

**Minutes from LCAP Meeting  
November 1<sup>st</sup>, 2017**

**Attendees:**

Judy Argumedo – Director of Academic Supports – Presenter  
Barbara Sih Klausner – Dream Catchers  
Ana Reyes – Teacher on Special Assignment, AVID & Teacher Induction, parent  
Yolanda Conaway – Assistant Superintendent, Student Services  
Barbara Harris – Assistant Superintendent, Elementary Education  
Lisa Rock – PACCC  
Kathy Jordan – Parent  
Ngoc Duong – Parent  
Felicia Dong – Parent  
Chunhua Zhou – Parent  
Jackie Kaur – Parent  
Taly Katz – Parent  
Kelly Bikle – Director of Professional Development, parent  
Chris Kolar – Director, Research, Evaluation & Assessment  
Miriam Stevenson – Director, Health & Wellness  
Dror Sneh – Parent  
Cheryl Chen – Parent  
Viliami Fisiiahi – Parent  
Stephanie Sheridan – Director, Special Education  
Sophia Liu – Parent  
Chenyu Li – Parent  
Teru Clarel – Parent  
Mudita Jain – Parent  
Sara Woodham – Parent  
Wanchun Dai  
Alma Ellis – Director, Special Education  
Rebecca Shen-Lorenson – Teacher on Special Assignment, Academic Supports  
Michelle Higgins – Parent  
Samira – Parent

Judy begin the presentation with a powerpoint.

Judy Argumedo started the meeting by explaining what LCAP is and what the district's responsibilities are:

- District is required to hold meetings and to report to the state
- Schools on Program Improvement (PI) have the option to transfer to another school
- We need to work as a community to build a plan
- If parents/community members don't want to receive meeting notices, they need to let Judy Argumedo know
- All LCAP funds are meshed together when we get them from the state, and then they're allocated to different programs

- When needed, a door-to-door communication approach is used. This is to ensure that all groups receive the meeting notices

Question from parent: How does community input work?

J. Argumedo responded that parents/community partners can submit their input by filling out an LCAP feedback form (which was made available at this meeting), or by emailing [lcap@pausd.org](mailto:lcap@pausd.org). Emails can also be sent directly to Judy Argumedo at [jargumedo@pausd.org](mailto:jargumedo@pausd.org). Input is then posted on the district's LCAP website.

Judy then proceeded to explain about the targeted groups for LCAP and an explanation about LCAP and the Basic Aid district:

Targeted Groups:

- English Language Learners
- McKinney Vento students
- Foster students
- Title One students

Question from B. Klausner (Dream Catchers): Is SED (Socio Economically Disadvantaged) the same as Title I?

Answer: Title I schools are identified as Title I based on the number of students who apply for free or reduced lunch.

Basic Aid District:

- Most districts are ADA (Average Daily Attendance), but PAUSD is a Basic Aid district, meaning that our revenue comes from property taxes
- Palo Alto is not a general fund district, PAUSD is basic aid
- 10 million is allocated by the state, but 7.5 million returns to state by Fair Share Act.
- 10 million dollars have been allocated to fund LCAP expenditures (some of it comes from the general fund)
- There are two high level areas where we need to improve: Students with disabilities and African American students.

Question from parent: So are those PAUSD expenditures?

Answer: Yes, they are

Question from parent (K. Jordan): Can we give input today?

Answer: Yes (Judy made sure the input form was available before the end of the meeting)

Question from B. Klausner (Dream Catchers): Is the LCAP regarding the two goals, is it within the LCAP categories?

Answer (J. Argumedo): LCAP also looks at subgroups.

Question from B. Klausner (Dream Catchers): Will the LCAP still want to address groups that are not targeted?

B. Harris: As indicated by what benchmarks, are those the indicators we're looking at? The superintendent reviews all comments and has to address every single one.

Question from parent: How does the feedback get waived, and how is it incorporated?

Answer (J. Argumedo): All feedback has been incorporated into goals. Parents can comment on feedback.

Question from parent: Is there a public site where feedback can be seen?

What's the process every time we give feedback?

J. Argumedo: Sometimes we can answer the feedback at the meeting. The next meeting will be on December 14.

Question: So it's a decision-making process?

Answer: Yes, it is.

Comment from B. Klausner (Dream Catchers): The shift in the program from Parent Liaison to Family Engagement Specialists has made a huge difference. At Dream Catchers, Ana P. comes to all events and it's been a huge benefit.

### **The presentation moves along to Engagement.**

B. Harris: We really listen to what the community says. We wrote that in the LCAP for the Family Engagement Specialists (FES), and now we have three full-time FES and part time FES at all sites.

