

**Local Control & Accountability Plan (LCAP)
Parent Advisory Committee (PAC)
Minutes**

*Tuesday, March 3, 2026, 6:00pm to 7:30pm
Location: Education Center*

LCAP PAC Members and Staff in Attendance:

Aiden Salazar	Iysha Jenkins	Marjannie Eloi Akintunde	Yudit Vazquez
Ashley Snyder	Latanya Baker	Roberto Toledo	
Elisabeth Liles-Lourick	Margaret Matthews	Sudhansu Pati	
Isaac Bojorquez	Marilyn Rodriguez Giron	Vicki Lim	
Steven Fong, Executive Director- Educational Services			
Sarab Thandi, Administrative Secretary- Educational Services			

I. WELCOME AND INTRODUCTIONS

Meeting called to order at 6pm by Marilyn.

II. PUBLIC COMMENTS

A. Public Comments from the Youth Leadership Academy- *The YLA is a group of NUSD students participating in a civic engagement program and, as part of their participation in the program, they are attending public meetings and gaining the experience of public speaking. They will be doing this within this public comment agenda item and plan to share some of their interests/priorities that they believe should be elevated in district planning.*

- i. IHS Scholar: Immigrant families in NUSD often miss important school information because they cannot understand school messages which affect deadlines, meetings and academic expectations. Ask: Human translation available in plain language so that families understand it the first time around.
- ii. IHS Scholar: As a student who gets to class on time, it is unfair to get a Tardy due to populated hallways and getting to the restroom. For foster and unhoused youth who are missing school and the response is punitive. Instead, screening for housing after a third truancy, that way they can be connected to housing immediately.
- iii. Junior at IHS. NUSD should expand solar panels and solar use across all schools. Installing solar panels sends a powerful message that schools care, and ensures that the future is sustainable. This is important for schools, and savings can be redirected to extracurricular activities. This also helps the state's long term goals. Over time the impact of solar panels will be noticeable. Ask: School districts should install solar panels on every single school site.
- iv. Junior IHS- Many high school students that need mental health support don't receive the support they need. Ask: Schools to expand resources, connections to mental health support.

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- v. Junior IHS - Students are not connected to the School Community. There is disconnect from the school community. There are many conformed groups. She would like to promote feeling connected to the school community. Ask: Recurring group events during lunch.
- vi. Junior at IHS - Mental health accessibility and the need for more social emotional support and counselors. Ask: We need more counselors in the district so that they are able to get students on track.

III. APPROVE MINUTES

- A. Approve minutes from the [September 18, 2025](#) and [January 8, 2026](#) meetings
 - i. Motion to approve the minutes for September and January moved by Roberto and seconded by Iyesha. Motion carried, none opposed.

IV. UPDATED STATUS OF 25-26 LCAP, 26-27 DEVELOPMENT, AND LCAP PAC

- A. Brief update on LCAP PAC membership
 - i. Currently this committee has one vacant position. We have been working with our homeless & foster youth department to fill this position based on the representation. We offered this position to someone who was unable to take it, and the person prior to that, when we did our last application process, also was unable to take that position. It has been a challenge especially given that this is a high mobility population. We are looking at family members and organizations that work with homeless & foster youth.
 - ii. Applications for the next member recruitment will go out after Spring break.
 - iii. Of our 21 committee members, 18 are parents/guardians of students in non-charter schools, and two-thirds of our current membership represents an unduplicated student population. **Iyesha**- what is the criteria or methodology used to seek a person that fits the criteria. **Steven**- once the application cycle opens we prioritize to fill vacancies in schools that do not have any representation or are cycling out, knowing that as students matriculate school site representation also changes. We also review the representation and diversity of the remaining members. We are responsible for doing our best to achieve a committee that represents the district geographically (school sites) as well as by the different student groups we have in our district. It is important to note that just because we have representation from one school site doesn't mean we won't appoint additional members from that school site because they may help us with all the other factors we are trying to assemble.
- B. Status of Action Implementation and Estimated mid-year expenditures- Quick Reference- across the LCAP's 7 goals we have 91 actions. Not all actions are the same size.

