



LCAP Parent Advisory Committee Meeting Notes

Serna Center Minnesota Room December 13, 2016 6:00 p.m. – 7:30 p.m.

In attendance:

LCAP PAC members: Jessica Arriaga, Teresa Cummings, Stephanie Flores, Frank DeYoung, Laura Metune, Skyler Lewis, Pia Wong; Alternates: Catherine Miller Horiuchi, Gabriela Cruz

Public: Liz Guillen

Staff: Cathy Morrison, , Elliot Lopez, Matt Turkie, Joseph Stymeist

Materials provided:

- Agenda
- PowerPoint
- Meeting Notes from November meeting
- Excerpted pages from the BoE Executive Summary on the College Readiness Block Grant
- New LCAP template sample
- SCUSD/UC Davis Fact Sheet on Chronic Absenteeism

Matt Turkie (Assistant Superintendent, Curriculum & Instruction) and Joseph Stymeist (Director, College and Career Readiness) presented the district's plan for using the state's College Readiness Block Grant (CRBG) funds. Members present provided comments and had the opportunity to ask clarifying questions.

The remainder of the agenda was suspended to extend time for the CRBG discussion.

In public comment, Liz Guillen, Public Advocates, introduced herself; acknowledged the growth the district has made in the LCAP process, and encouraged members of the committee in their work. Ms. Guillen stated that the presentation on the CRBG is an example of the overlap between funding sources that the state restricts and more flexible funds. The legislature stated its expectation that the CRBG be aligned with LCAP, and the committee should also be aware that other funds (like the Teacher Effectiveness Block Grant, Title I, and Title III) should be considered in the context of services/actions in the LCAP. This will help the district and schools identify what's working, and what needs to stop or be changed in order to increase/improve services for the neediest kids.

Materials that were shared with the committee are available at the weblink:

www.scusd.edu/lcap



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Charted notes from the College Readiness Block Grant presentation:

Questions and comments on the district's plan:

- How will the district ensure that services are provided to unduplicated students? Foster youth? Students who are transient?
 - There are lists at school sites; but student privacy is a concern
 - School site councils can monitor activities based on the goals set for students
- Ensure that high schools with fewer unduplicated students have a mechanism to monitor services for the unduplicated
- College visits – several discussion points
 - Expand them to grades 11 and 12
 - Do not eliminate grade 10
 - 10th grade is too late – students need exposure before
 - Ensure follow up after the college visit so it's not just another field trip
- Students need more discussion around college
- Ninth grade students need to be encouraged around a-g requirements, other factors that increase readiness for college
- Backwards map to a grade-specific plan to each year
- Create a process—district protocol for counselor activities or CCGI classroom activities
- Concern about the parent outreach/education component: are parents receiving information prior to student entry to high school?
- Utilize what's already in place: home visits, parent resource centers
- Be watchful of silos – all components should integrate
- What is the response/intervention for the students who are earning less than a C average?
- Suggest intervention for students who aren't successful in 9th grade through a zero or 7th period
- What else needs to be in place as part of the system to ensure a safety net? Can services be added to the LCAP?
- Support for the SAT in 11th grade in lieu of the SBAC
- More focus on career exploration: what would make college attractive to students? Career fairs, work-based learning experiences
- Find role models from the community who are SCUSD alumni (example: ARC alumni at Leataata Floyd) – provide support for students who may not have role models
- Invest in Meyers-Briggs inventory



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Questions and comments on Expected Measurable Outcomes:

- Measure participation in extra-curricular activities as an indication of college readiness
 - This can be included in the CCGI portfolio
- The metrics are lagging indicators. Are there interim steps?
- Could the district consider the participation in criteria-based programs as a leading indicator? (Not all in agreement with this...neighborhood schools are also a good option!)
- Consider community college-going as a metric in addition to four year college
- Can parent engagement be measured?