



School: San Diego Mission Academy

Parent Advisory Committee (PAC) Meeting Minutes

Q1 September 3, 2026 @ 3:30pm - Virtual Teams Meeting

Facilitators

- Dr. Damaris Owens
- Gabrielle McCord
- Heather Barnhart

Attendees

- Dr. Damaris Owens
- Gabrielle McCord
- Carmen Robledo – SDMA Parent
- Terra Greenwood – Parent Participant
- Cynthia Garcia-Doane – Multilingual Department
- Emily Berkowitz – Multilingual/ELD Program Specialist
- Lisa Romero – Multilingual Paraprofessional
- Sandra Alcantar Lopez – Multilingual Teacher
- Brianna Simoneau – Middle School Lead
- Isabella Robledo – SDMA Student
- Kiyo – Student Participant
- Parent of Kingston Navarrete
- Additional students, parents/caregivers, and staff members

Meeting Purpose

Gabrielle McCord explained that the Parent Advisory Committee (PAC) serves as a bridge between families and the school board.

The purpose of PAC is to provide family and student feedback related to the school's Local Control and Accountability Plan (LCAP) and help ensure resources and funding are aligned to the needs of students, including:



- Low-income students
- English Learners
- Foster youth
- Students with disabilities
- Other student groups needing additional support

The meeting focused on reviewing LCAP goals, discussing school performance and accountability measures, gathering stakeholder feedback, and sharing student and family support resources.

PAC Discussion

1. LCAP Goals Reviewed

The team reviewed the school's four primary LCAP goals:

1. Increase Academic Progress
2. College & Career Readiness
3. Student Retention
4. Educational Partner Engagement

The team discussed current academic performance in English Language Arts and Mathematics.

A key challenge identified was that current performance is reflected as red status on the California Dashboard, while the school is working toward improvement to orange status.

The discussion emphasized the importance of continued intervention, family engagement, individualized student support, tutoring, and progress monitoring.

2. CSI and Differentiated Assistance

Gabrielle McCord and Heather Barnhart reviewed two state accountability and support programs affecting the school.

Comprehensive Support and Improvement (CSI)



The team explained that CSI support was triggered because the school's federal graduation rate is currently below 68%.

Gabrielle explained that independent study schools often serve students who:

- Enroll after falling behind in credits.
- Transfer into the school later in their high school experience.
- Move frequently.
- Experience unique personal, academic, or family circumstances.
- Need alternative pathways to successfully complete high school.

These factors can affect how graduation rates are calculated.

Differentiated Assistance

The team also discussed additional state support related to:

- Graduation rates.
- College and Career Indicator performance.
- Performance of specific student groups.

Student groups discussed included:

- Students with disabilities.
- Low-income students.
- Hispanic students.
- White students.

The team shared that an updated California Dashboard is expected around October 15.

3. Chronic Absenteeism and Student Engagement

Participants discussed the importance of identifying students experiencing attendance concerns as early as possible.

Brandon Galvan's Feedback

Brandon recommended that schools calculate individual absence rates regularly and identify students who are missing approximately 10% or more of the school year.



This prompted discussion around strategies Elev8 uses to help address attendance and engagement concerns, including:

- Flexible scheduling.
- Increased teacher access.
- Tutoring opportunities.
- Individualized student support.
- Direct outreach to students and families.
- Progress monitoring and early intervention.

The group discussed how early identification can help the school intervene before attendance concerns become more significant.

4. Academic Success Strategies

Brandon also shared feedback about how students can use school supports strategically.

He suggested that:

- Students complete assignments they are comfortable with independently.
- Students use tutors and teachers for more difficult assignments or concepts.
- Students seek support before becoming overwhelmed or falling behind.

Gabrielle connected this feedback to the school's individualized support model and the importance of matching students with the right level of support based on their needs.

5. Programs and Priorities

Participants were asked:

What priorities or programs would make the biggest impact on student achievement this year?

Brandon Galvan's Recommendations

Brandon recommended:

- High-dosage tutoring
- Targeted mental health programs



- Continued access to academic support
- Early intervention for students struggling with attendance or academic progress

Participants and staff discussed how these supports can help address both academic and non-academic barriers to student success.