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- i. If a strike happens, where is the money for subs coming from? **Steven** - There is general funding that, if not used for one purpose, can be used to address this purpose.
- ii. For Academic Achievement there is a lot of money unspent compared to other goals. Why is that money there and not spent? **Steven:** In some cases invoices are still expected because this is late spring or summer work. For example, AP/IB test invoices are still waiting to come in. In another example, Secondary Math Support, there will be an adoption process coming up, so money not spent now will be used through the adoption process. CTE and Adult Ed are actions with specific funding that can be carried over across multiple years. School site funds ideally will need to be spent down. Unspent money varies from action to action. Depending on funding streams, some funds do not carry over so are spent first (i.e. grant funds), while other funds can be carried over and so we see them as funds that are still remaining.
- iii. **Roberto-** Regarding funds not spent now, can they be taken away?
Steven- It depends on the type of resource. Some state and federal grant funds need to be spent by a certain year, whereas supplemental concentration grant funding is supposed to be spent in the current year, and if unspent we are obligated to carry over the responsibility to the next year. So next year you would have to meet current obligations plus those not met last year.
- iv. **Roberto-** Goal #5 High quality staff- is that because of vacancies? **Steven-** That's due largely to actions involving Professional Development and the Diverse Future Teacher Program. They budget money to the best of their ability but actual expenditures depend on how many people end up applying, follow through, and join the programs. This is a good example of money that if not spent, will result in carryover obligations for the following year.
- v. **Iyesha-** Raised a concern with the Diverse Future Teacher Program. The last time we met there were TOSAs here and we spoke about teachers and dialects that don't correspond to the student diversity in our schools. Are we looking to diversify our teachers, and if we have funding available this year and we're not spending it, that is a concern. **Steven-** We know that stipends and other incentives are offered for people to join the program, and the question of why haven't we been able to recruit enough individuals to use all of that money is a good question. This is definitely still an action that reflects our values. You want to bring in as many candidates as possible, but it's hard to know how many will apply.
- vi. **Roberto-** Say we don't use the 72%, can we move that money elsewhere? **Steven-** There are some actions where money can be reallocated if it's in the same resource. In the case of supplemental and concentration grant funds, this money will still specifically have to be used toward our targeted actions next year.
- vii. **Iyesha-** Piggy backing off Roberto's question, how will this information be presented to committees so that they can propose to re-allocate the funds. **Steven:**

This is a great question to add to the FAQs, as these questions go directly to Leadership and then Cabinet as well.

- viii. Regarding actions with changes in implementation, in goal 6 for Teachers on Special Assignments (TOSAs), the initial plan was to have two TOSAs but ultimately one was implemented.
- ix. Regarding actions that are discontinued: the Restorative Learning Lab was piloted at four equity multiplier schools, and the original idea was to create a physical space on campus for a Restorative Learning Lab. After further exploration a decision was made to no longer move forward with that specific structure and to have Restorative Practices/Restorative Justice efforts occur through the districtwide implementation.

V. DEEPER DIVE: GRADUATION RATE AND COLLEGE READINESS

A. Summary of College Career Readiness paths

- i. Iyesha asked about the gap. **Steven** - Students can qualify to be college and career ready in multiple ways. We want them to qualify in at least one of those ways. What's happening to those that are not ready? 5th year students; Special Education Certificate of Completion or Adult Ed.; 1.1% drop-outs.

B. Review of key factors impacting A-G eligibility

- i. **Roberto** asked if the 93.2% are A-G? **Steven**- No, this is the high school graduation rate. **Iyesha**-(Regarding Slide 19) it would be helpful to have numbers and not just percentages. How about the access to resources? **Steven**- our senior class ranges from the mid-800's to 900 range recently and has been near 1,000 if we count LGA also. The 93.2% is of around 800 students. These are the ways students can be College and Career Ready on the Dashboard. This is how the state defines College and Career Preparedness. (Referencing Slide 20)- In bold are the ways that students can demonstrate being College Ready or Career Ready.
- ii. **Yudit**-Is there anything that we do to measure deficits before they get to high school? **Steven**- Looking at State Assessments or whether they are core courses that lead to A-G requirements; If students are entering high school and are not passing their Math and ELA assessments (receiving 1s or 2s before getting to high school) it is an indicator that they need additional support. Our CTE pathways are also ways to qualify as college or career ready.
- iii. **Steven**- (referencing slide 21) A question we are driving toward is: Why aren't more of our kids College and Career Ready based on the State's measure, particularly in relation to our graduation rate? Looking at students who scored a 3 or a 4 on Math/ELA, we're at around 16%.
- iv. **Tanya**- Is there any discussion around teacher sentiment toward graduation rate? Is that tracked or measured? Are teachers themselves actively engaged in and invested in their students graduating? At what age are students courted in regards

