd : Gwynnae Byrd - Dist 3; son at JFK, daughter at CKM;</p> <p>18:04:26 From Alison Alexander : Alison Alexander Area 3, Golden Empire Elementary and Edward Kelly Preschool</p> <p>18:04:27 From Dr. Kimberly Mackey : Good Evening Everyone!</p> <p>18:04:37 From Rich Vasquez : Rich Vasquez - Area 4 - Hiram Johnson and West Campus</p> <p>18:04:39 From Gwynnae Byrd : Wrong area - I'm 1</p> <p>18:04:40 From Scott Graves : Scott Graves, Area 2, daughter at Kit Carson</p> <p>18:04:55 From Dr. Kimberly Mackey : Dr. Mackey, Instructional Assistant Superintendent- I oversee 18 of our elementary schools in SCUSD</p> <p>18:05:09 From Kelley Odipo : Kelley Odipo, State and Federal Programs, I have a 6th grader at Didion K-8.</p> <p>18:05:11 From Vanessa Areiza King : Vanessa Areiza King - Area 5 - Bolwing Green Chacon</p> <p>18:05:12 From Miguel Cordova : Miguel Cordova, outside of Area, daughter attending Washington Elementary</p> <p>18:05:17 From Frank : Frank DeYoung area 5 McClatchy and Statesville</p> <p>In the chat, share your Name, Area, and the school or schools at which you currently or most recently have had students.</p> <p>18:06:17 From Renee Webster-Hawkins : Trustee Woo/Pocket, Matsuyama and SESHs</p> <p>18:06:21 From Angie Sutherland : Angie Sutherland, Area 7, daughter is 15 and attends a nonpublic school.</p> <p>18:07:04 From Vincent Harris : Vincent Harris, Chief, Continuous Improvement and Accountability</p> <p>18:07:25 From catherine horiuchi : Catherine Horiuchi, Murawski (Area 1). Three kids, two seniors at CK McClatchy, one freshman at JFK.</p> <p>18:08:47 From Katie Smith (Xavier) : hi! I'm katie smith. area 7. I have 4 kids- right now all are Leonardo da Vinci</p> <p>18:14:12 From Vincent Harris : hello everyone, the board's executive committee will be meeting tomorrow and we anticipate that they will be providing more direction at their meeting.</p> <p>18:14:31 From Scott Graves : Thanks for the update, Vincent.</p> <p>18:20:24 From Gwynnae Byrd : Renee - what's the remedy for this not happening? Anything other than a lawsuit?</p> <p>18:23:08 From Renee Webster-Hawkins : Gwynnae, for a variety of legal procedural issues, a lawsuit may help our grandchildren. Not our children. Community outrage and pressuring each and every Board member to direct staff to engage outside consultants immediately until an MOU that serves students is reached.</p> <p>18:23:53 From Angie Sutherland : True Renee!!</p> <p>18:24:45 From Angie Sutherland : The students are amazing</p> <p>18:25:17 From Gwynnae Byrd : Would outside consultants(another expense) make any difference if the real issue is SCTA putting up a barrier? Or is that what you're talking about - a mediator-type person who can find a resolution?</p> <p>18:26:22 From Renee Webster-Hawkins : COVID \$\$ can be used for outside evaluators to actually conduct evaluations.</p> <p>18:26:30 From Katie Smith (Xavier) : Renee, the case manager for my son mentioned that part of the hold up was due to the district not purchasing the virtual testing materials</p>

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18:26:41 From catherine horiuchi : Gwynnae - the unmet needs of students with disabilities are addressed most frequently through individual lawsuits or intensive parental pressure. But those are targeted to specific children and families. These don't ripple out to the rest of students.

18:26:42 From Katie Smith (Xavier) : do you know if that is a part of the issue?

18:27:01 From Alison French-Tubo : @Katie, I have heard that too--but without an MOU what assurance is there that the materials would be used?

18:27:51 From Katie Smith (Xavier) : @alison I have no idea- but she was telling me that they couldn't do assessments through zoom without it

18:28:04 From Renee Webster-Hawkins : @katie I have heard that too from SpEd teachers directly, and asked President Pritchett to look into this. Also, the Asst Sup of Innovation (fancy name for Director of Special Education) has been informed this at CAC meetings.

18:28:20 From catherine horiuchi : The District spent quite a lot of effort to create in person testing rooms but these have not been considered adequate by SCTA. The absence of a MOU on teaching during the pandemic seems to have stopped everything.

