

**Parent Advisory Committee Meeting**  
**Steering Committee Minutes**  
**DATE Friday, 10/24/2025**  
**TIME 5:00PM-7PM**

I. Welcome & Activity

- A. 5:16 pm Mike Hernandez introduced himself as the community liaison. Sarai Hernandez introduced herself as the community programs manager. Cecilia Hernandez introduced herself as the parent liaison. Crystal Gutierrez introduced herself as a school social worker. Leeann Strickland, supervising teacher taking notes. Susana Chavez, substitute teacher support and Olga Melikova, EL Specialist. Mike Hernandez showed the agenda for the meeting.

II. Call to Action

A. Importance of engaging families

1. Research has shown that strong family- school partnerships lead to improved student outcomes such as:
  - a) Improved identification of needs
  - b) Improved social emotional development
  - c) Improved academics
  - d) Lower suspension rates
  - e) Increased graduation rates
  - f) Improved graduation rates
  - g) Improved preparation for college/career
2. Outcomes best achieved when families and schools work together, collaboratively and in an ongoing partnership.

B. Importance of engaging families

1. Parents have a significant influence of their children, surpassing that of friends, teachers or school administration
2. As such, active parental engagement is crucial as it inspires and motivates childrens to develop good learning habits, participate more in the classroom and foster an overall positive attitude towards education.
3. 5:27 pm Mike told a personal story about how he and his wife limited screen time for his eight year old son, to focus on his reading skills. After some time, his son's reading has significantly improved. This is an example of parents getting involved in their child's education by setting clear expectations and goals in impact academic success.
4. A table is shown of 10 other examples of parental actions that impact their students academic success.

III. Community Programs & Steering Committee Information (Part 1) 5:33 pm Sarahi Hernandez

- A. The purpose of the steering committee
  - 1. Represents key education partners including students, families, staff and community partners
  - 2. Provide information for community school planning.
  - 3. The goal of a community school is to leverage resources from students, families, educators, and community partners to create supportive and equitable learning environments.
- B. 5:35 pm Four pillars of community schools
  - 1. Expanded and enriched learning time and opportunities
    - a) After school, weekend, and summer programs
  - 2. Integrated student support
    - a) Mental, physical health supports
  - 3. Collaborative leadership and practices
    - a) A culture of professional learning, trust and continuous improvement
  - 4. Active family and community engagement
    - a) parents/caregivers in the school as partners, leaders and learners
- C. 5:39 pm Last steering committee on 4/04/2025 recap
  - 1. Observations from data last presented
  - 2. Engagement evaluation (families, marginalized student groups, partners) gauged at 1-24%
  - 3. Whole child and family wellness inventory
  - 4. Progress towards CCSPP goals
  - 5. Measuring goals results
    - a) Increasing proficiency scores in math
    - b) Student leadership development
    - c) Adult education
- D. 5:41 pm Whole child and family wellness inventory
  - 1. Mental health screening and services
  - 2. Academic support (tutoring)
  - 3. Programs that teach social-emotional skills (expect respect)
  - 4. Vision, hearing, neurological, physical health screening
  - 5. Project based learning (SGI)
  - 6. Counseling center
- IV. Family Activity 5:45 pm
  - A. Cecilia hands out paint and the ceramic figurines. Sarahi explains that we will take a few minutes to paint and then get back to the presentations.
- V. Community Programs & Steering Committee Information (Part 2)
  - A. 5:58 pm Program services and updates

1. Community programs teams consistently working with counselors, social workers to gauge student needs
2. Working on partnerships to bring on campus
- B. Feedback and recommendations 6:05 pm
  1. Previous steering committee highlighted needs for increased math support, student leadership development, and adult education
  2. A parent asked if the school plans to hire a new art teacher. Mike Hernandez offered CTE graphic design.
  3. 6:07 pm a student asked if we plan to provide sports again. Mike and Sarahi said that is something they are working towards as many students have mentioned that.

#### VI. LCAP Presentation

- A. 6:08 pm Local control and accountability plan (LCAP)
- B. Four goals with a focus on EL, low income and foster youth students
  1. Increase academic progress
  2. Increase student retention
  3. Increase stakeholder engagement
  4. Students will gain skills for college and career readiness
- C. Staff such as teachers, tutors, paraprofessionals, counselors and support staff are paid out of LCAP
- D. Programs like math and ELA classes, CTE and dual enrollment classes, professional development, student activities and community engagement are paid out of LCAP

#### VII. LCAP mid year update

- A. 22% of the allotted 7,783,966 LCAP funds have been utilized so far this year
  1. New actions taken to increase student success:
    - a) New EL SGI classes
    - b) Math lab
    - c) Focus on increasing tutoring
    - d) Piloting IXL and new curriculum
    - e) Counselors receiving professional development
    - f) Teachers have google pixel phones for better communication
- B. Desert sands comprehensive support and improvement plan (CSI)
  1. This plan is in place to improve Desertsands' low 4-5 year graduation rate
  2. Focus on tutoring more students. Research shows that more tutoring leads to a high credit completion, which will lead to graduating faster.
  3. Students who receive tutoring at DS average 1 more credit a learning period than those who don't.
  4. Currently DS averages tutoring 28% or 213 of its students every learning period.

5. Desert Sands will focus on increasing the number of students tutored by 2% every learning period, which should translate into 182 new students being tutored every learning period.
6. Learning Recovery Emergency Block Grant (LREBG)
  - a) Desert sands ws awarded a \$171,00 grant that can be used to increase instructional time, address learning gaps, providing professional development and combat barriers to learning
  - b) The desert sands site leadership team recently did a needs assessment and the data showed that the LREBG money can support in increasing instructional time in Saturdays and for night school. It can also support SPED teachers and their professional development, transportation options for students and enhancing on campus activities for SPED students.
    - i) The attendees appreciated the grant and like what DS is doing with it.

- VIII. Costume contest did not happen due to guests not wearing costumes. Prizes were given out anyway for attending
- IX. Adjourn - 6:18 pm