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to what they want to do after high school? Is there anything being done earlier to guide students to be ready for high school or think about college preparedness, graduation preparedness, career preparedness? Are there any incentives for teachers to improve? How invested are the teachers in these numbers? Are they working to improve their numbers? **Steven-** Our grad rate has been high relative to other districts in the Region and relative to the State's rate over many years, however, there is a disconnect with College and Career, including the A-G rate. Are teachers keenly aware of the impact of a "D" is a good question. There are outreach efforts down to 8th grade, such as those made by counselors, however, there is always room for improvement in consistency.

- v. **Yudit-** In Texas, teachers are eager to note the investment they made in their scholars- generally 95% grad rate and 90% acceptance rate to college. Sometimes it just takes one teacher to invest in their scholars and nurture them to achieve their goals. Some families are doing this but others do not have the wherewithal, but schools have the power to influence, and teachers have the power to encourage. **Steven-** This is a great question to put to others that can give more precise examples of what is currently taking place. I have been on several sites that promote college in visible ways, such as where they wear college gear with pride. However, it is true that beyond individual efforts such as this, there is a need for more unified effort across the district. We can continue to explore systemic efforts that should be happening to close that gap.
- vi. **Elisabeth -** Do we have demographic data of students who are qualifying, and do we look at equity gaps to see which students are not opting to take AP classes so that they can be encouraged to do so? **Steven -** We do share demographics data such as this in our October Board Report (for example AP/IB Data by demographic), our district progress report, and use the data from the California School Dashboard. We'll pull together these references and send them out.
- vii. **Iyesha-** Some pathways are not as successful as others, and a lot of money is allocated to some pathways and we see a deficiency in success rates. CTE presented some time ago and shared that there was an opportunity to create a pipeline for the middle schoolers to prepare them or introduce them to what may be available after high school, but we have not received any feedback after there were some things that we suggested. We would like to know the success rate so that if something is not working we can move those dollars to other areas where they are working. **Steven-** We will seek follow-up from our CTE staff. **Iyesha-** we know that some of the CTE opportunities are not at each school and are site specific. **Steven-** The Building Construction and Cosmetology pathways are good examples of pathways that people attend from both sites. The possibility of expanding inter-campus enrollment may not be logistically possible in all cases and it would certainly be hard to replicate some pathway structures, such as a full fire and police building at every school. .

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- viii. **Yudit-** Today she had an IEP meeting for her daughter and they stated that her daughter demonstrated she's at grade level. Yudit asked why then do we still see so many other deficiencies? She received answers like there is not enough time and not enough funding. Yudit is wondering why they keep moving on to the next grade level. Are we going to wait until high school when she has massive amounts of deficits? Why aren't resources being poured into areas where the need is. Why aren't [schools] being proactive rather than reactive? **Steven** - There is ongoing discussion about the balancing of the efforts between early literacy initiatives and upper grades who still need these supports. **Yudit-** also wondering if the 7% not graduating, how many are those with special needs who did not receive the resources they needed. **Steven** -Of these 7%, a significant portion are receiving a certificate of completion as agreed in their IEP. They are staying for a 5th year, or are completing in another way such as a high school equivalency exam. Overall our grad rate is quite high and our actual drop-out rate is low. A related key question that keeps arising is that although the vast majority of our students are graduating, are they graduating with tools with which they can confidently demonstrate to be successful in the next phase of their academic career?
- ix. **Roberto-** (Referencing slide 21) The table shows that for IB, 8% are qualifying as prepared. How many students are participating? **Steven-** For both IB and AP combined, roughly a third of the students are enrolled in one or more of those courses. Most, but not every student takes an AP or IB test. And of those, not all pass.
- x. **Steven-** Not all students take A-G courses because they may not want to go to college. Although we do not want to necessarily prescribe that every student go to college, we do want them to be eligible, should they choose to go to college. Many students do not know what they want so early in high school. To be UC eligible the requirements are different from our graduation requirements
- xi. **Marjannie-** Are there enough teachers and resources to support AP? Do we have enough teachers? **Steven-** Almost all of our Math courses are A-G eligible as are most of our core courses, so yes, there are enough courses. What we also need to pay attention to is that while teachers may want their students to pass, what grade are they passing with? Completion of a course with a D lets you graduate high school but cannot count toward UC A-G.
- xii. **Steven-** (Referencing slide 23) Once we dug further into the data, we found that students are taking the right courses but they are not passing with Cs or better. And discussion of grading is a much deeper conversation.
- xiii. **Iyesha-** For students that are failing, are we evaluating the teachers to make sure they have proper credentials, and how effective they are with teaching and not just whether they are qualified to teach?
- xiv. **Marjannie,** is there a law that you could graduate with a D? **Steven-** There is not a law. When we get into the conversation of grades, it's a conversation to have teachers involved. There are many philosophies and ideas about grade reform.