18:29:26 From catherine horiuchi : I can't imagine, even if an MOU were signed today, how long it would take to clear the 800 assessments.

18:30:57 From Scott Graves : Why does discussion of the LCAP always appear so late on the agenda, and why does no Board member ever ask for it to be moved closer to the top?

18:31:25 From Katie Smith (Xavier) : it does seem like every year, the board

18:31:40 From Maria Rodriguez : ditto to Renee....we will have a meeting to go over our presentation...but the public will miss that opportunity to understand the LCAP PAC's role. Also felt a bit discounted.

18:31:41 From Katie Smith (Xavier) : doesn't have the stamina or time to give feedback or dialogue to Lcap pac

18:32:20 From Scott Graves : Board members have to decide among themselves to make the LCAP a real priority. I think they may be on that path. We'll see.

18:32:38 From Maria Rodriguez : I felt the staff presentations that were on the agenda first took a very long time.

18:33:42 From Alison French-Tubo : I wrote to supt and legal counsel and board during the meeting about that domination of public comments by SCTA.

18:35:36 From Alison French-Tubo : You're right Miguel, the next day at work is painful

18:37:22 From Maria Rodriguez : It felt that the agenda was set up with a strategic effort to make points that aligned to illustrate issues with SCTA....and in response to the public outcry for information about school reopening.

18:40:10 From catherine horiuchi : Right on Frank! And half these students are graduating without completing A-G and so aren't even eligible for CSU/UC enrollment. So how are we setting these young adults for successful transition to adult lives?

18:41:31 From catherine horiuchi : BTW, the

18:42:12 From Alison French-Tubo : Fantastic presentation team!

18:42:42 From catherine horiuchi : "Return Together" plan as presented at the Board Meeting did not include crucial services such as College and Career centers, nor face-to-face meetings with teachers/counselors on academic matters.

18:44:16 From catherine horiuchi : For high schoolers, the plan as presented last Thursday would include only six hours a week on campus for high schoolers. Someone should have stated plainly to the SAC how mismatched their three points are to the return plan.

18:44:45 From catherine horiuchi : So now is the time, to retool these things for the next three years.

18:51:17 From Alison French-Tubo : are we doing breakout rooms?

18:51:54 From Alison French-Tubo : ok, just misunderstood.

19:01:17 From Alison French-Tubo : Would like to see the findings of the Systematic Instructional Review in this.

19:04:43 From Maria Rodriguez : ditto to Miguel...community partners! As many as they can connect

19:04:44 From Gwynnae Byrd : good points, Miguel

19:07:46 From Renee Webster-Hawkins : Yes, Angie, the SIR needs to be integrated.

19:12:18 From Maria Rodriguez : coherent, consistent, equitable, upset the status quo, MTTs - guiding principles.

19:12:30 From Alison French-Tubo : Yes Maria!

19:18:26 From catherine horiuchi : I think in the past, and Frank can confirm or correct, we have had a number of successes related to benchmarks that were set and funding that was allocated. This new process hides from the PAC where money is being allocated and what happens when expected outcomes are not occurring.

19:21:24 From catherine horiuchi : We have had more specific connectivity built in to some degree in past years, Gwynnae. This new process seems to decouple the Board decisions on funding from specific anticipated outcomes

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within the LCAP and targeted at unduplicated students who are supposedly the recipients of all LCFF funds. This process seems to reduce accountability.

19:22:18 From Gwynnae Byrd : That's disappointing, Cathy :(

19:25:01 From catherine horiuchi : And I think the LCAP PAC needs to keep beating the drum on setting up measures and assigning LCFF funds ONLY to line items that target unduplicated students. Forcing the District to spend the money on students who are allocated that money to improve outcomes.

19:25:31 From Maria Rodriguez : yes Cathy. funding to students

19:26:19 From catherine horiuchi : While there are certain conditions that allow Districts to spend LCFF on the whole of a school or the whole of a District, the serious shortcoming in outcomes for our unduplicated students should create pressure to limit that practice.

19:26:37 From Alison French-Tubo : Agree Catherine.

19:27:32 From catherine horiuchi : Not a single dollar of LCFF funds should be a "sinecure" that is fungibly allocated to someone or something that does nothing to improve the educational experience of our ELLs, our low SE status, our homeless/foster youth.