6. Student and Family Support Resources

The team shared several resources currently available to students and families.

Teen Anxiety & Stress Workshop

The counseling team announced upcoming workshops focused on practical strategies for managing stress and anxiety.

- Parent Session: September 8
- Student Session: September 9

CalKIDS Program

Families were informed that eligible students may qualify for approximately \$500–\$1,500 in college savings funds through the CalKIDS program.

The team shared that the program does not require a GPA or essay.

Care Solace Partnership

The school highlighted its partnership with Care Solace, which provides:

- Free and confidential mental health referrals.
- Assistance locating therapy.
- Support finding community-based resources.
- Services for students and families.

Families were encouraged to use these resources when needed.

7. PAC Feedback Questions

The team asked participants to provide feedback on several key questions.



Question 1

How can the school achieve its LCAP goals?

Question 2

What priorities or programs would make the biggest impact on student achievement this year?

Question 3

How satisfied are families with school communication and updates about student progress?

Feedback was collected through discussion, surveys, and QR-code forms.

8. Parent and Participant Feedback

Terra Greenwood

Terra Greenwood remained engaged throughout the meeting and expressed appreciation for the information and opportunity to participate.

No additional PAC-specific recommendations were recorded beyond feedback previously shared during the ELAC portion of the meeting.

Tabasom

Tabasom thanked the team for sharing information and providing explanations throughout the meeting.

Brandon Galvan

Brandon was highly engaged throughout the PAC discussion and provided multiple suggestions related to:

- Attendance.
- Tutoring.
- Student academic support.



- Mental health resources.
- Student success strategies.

9. Positive Student Feedback

A strong theme throughout the meeting was appreciation for Elev8 staff and student support.

Brandon shared that:

- His teachers and tutors consistently help him.
- He feels more successful at Elev8.
- He appreciates the support provided by Miguel, Evelyn, and Ms. White.
- He described staff members as kind and amazing people.

Heather Barnhart committed to sharing Brandon's positive feedback with the staff members he recognized.

10. PAC Survey and Family Engagement

Families were encouraged to complete the Q1 PAC Parent Survey to provide additional feedback regarding school priorities, communication, and student support.

PAC Survey:

<https://forms.gle/xqsEcjN1cM2ieSRU9>

Sheet: [📄 PAC/ELAC PCG Feedback Sheet](#)

Families were also encouraged to continue attending PAC meetings and participating in future opportunities to provide feedback.

Major Suggestions Raised During PAC

The following themes and recommendations were identified during the PAC discussion:

1. Identify students with chronic absenteeism concerns early.
2. Continue and expand tutoring opportunities.
3. Increase access to mental health resources and programming.



4. Continue individualized student support plans.
5. Maintain flexible scheduling options.
6. Increase opportunities for family and student engagement.
7. Continue collecting stakeholder feedback through PAC meetings and surveys.
8. Use participant feedback to inform future LCAP planning and resource allocation.

Action Items

Families and Students

- Complete the PAC feedback survey.
- Continue participating in future PAC meetings.
- Explore the Teen Anxiety & Stress workshops.
- Review CalKIDS eligibility and available college savings funds.
- Utilize Care Solace and other mental health resources when needed.

Leadership Team

- Review PAC survey responses.
- Incorporate parent and student feedback into LCAP planning.
- Continue sharing student and family support resources.
- Review feedback related to tutoring, attendance, and mental health support.
- Continue monitoring academic progress, graduation rates, and student engagement.
- Prepare for the next PAC meeting.

Upcoming PAC Meeting

Next PAC Meeting: November 19 at 3:30 PM

The next PAC meeting will provide additional opportunities to:

- Review school progress.
- Discuss LCAP goals.
- Gather family and student input.
- Review student support programs and resources.
- Increase family participation in school decision-making.



Overall Meeting Theme

The PAC discussion focused on stakeholder voice, LCAP planning, academic achievement, graduation and accountability measures, attendance, and student support resources.

Participants emphasized the importance of tutoring, mental health support, early intervention, flexible learning options, and strong relationships between students, families, and school staff.

The meeting concluded with staff thanking students, parents, caregivers, and team members for their participation and feedback.

End 3:58pm