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Some involve grading on a scale, some want to get rid of grades, some want to get rid of Ds. And yes, there is a teacher evaluation process. Also, we do share D/F analysis with our school sites.

- xv. **Marilyn-** Has that standard changed? When she was in school the push was for C and above. She has heard of some teachers telling students that 'a D will get you a diploma'. **Tanya-** D just gets you a high school diploma. Students are being held to one standard, however, teachers are not held to one standard of teaching. One teacher may be more interactive and teaching and testing and grading much differently than another teacher teaching at the same school. So students are receiving grades differently from one teacher vs another. High school students may not yet understand one teacher's way of teaching and grading vs another. Aspect of teacher autonomy vs consistency throughout the district. Discussion of fairness and accountability is a much larger discussion. Same courses and different outcomes.
- xvi. **Isaac -** This is a topic that can come up on Teacher Development days. Grading scales are the same whereas teaching style may not be. Evaluation of teachers happens, so maybe this is where administrators take a closer look.
- xvii. **Roberto-** teachers should stop telling students that a D is okay.
- xviii. **Ashley-** It starts at home. We can talk about what teachers should be doing, but it all starts at home.
- xix. **Steven-** Time check- 7:20pm
- xx. **Elisabeth-** Would like to point out that only 82% of our teachers are appropriately credentialed. Elisabeth is a professor at CSUS and she sees students coming to University totally unprepared. We need to have teachers, parents and school counselors and social workers be a part of this conversation. We don't have enough school counselors. There are so many factors, like attendance, that are preventing scholars from achieving.
- xxi. **Iyesha-** It would be nice to identify the top 3 or 4 goals for members out of the 7 goals of the districts, so we can carry those goals forward. That is Iyesha's proposal. We have a great opportunity to be helpful and as many members cycle out it would be helpful to have a few goals to focus on.

VI. Updated outcomes for LCAP metrics

A. 2026-27 Development

- i. Annual cycle of a three-year LCAP. We're never really done with the LCAP. Where are we now? Differentiated Assistance updates, and updates to appendix.
- ii. The Budget Development process is just kicking off now. The Mid-Year budget report went to the Board in January. Iyesha would like a copy. (Steven noted that the link will be included in the follow-up email)

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- iii. Roberto- how often do you update the appendix? Annually. Draft of the Appendix- Roberto would like a copy. (Steven noted that a link will be sent out in a follow-up email)
 - iv. Steven confirmed that both of these items will be provided in email and we can make hard copies if needed.

VII. DISCUSSION AND INPUT ACTIVITY

Steven- we are at 7:25pm. Are we okay with extending the meeting? Or complete the activity asynchronously?

A number of members have to leave so it was decided to do this asynchronously. We are asking that members use highlighting or other comments to notate which of the current priorities/areas of input they would like to further elevate. Results of the family survey will also be shared. The current compilation of input comes from the different groups leading up to this meeting.

A. Brief summary of Spring Family Survey Results

- i. Shift to asynchronous input opportunity*

B. Brief summary of input from spring engagement

- i. Shift to asynchronous input opportunity*

C. Prioritization activity w/discussion and gallery walk

- i. Shift to asynchronous input opportunity*
- ii. Roberto moved to table the last 2 items, Iyesha seconded. Motion carried, none opposed.

VIII. Adjournment @ 7:28pm.