19:28:27 From catherine horiuchi : But that is exactly what we might expect if there is no connection between the things we talk about and the budgeting process. Human nature being what it is.

19:29:14 From Rich Vasquez : No field lights. No baseball field at Johnson. Where will the funding come from to pay for these?

19:29:42 From catherine horiuchi : And disengaged parents/families/community stakeholders, disengaged students, are a symptom of a theater of LCAP advisory process.

19:30:53 From catherine horiuchi : Rich, right, the support for co-curricular and extracurricular capital projects, like a baseball field, belongs in that so-called "maintenance of progress"

19:33:42 From Alison French-Tubo : @rich Vasquez, at the Facilities Master Plan meeting it seems that there is an equity lens aspect...identifying that the sites aren't just rated by the condition of what is on the site but also WHAT is on the site--so a site that has less features will be identified as needing more through this process. One of the other members Terrence Gladney shared info on previous process and as far I as could tell, this approach is brand new.

19:34:34 From catherine horiuchi : In all these Plans, is there an item that is part of all planning that floats up current inequities and allows for consideration of how our unduplicated populations are being addressed?

19:38:37 From Alison French-Tubo : Comment on staff training: have seen lots of complaints from teachers on self-paced modules, seems to be very vocal dislike of it.

19:38:47 From Alison French-Tubo : So I question the efficacy.

19:41:53 From Alison French-Tubo : What to feature?? Assessments to see that MTSS is working!

19:42:36 From catherine horiuchi : Steven, page 9 on AP testing. Students took AP tests in 2020. So that data should be updated.

19:43:36 From catherine horiuchi : Even though the new data is not analogous, for AP, we need to report that. It's an early indicator of the disruption related to Covid.

19:44:04 From Renee Webster-Hawkins : Alison, I have also heard displeasure from teachers and principals alike that the principals are receiving MTSS cohort training, and then expected to train their staffs. Some principals feel like the training is inadequate, or that they do not have the time or influence to meaningfully train the teachers, or both. And teachers would like direct training.

19:44:22 From Vincent Harris : In 2016-17, 24% of students entering their senior year of high school in our District had an SAT score on file compared to 87% in 2020 as a result of the district's program which allows students to take the PSAT and SAT tests for free. The 10th grade PSAT participation rate has remained high at between 87% in 2016-2017 to 88% between 2017 to 2020.

19:44:57 From Maria Rodriguez : thank you Vincent

19:45:30 From Miguel Cordova : I would like to see SAT and PSAT continued to be encouraged despite UC and CSU not requiring it.

19:46:07 From catherine horiuchi : Would like to understand why we would want to continue to spend on SAT...

19:46:34 From catherine horiuchi : That's an example where a brief staff presentation would be informative.

19:50:31 From catherine horiuchi : "Access" to curriculum. At what level/how do we describe damaged course materials? I had a student whose textbook was missing the first thirty or sixty pages. Torn out...

19:52:28 From Alison French-Tubo : @Catherine, that's bad! The Williams Act inspection process is supposed to catch that.

19:54:11 From catherine horiuchi : Nothing says "I don't care about your learning" more than a textbook missing several chapters...

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	<p>19:54:50 From Jennifer Kretschman : @Renee I would love to know more regarding principal and teacher displeasure with MTSS training. we absolutely want to ensure we are providing the best possible PL and if not, we need to adjust and make changes. We request feedback and have modified to meet the needs of team members. I am more than open to hearing how we can improve</p> <p>19:54:56 From catherine horiuchi : Steven, possibly the 3 year cycle plan needs to initiate the expected improvements for each year?</p> <p>19:58:16 From Scott Graves : Steven: It would be helpful if you provided everyone with the LCAP infographic you recently created and shared with us. We should have that available at every meeting, which could help to address some of these questions about process and deliverables.</p> <p>19:58:37 From Alison French-Tubo : Great reminder Scott!</p> <p>19:59:26 From Renee Webster-Hawkins : Good suggestion, especially if there are embedded links to the drafts of each of those documents/deliverables.</p> <p>19:59:37 From Alison French-Tubo : Absolutely Frank!</p> <p>20:01:08 From Maria Rodriguez : Thanks all....always good to work together.....wish others could emulate this PAC.</p> <p>20:04:02 From Alison French-Tubo : Where could we put in LCAP a statement that the district must make educational policy decisions based on student needs (not labor agreements)?</p>
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