

## *Superintendent's Parent Advisory Committee*

# **Highlights: January 23, 2025**

### **Welcome/Announcements/Introductions**

Superintendent Melissa Bassanelli welcomed participants to the Superintendent's Parent Advisory Committee (SPAC) meeting and invited everyone to introduce themselves.

### **Local Control and Accountability Plan (LCAP) Listening Session**

Director of Continuous Improvement and LCAP Gianfranco Tornatore, Ed.D., provided a brief overview of the [LCAP](#), which is a three-year plan, updated annually, that outlines how services will be provided to improve outcomes for English learners, low-income students, foster youth, and all students. It is developed through collaboration with students, families, staff, and community partners to reflect diverse perspectives. The LCAP focuses on three primary goals: improving student achievement and readiness for college and careers; increasing engagement through accessible, engaging programs and coursework; and addressing school conditions, climate, and family engagement to support student success by focusing on health, safety, discipline, connectedness, and resources.

Q: Does the district's LCAP include charter schools?

A: No, charter schools have their own unique process.

SPAC representatives were asked to participate in a listening session activity and share their perspectives regarding some of the things that the schools are doing well to support students and families, and some of the things the schools could do differently to improve support for students and families.

Dr. Tornatore thanked the group for participating in the listening session activity. The feedback gathered from this group, along with input from other educational partners, will help inform the district's next steps as staff plan for the 2025-26 school year and beyond. The proposed LCAP will be presented to the Board of Education in June 2025.

### **Instructional Materials and Textbook Adoptions**

Director of Professional Learning and Curriculum Innovation Nicole Kukral provided an overview of the curriculum adoption process. She explained that instructional materials adoptions occur almost every school year and take about eighteen months to complete. The process typically begins in the spring with a call for committee members from the school community, including teachers and administrators, to review instructional materials for courses that need to be refreshed. The committee first prescreens materials, including submissions from publishers, and narrows down selections that best meet the needs of students. Publishers are then invited to present their materials and answer questions. Over the summer, the district provides support and training to teachers who will begin piloting the new materials in the fall, when school begins, through winter break. Throughout the pilot period, data is collected from students and teachers. After winter break, the committee reconvenes to review the data and develop recommendations for board approval in April or May. The district also offers in-person and online public review periods.

Ms. Kukral noted that in recent years, most adoptions have focused on high school materials, as elementary and middle school adoptions are dependent on the state's framework and adoption cycle. However, upcoming adoptions for the 2025-26 school year will include transitional kindergarten through eighth grade mathematics, along with several other subjects.

Ms. Kukral also reviewed the course approval process, which allows teachers to recommend courses based on the needs and interests of their specific school site. The process begins with submission of a course packet by a teacher or an administrator, including the course rationale, standards, content areas and any necessary materials. The Curriculum Department conducts an initial review before the proposal moves through a multi-level approval process. Once approved, the course is presented to the Curriculum and Standards Committee and then forwarded to the board for action.

A districtwide communication will be sent in February 2025. Information about the review process is available on the curriculum [webpage](#), and questions can be directed to [Nicole Kukral](#).

Q: When textbook adoptions are considered, are audio versions also considered?

A: The review team examines the embedded supports, particularly within the digital platform. Most have audio capabilities.

Q: Are textbooks translated or provided in other languages?

A: Obtaining physical translations of textbooks can be challenging, as publishers generally do not offer them (except in Spanish). However, publishers are improving their translation tools and digital materials within their platforms.

Q: Does the district collaborate with colleges when reviewing curriculum materials and courses?

A: We are working towards this, and these partnerships are still in the early stages.

Q: When will new math adoptions be implemented?

A: During the 2026-2027 school year.

## **Facilities Bond Update**

Chief Operations Officer Frank Camarda provided background information on Measure P, the district's \$950 million facilities bond measure, which voters approved in November 2024. This funding will allow the district to continue modernizing school facilities.

Mr. Camarda explained that the district developed a Facilities Master Plan (FMP) in 2014 as a roadmap for addressing site and staff priorities. The district is currently in the process of updating this plan to reflect evolving needs. He noted that the total estimated facilities needs across the district are approximately \$3.5 billion, far beyond the district's ability to deliver immediately or all at once. To date, the district has invested approximately \$900 million dollars in facility improvements through past bond measures.