Question from parent (K. Jordan): When you say parent involvement, is that a general goal or just for the targeted groups?

J. Argumedo: It's for everyone.

### **Differentiated assistance:**

B. Harris: With Program Improvement you can go to different levels. The state has serious measures for level 7 (the highest). These are the old sanctions; they're working on new ones.

A. Reyes: This is overall school wide, right? (Referring to the data on display).

Questions from parents: My concern with this data is on school climate. Schools have a culture of not documenting everything, it's not believable. How do we deal with the situation, that the administrators are not reporting accurately?

It might be interesting to see other factors. I would like to see a factor added.

Do you know how you determine who's an English Learner (EL)?

Answer: Parents indicate that on the home language survey which they fill out at the time of registration.

If gifted students are meeting all benchmarks, how does the LCAP measure that?

Answer: The state looks at everyone.

B. Klausner: We're trying to close the gap with our SED students.

J. Argumedo: We're bringing tutors to the high schools using Title I funds. We're not doing it at the middle schools because we have dream catchers. We're now implementing this at the elementary level.

**Comment from parents:**

Samira: What's really not seen in data is that a lot of students get outside help that other students can't afford. Also, there are good and bad teachers.

M. Higgins: Tutoring drives the push to an unhealthy level.

Another parent: Tutoring is not an efficient way.

LCAP has all these sub categories, what are the characteristics of the students who commit suicide? How come these kids aren't being addressed?

M. Stevenson: We need to temper the expectations.

S. Woodham: What I'm trying to get to is the accountability part of it, even though I don't get to see it.

B. Harris: Looking at the numbers for low income students, I think this year's numbers have gone down. I would like to see these numbers in the same data that we share.

Questions regarding LCFF target groups:

Does that number take the number of family members?

B. Klausner: The summary page has different numbers, which are the correct ones?

J. Argumedo: The numbers on the power point are the current ones

LCAP is more than the four subgroups.

Question: What happens to the groups you didn't mention?

J. Argumedo: We have to address it. We're doing a lot of internal work to address these issues.

Question: So the state will hold us accountable for not addressing this?

Answer: Yes.

Question from B. Klausner: What are the other categories that don't overlap with the four categories? (Clarifying question).

I noticed benchmarks are all academic, with the exception of the student survey?

J. Argumedo: FES is not academic either.

Connecting numbers is troublesome.

J. Argumedo showed everyone how to look up LCAP data on District Dashboard, which is open to the public. She explained that the goal is for all categories to be in blue.

Question from S. Woodham: What's the definition of the colors as compared to the district's thresholds, what are the indicators?

How do you get to the 55 page for breaking things down by school? What's the threshold for providing data?

C. Kolar said that he would give a short demo at the end of the presentation.

J. Argumedo: LCAP has risen to a much higher status. All districts are held accountable for all subgroups showing in red, green or yellow. You'll be identified as needing assistance as a school or district if this is not addressed. This is a new thing we just found out about. Administrators are trying to find out where the gaps are.

Questions from parent: When you say data, do you mean CDE? Does assistance mean money?

Answer: no, it doesn't.

Question from S. Woodham: If you go on Dashboard and look at all the data, we're looking at all data, including 11<sup>th</sup> grade, but you're only presenting on 3-8 grade?

C. Kolar: What's important is to find meaningful ways to use data.

S. Woodham: What's the A-G rate if you're Asian?

K. Jordan: How are students with disabilities reflected in the EL data you've captured? Is the same info. available for these students? Are we going to see information on these students?

S. Woodham: If I'm understanding correctly, the answer is yes.

### **C. Kolar gave a short demo on using Dashboard**

He explained that you need 30 students in order to get a pie chart. He also explained that for the SBAC, a participation issue was at the high school level, with 11<sup>th</sup> graders not really participating in the test. The parents have to send an opt out note. We don't use 11<sup>th</sup> grade results for anything that's high impact.

K. Jordan: Can you explain what SBAC is? So, your numbers for 11<sup>th</sup> grade are not very representative?

SBAC has moved away from API to a combination of student attainment and progress.

The district is ready for this accountability; we've been cleaning out the data systems. I want you to see how data planning impacts the work being done.

M. Higgins: Who gets included in EL? Are some kids pulling the numbers up and some bringing them down?

B. Harris: The numbers have a face, so we're able to help those students personally. This becomes critical in identifying who these students are and we can help them.

C. Kolar: It's very possible that principals can name the students who need help.

Last question from K. Jordan: Is the county board of Ed the group that oversees these efforts?

Answer: Yes