Spanning 6.5 million square feet, many of the district's schools are 60-70 years old, requiring significant upgrades. The first two bond measures, Measures N & P, focused on addressing the highest-need schools, particularly in the west end, where student enrollment has grown significantly.

Mr. Camarda outlined the six-step approach being used to develop the new FMP.

1. Capture the big picture (vision)
2. Identify educational goals and facility opportunities
3. Assess existing conditions
4. Develop campus vision plans
5. Document the facilities master plan and costs
6. Finalize the database and approve the districtwide FMP

Once this process is completed, the FMP will be presented to the board for approval.

Q: Is there a place to see how individual schools are scored?

A: The district is still working on this. Once approved by the board, it will be posted on the district's website.

Q What is the timeline for the FMP?

A: The projected timeline is late March.

Q: Is this assessment different from the safety assessment that included fencing projects?

A: Yes, this is separate assessment.

Q: What criteria will be used to select schools?

A: The district is currently developing a new scoring rubric.

## **Cellphone Policy Update**

Chief of Staff Trent Allen provided an update on the district's cellphone policy. He explained that while research on cellphones in schools shows mixed effects on academic performance, it highlights notable impacts on classroom behavior and safety. Mr. Allen referenced AB 3216, recently passed by the state legislature, which mandates that all school districts adopt a policy prohibiting student cellphone use, though it leaves implementation details to each district. Community input is required, and policies must be in place by 2026.

The district plans to revise its current policy, incorporating community and districtwide feedback before presenting a recommendation to the board in April or May, with implementation expected in August 2025. SPAC members were invited to participate in a ThoughtExchange to provide input on the policy.

Q: Are Smartwatches included in the cellphone policy?

A: The district will consider this, as it has been included in past policies.

Q: My son watches content on other students' phones during lunch. Is there a way to restrict inappropriate content? Is there anything such as assemblies or grants to teach kids about the impact of social media?

A: Our district blocks access to inappropriate sites on our network. However, if students use their personal cellular connection, it does not go through our filters. If this occurs, students or families should report it to the site administrator.

Q: In what way would you include exceptions, such as for medical necessities?

A: Policies must include exceptions for medical necessities, such as those outlined in a student's Individualized Education Program (IEP).

Q: Will the policy apply to both classrooms and the playground?

A: The district will take this into account when reviewing the feedback.

Q: Is the intent for the policy to be enforced schoolwide, as some teachers currently allow the use of cellphones/air pods while others do not?

A: With some exceptions, the policy should be enforced schoolwide, but this is still under discussion. The district acknowledges that there are valid reasons for appropriate phone use in a school setting.

## **Superintendent Bassanelli's Update on State Budget and Implications**

Superintendent Bassanelli shared that Governor Newsom recently announced his proposed state budget, which includes several key provisions affecting education. Notably, a potential 2.43% Cost of Living Adjustment (COLA) is higher than the district had projected. Additionally, the proposal includes a one-time funding allocation for school districts to address state priorities and local needs, though the legislature will determine the specifics.

The budget also emphasizes continued funding for before- and after-school programs through the Expanding Learning Opportunities Program (ELO-P), the expansion of universal meals, and financial support for the growth of transitional kindergarten. To address concerns raised in the LCAP listening session about potential reductions in instructional assistants and intervention teacher positions, Superintendent Bassanelli noted that these positions were funded through one-time COVID relief funds, which are set to expire this year. The district is assessing enrollment trends and various funding sources to explore the possibility of extending some of these positions for an additional year.

Q: When will this be decided?

A: Staff are currently discussing several options. Information will be distributed to the school community once a final decision is reached.

## **Conclusion**

Superintendent Bassanelli thanked everyone for attending the SPAC meeting. She noted that staff will remain in the room to answer any additional questions.

### **Links:**

[Local Control and Accountability Plan \(LCAP\)](#)

[Instructional Materials and Textbook Adoptions Presentation](#)

[Bond Update / Draft Facilities Master Plan Presentation](#)

[Facilities Webpage](#)

[Cellphone Policy Presentation](#)

[The next SPAC meeting will be held on May 1, 2025]